

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.



We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**



We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  
LOTTERY FUNDED

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0.00
Total amount allocated for 2023/24	£11,630
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0.00
Total amount allocated for 2023/24	£11,630
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£11,630
Total amount overspent:	<b>£345.99</b>

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024.</p> <p>Please see note above</p>	<b>77%</b>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<b>69%</b>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>69%</b>

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

**No**

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £11.975.99		Date Updated: 5 <sup>th</sup> July 2024	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<p><b>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>		
<ul style="list-style-type: none"> <li>- To provide all children with high quality PE and sport provision in line with the NC.</li> <li>- To enable children in years 5 and 6 to develop leadership skills to enable them to support the provision of physical activity outside of lessons, (break and lunch times).</li> <li>- To encourage children to be physically active during breaktimes and lunchtimes.</li> <li>- To enhance learning and engagement in physical activity with the provision of</li> </ul>	<ul style="list-style-type: none"> <li>- All children Y1-Y6 to participate in two PE lessons a week.</li> <li>- PE lead to support teachers in the planning and delivery of high quality lessons.</li> <li>- Complete PE Scheme of learning provided to all staff to support in their delivery of PE.</li> <li>- Provide training for Sport Leaders and Playtime Leaders and have opportunities to support them in the aim of increasing the level of physical activity at our school.</li> </ul>	<p>£5,310</p> <p>£126 – Complete PE sub</p> <p>£614.24</p>	<ul style="list-style-type: none"> <li>- Specialist PE coaching from Supasports who have trained TAs to improve their confidence and knowledge of a range of different sports. This has enabled high quality P.E sessions being delivered by experienced sports coaches.</li> <li>- Subscription to Complete PE enables teachers to deliver PE lessons with greater confidence whilst also building a deeper understanding of how to deliver inclusive PE.</li> <li>- Sports and Playtime leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Provide staff with further resources and training with regards to the delivery of gym and dance.</li> <li>- Continue to develop Playground Leaders as facilitators of semi-structured playground activity.</li> <li>- Continue to invest in equipment to support the delivery of high-quality PE and sport at our school</li> </ul>	

Created by:



Supported by:



<p>high-quality equipment and resources.</p> <ul style="list-style-type: none"> <li>- Our school to continue to engage in the daily mile or active brain break and this to increase physical performance in our children</li> </ul>	<ul style="list-style-type: none"> <li>- Provide a range of equipment to encourage to engage in for active play times.</li> </ul>		<p>have received training in how to engage others in games and can work with others at playtimes.</p> <ul style="list-style-type: none"> <li>- Investment in high quality resources have contributed to higher levels of engagement in sport such as tennis, football and Cross-country.</li> <li>- Playground leaders have supported positive and purposeful play across the school and have introduced children to several physically active games. This has led to a variety of games being played at playtimes and lunch times.</li> </ul>	
---	---	--	--	--

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation		Impact	
<p><b>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<ul style="list-style-type: none"> <li>- To support children in becoming effective Sport Leaders.</li> <li>- To support children becoming</li> </ul>	<ul style="list-style-type: none"> <li>- Provide training for children in years 5 and 6 to become Sport Leaders. Ensure Sport Leaders have opportunities to engage in the delivery of physical activity</li> </ul>		<ul style="list-style-type: none"> <li>- Sports Leaders have contributed to running of lunch time events. They have supported the running of sports day and weekly PE</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise Sport Leaders to a greater extent to support the promotion of physical activities during lunchtimes.</li> </ul>

<p>effective Playground Leaders.</p> <ul style="list-style-type: none"> <li>- To raise awareness of PE and Sport taking place in school.</li> <li>- PE lead to set out training programme for the year, identifying coaching opportunities and next steps for staff.</li> <li>- Training for PE on subject leadership and suitable release time to coordinate PE and events.</li> <li>- Training staff to deliver outdoor learning linked to the curriculum.</li> </ul>	<p>across the school day.</p> <ul style="list-style-type: none"> <li>- Provide training and mentoring to Playground Leaders to ensure they understand their role and can contribute to promoting positive play and physical activity. Provide Playground leaders with a hoodie to ensure they have a high profile in school and are easily identifiable for younger children.</li> <li>- PE and Sport to be given a high profile through regular updates in celebration assembly, noticeboard, school FB page and weekly newsletter. Share successes with children in assemblies and through sports displays around the school. Recognise children's sporting achievements outside of school.</li> <li>- Staff CPD and upskilling to ensure the quality of PE is consistently strong.</li> <li>- Opportunity for staff to attend Wild Tribe Training to upskill them in outdoor learning lessons.</li> </ul>	<p>£250 - Hoodies</p> <p>£375 - Wild Tribe</p>	<p>lessons alongside the teachers. Pupils are proud to wear the sports hoodies and take their roles seriously, developing leadership skills.</p> <ul style="list-style-type: none"> <li>- PE and sport enjoy a high profile in the school with children displaying positive attitudes to physical activity. Engagement in extra-curricular is high. (70%+ of children in KS2 have attended clubs this school year).</li> <li>- Celebration assemblies feature sporting achievements and give pupils an opportunity to share and be proud of their sporting experiences outside of school. This also exposed pupils to different activities available locally, promoting awareness.</li> <li>- Wild Tribe training has upskilled staff to deliver outdoor learning – this had enhanced pupil learning experiences outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Identify more opportunities for children to engage in extra-curricular physical activity. Survey children to identify sports they would like to engage in and explore reasons why least active children don't participate.</li> <li>- PE lead to ensure communication methods regarding sport and active provision remains high profile. Office staff to support.</li> </ul>
---	--	--	--	---



	- PE lead upskilling and CPD to ensure maximum impact from PE lead.			
--	---	--	--	--

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	Sustainability and suggested next steps:
<b>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	
<ul style="list-style-type: none"> <li>- Continue to identify opportunities to work with external providers to support the delivery of specific sports and to provide staff with expert modelling.</li> <li>- Continue to work in partnership with the Helston Cluster to provide children with a range of sports.</li> <li>- To increase staff confidence in the delivery of the PE curriculum and extra-curricular sport.</li> </ul>	<ul style="list-style-type: none"> <li>- PE lead to work with local sports organisations to identify coaches who can work with teachers to support the delivery of high quality PE lessons.</li> <li>- PE Lead to meet/discuss with other PE leads from Helston Cluster. Provide children with a range of competitive and inclusive sports activities.</li> <li>- Regular ongoing training for staff via Complete PE</li> </ul>		<ul style="list-style-type: none"> <li>- We have had multiple after-school clubs run by expert coaches in autumn and spring terms. KS2 clubs 100% full.</li> <li>- Penzance Tennis club supported the delivery of high-quality PE and sport. This partnership was highly successful in developing increased enthusiasm for the sport. Also, providing important CPD for staff in school. After school club 100% full.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify further opportunities for professional coaches to work with the school to support staff CPD, inspire children and to strengthen school-club links.</li> <li>- Moving into 2024/25, the school has decided to try a different route and no longer will be joining the Helston cluster Partnership.</li> </ul>

<ul style="list-style-type: none"> <li>- Release time for PE Lead to attend meetings, sports training and network meetings.</li> <li>- The school endeavours to provide children with taster sessions for different and new sports, (skipping workshop, athletics, tennis, kwik-cricket).</li> </ul>	<p>Online. Ongoing support for staff through demo lesson, team teaching and collaborative planning.</p>		<ul style="list-style-type: none"> <li>- children have had opportunities to participate in inter-school events. Cross-country and Gymnastics.</li> <li>- Staff confidence and experience has grown over the course of the year through regular dialogue with PE lead and through training.</li> <li>- Children have had increased enthusiasm, interest and participation in cross-country and tennis this year.</li> <li>- Teachers received CPD training from Helston Cluster sports coach, modelling good teaching and upskilling staff (Tom) Teachers report increased confidence in less familiar sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Further opportunities for staff to focus on the delivery of aspects of PE in staff training time.</li> </ul>
--	---	--	---	---

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	

Supported by:

Created by:



what they need to learn and to consolidate through practice:			changed?	
<ul style="list-style-type: none"> <li>- Continue to offer a broad range of extra-curricular physical activities to children across the school</li> <li>- Introduce children to a wider range of sports and physical activities both within and beyond the curriculum.</li> <li>- Purchase of PE equipment to enhance the PE delivery.</li> <li>- Evaluation of PE provision to ensure it is broad and balanced and school has access to most up to date guidance and resources</li> <li>- Children in Y1-4 to take part in a Surf Day provided by Global Boarders</li> <li>- Children from Y4-Y6 to be given the chance to take part in Sailing on the Helford River.</li> </ul>	<ul style="list-style-type: none"> <li>- PE Lead to plan extra-curricular delivery each term to ensure opportunities are available to children across the school. Identify external providers to complement this.</li> <li>- Complete PE</li> <li>- Review the rolling programme to ensure a range of sporting activities that are progressive from year to year.</li> <li>- Liaise with the Sailing Trust to secure sessions.</li> </ul>	<p>£350 – Tennis Coaching</p> <p>£126</p> <p>£609.25</p> <p>£1,157 – Surfing difference</p> <p>£58.50 – Sailing difference</p>	<ul style="list-style-type: none"> <li>- Sports activities offered to children across school.</li> <li>- Tennis club offered this year for the first time. Greater use of tennis equipment at play and lunch times as pupils have been inspired by their learning to practise and play more regularly.</li> <li>- All staff-led clubs are free of charge and have had high levels of attendance. Average attendance was around 80%.</li> <li>- Requested more spaces regarding sailing this year due to high demand. 12 places 2023 up to to 20 places in 2024. 18 places were filled this year</li> <li>- All children in Y1-y4 engaged in a surfing day resulting in greater</li> </ul>	<ul style="list-style-type: none"> <li>- Identify further opportunities for KS2 children to experience new sports</li> <li>- Consider subsidising clubs that have a cost involved to encourage maximum uptake.</li> <li>- Encourage more support staff to run extra-curricular activities.</li> <li>- Ask all teachers to run at least one club for a half-term.</li> </ul>

			<p>awareness of how to enjoy the sea safely and have greater confidence in the sea/water.</p> <ul style="list-style-type: none"> <li>- Y5/6 residential was sports based: bodyboarding, surfing and coasteering.</li> <li>- New equipment purchased. Children involved in decisions on equipment orders through School council. Pupil voice – equipment reflects their wants and therefore greater use at playtimes.</li> <li>- Ongoing Complete PE membership enables all staff to receive latest guidance and information for curriculum PE. Enabling and supporting them with effective lesson delivery.</li> </ul>	
--	--	--	--	--

--	--	--	--	--

**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p><b>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<ul style="list-style-type: none"> <li>- All children to experience competitive sport within the school.</li> <li>- Increase the number of children in KS2 having opportunities to compete in inter-school sports events.</li> <li>- Release time for PE Lead to attend competition and sporting events with children, (including supply cover)</li> <li>- High quality sports coaches offered training alongside TAs to improve confidence and knowledge of sports.</li> </ul>	<ul style="list-style-type: none"> <li>- PE Lead to ensure that children have opportunities across the school year to experience intra-school events that priorities fun and engagement.</li> <li>- PE lead to ensure that children across Ks2 have opportunities to represent the school in a range of inter-school events. (Cross country, Gym, Tennis, football).</li> <li>- Penzance tennis club did a 6-week block of coaching with PE lead. Upskilling and offering cross-curricular links</li> </ul>	<p>£3000 – Helston Cluster membership</p>	<ul style="list-style-type: none"> <li>- Increased number of X-country children representing the school this year. 9 endurance medals earned and two silver placed runners in their age category. (Made 5 out of 6 races)</li> <li>- 32 children in KS1 and KS2 represented our school at the gymnastics. Maximum places filled.</li> <li>- These sporting opportunities have increased confidence and pride at being at Sithney School. This feeds into the classroom as children share their experiences on FB, school newsletter and celebration assembly.</li> <li>- Annual Sports Day is planned for House Teams</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to build a programme of intra-school competition across the school. Work alongside the new small school Hub PE Coordinator.</li> <li>- Continue to strive for high levels of engagement in inter-school events by equipping children with the confidence and skills to participate in competitions and festivals.</li> </ul>

			to compete against each for a competitive opportunity.	
--	--	--	--	--

Signed off by	
Head Teacher:	Helen Neil
Date:	25.07.2024
Subject Leader:	Ross Williams
Date:	17.07.2024
Governor:	
Date:	