

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

REVISED June 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

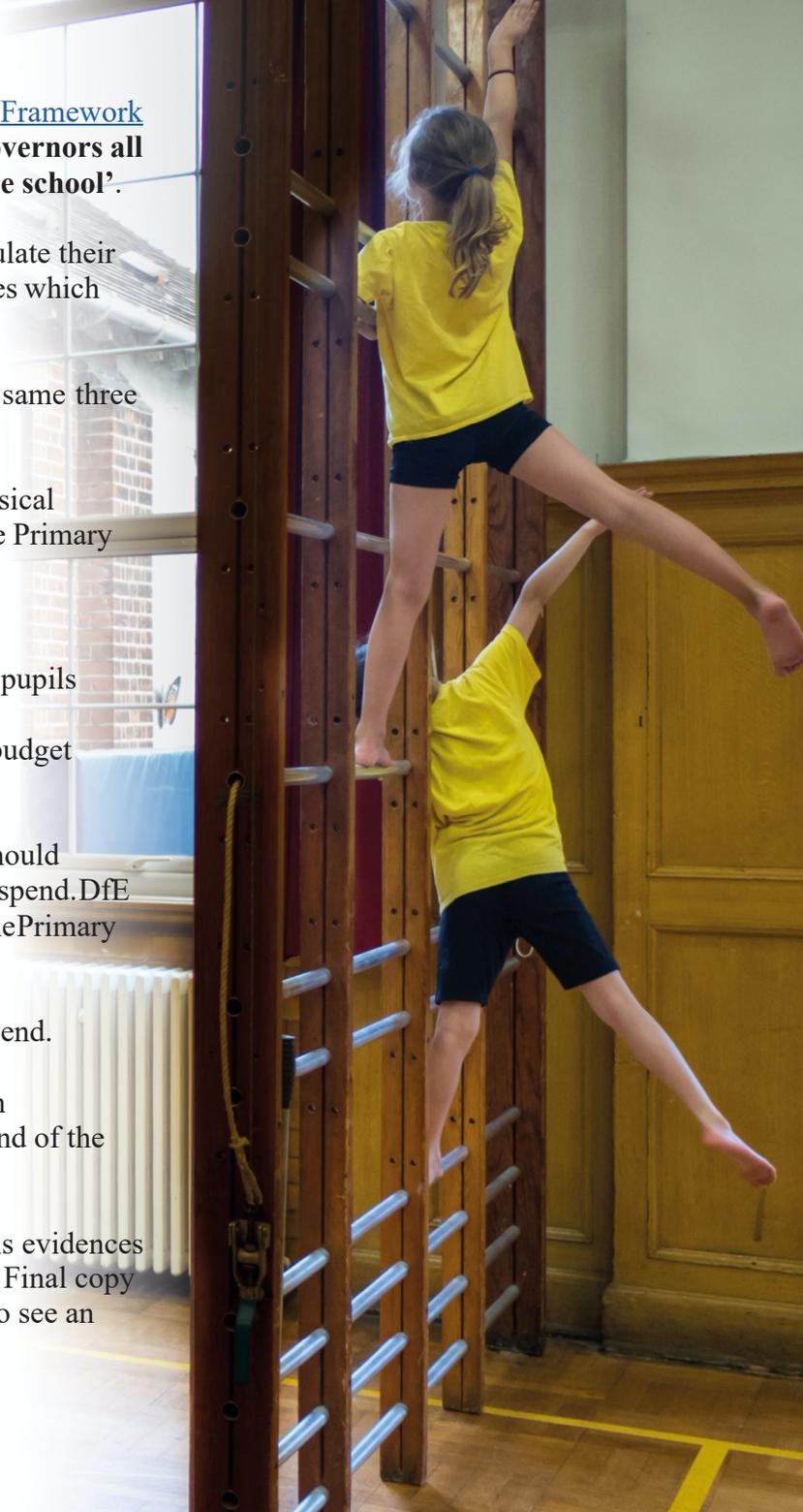
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <p>Record of Outcomes Reported at End of Autumn Term 2019</p> <ul style="list-style-type: none"> PE lead attended CPD and subject leader briefing At WSP Steps to Tokyo has been planned to start in the spring term Lunchtime play leaders have begun to run sessions at lunch times <p>Record of Outcomes Reported at End of Spring Term 2020</p> <ul style="list-style-type: none"> Staff were unable to attend the training due to cancellation of event – re-scheduled. LCEPS staff and pupils attended rugby festival for CPD and participation. At LCEPS netball CPD training attended and ideas implemented in Y4, 5,6 PE lessons. At WSP Exeter City in the Community delivered 6 sessions of football skills and physical health awareness. Monitoring of PE showed that lessons were good. PE intent statement completed. <p>Record of Outcomes Reported at End of Summer Term 2020</p> <p>Due to the global Covid-19 pandemic at the end of the Spring term and consequent school closure until Sept 2020, the targets for the summer term were unable to take place.</p> <p>However below is a list of actions that were taken during lockdown:</p> <ul style="list-style-type: none"> Key questions for inspection document completed. Evidencing the impact of primary PE and sports premium document completed. At WS, weekly PE at home activities added to the website. PE activities included in the home learning packs. | <ul style="list-style-type: none"> To carefully plan and co-ordinate Covid friendly sports provision and training. To audit the PE equipment and replenish if required To review the Covid friendly provision for Autumn term – including the use of Premier Sport Write a progressive rolling program Swimming provision. Focus on ensuring Y6 leave being able to swim 25M. Swimming provision. Catch up /introductory sessions for Y5. NOTE: KS2 as a whole received less swimming due to COVID restrictions and will need catch up sessions Sept 2021- July 2022. |

- All PE and play resources have been reviewed and stored appropriately allowing staff to be clear on the range of resources we have at LCEPS.
- At WS, PE and Sports provision initially organised with Premier sport for autumn term.
- At LCEPS, PE and sports provision initially organized with F and L Sports for autumn term.
- At LCEPS, swimming booked for academic year commencing with Y3 in autumn term.
- At LCEPS, PE resources shared by South Dartmoor teaching school alliance / ELC have been shared with staff and trained to specifically teach PE under COVID guidelines

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| Academic Year: September 2020 to March 2021 | Total fund carried over: £ | Date Updated: | | |
|--|--|-------------------------------|---|--|
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: £ |
| Intent | Implementation | Impact | | |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |

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| Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2021. | 50% LCEPS 100% WSP |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 45% 66.6% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 33% 66.6% |
| 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? | Yes- It is planned that all cohorts have a minimum of 1 term's swimming each academic year. No-WSP |

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: 2020/21 | | Total fund allocated: TOTAL £32,815.94 | | Date Updated: 16.6.21 | | |
|--|--|--|--------------------|--|--|--|
| Key indicator 1: 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 | | | | | Percentage of total allocation: 26% | |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: | | |
| 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: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | |
| <ul style="list-style-type: none"> To inspire pupils to be active for 60 minutes per day with at least 30 minutes in school. | <ul style="list-style-type: none"> Class resource boxes to be created in light of COVID to ensure safe active play. | | £2000.00 | <ul style="list-style-type: none"> All classes have a resource box to enable active playtimes. LCEPS/WSP and those children identified as reluctant 'movers' at lunch play are now joining in at least twice weekly. Children know a range of activities to keep themselves healthy and active at home and in school. LCEPS/WSP. Children can lead and talk about which games they would like to play. | | Take part in Run to the sun fun run July 2021. |
| <ul style="list-style-type: none"> To train play leaders to support and deliver lunchtime games. | <ul style="list-style-type: none"> Play leaders to be trained to support and deliver lunch time games. | | £2000.00 | <ul style="list-style-type: none"> Play leaders have encouraged children to be more active and engaged with new games and equipment at lunch times. LCEPS/WSP. Organised play and structured activities take | | To train mental health ambassadors. Continue to find training for new playground games. |

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| | | | place in designated play zone. | |
| <ul style="list-style-type: none"> To increase engagement of all pupils in regular physical activity. | <ul style="list-style-type: none"> All classes have regular PE sessions twice weekly and daily physical activity. PE at home activities to be shared via google classroom and live lesson of pupils and coach shared via you tube to reinforce keeping in touch. Premier Sport to continue with provision with after school provision. | £6360.46 | <ul style="list-style-type: none"> All children continue to take part in PE lessons during school closure. LCEPS/WSP Cohorts 2-6 completed a session with PE specialist and pupil feedback indicated they enjoyed the sessions and that they would repeat activities. Cohorts 2,3,4 focused on playground games and increasing active play at lunch time. MTA feedback to HOL included improvements to behaviour and an increase in play. Cohorts 5 and 6 completed the above and progressed further by also exploring importance of health-related fitness. Why do we need to raise our heart rate? Do we do this for at least 30 mins each day? Are we aiming for 60 mins each day? Ideas and personal challenges that could be done individually or with friends, at home and at school were articulated by pupils. On average 65% or more of each cohort completed personal challenges and shared this via Google classroom with teachers. | <p>PE impact day 5- competitive sport focus. WSP</p> <p>Take part in new sporting challenge such as ultimate frisbee.</p> <p>PE impact day 5- Targeted support in each cohort, athletics, core stability, stamina. Summative assessment and planning for next steps across all cohorts. % of pupils working at ARE.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 52% |
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| Intent | Implementation | | Impact | |
| 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: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> To raise the profile of PE and sport across the federation. | Continue to utilise PE, sport and physical activity as part of an active recovery curriculum. | | <ul style="list-style-type: none"> Increase in physical activity across the federation with pupils having increased physical and mental stamina. | Links with Exmouth Learning Community and Dartmoor. |
| <ul style="list-style-type: none"> To enable pupils to have experiences of different sports, health related fitness activities and some personal challenges. | PE focus day's ½ termly e.g. Focus 1-Day of Dance. Focus 2-Games and activities to increase heart rate. Focus 3- Fit in mind and body. You tube video. Focus 4- Sugar smart and links between diet and fitness. Focus 5-Targeted areas for development in sport and assessment: Y5/6 Athletics Y3/4 Team sports / Dartmoor 3 ball Y1/2 Multi skills- sports day prep. <ul style="list-style-type: none"> Teachers working alongside Premier sport for CPD. Exeter City Fitness and football skills. | £7800.00 | <ul style="list-style-type: none"> Pupils fitness has started to recover and be brought back in to line with levels seen prior to partial school closure. Fewer children were noted to be 'puffed out' at the end of each session. Approximately 33 % of each cohort remain below expected standards of fitness. Staff confidence, knowledge and competency has much improved as a result of team teaching with the sports specialist. End of unit assessment notes pupil progress to be positive. | Look to establish more links with local clubs. |

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| <ul style="list-style-type: none"> To increase engagement and enjoyment by children competing in the "Santa run", Easter fun run "Chicken run" and summer "chase the sun". | <ul style="list-style-type: none"> PE at home activities post on school website. LCEPS/WS | <p>£166.88</p> | <ul style="list-style-type: none"> Pupil stamina on the whole has improved in termly fun runs with children improving on their personal best distance. All children increased the distance they were able to run throughout the year. | <p>Involvement in more sports competitions and celebrate these via school website and celebration assemblies.</p> <p>Develop further links between physical activity and positive mental health.</p> |
| <ul style="list-style-type: none"> To ensure subject leader curriculum development by PE lead attending CPD and subject leader meetings. | <ul style="list-style-type: none"> PE subject leaders to attend training and CPD events throughout the year. | <p>£1200.00</p> | <ul style="list-style-type: none"> Subject leaders have good knowledge of the national agenda for PE and sport and how this impacts the recovery curriculum. | <p>Subject leaders to continue with CPD meetings to keep up to date with subject developments.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 10% |
| Intent | Implementation | | Impact | |
| 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: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> To ensure support staff know how best to support those who find it harder to participate in PE sessions. | <ul style="list-style-type: none"> Coaches and 'experts' from following sports to work with pupils and model best practice. Tennis NLT-, Golf NGA. School sports specialist to deliver impact focus days to whole school. Teachers working alongside Premier sport for CPD. MTA take a lead on physical activities during lunch hour. | £3396.81 | <ul style="list-style-type: none"> PE impact days have ensured all pupils have taken part in a range of activities and that staff have improved their PE knowledge including the use of PEDPASS. Support staff are more confident in supporting pupils in PE sessions and know what next steps need to be therefore children are being challenged and identified as those needing support. MTA's are more focused and confident in leading and supporting active lunch times, ensuring all children have the opportunity to be active and use equipment. | <p>Subject leader to attend School sports conference.</p> <p>Monitor impact of CPD and write action plan for the next year detailing further CPD opportunities and areas for pupil development.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 12% |
| Intent | Implementation | | Impact | |
| 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 | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| consolidate through practice: | | | | |
| <ul style="list-style-type: none"> To provide broader experience of activities via Y6 residential or COVID safe alternative such as day visits x2 to local activity centre for climbing, outdoor adventure. | <ul style="list-style-type: none"> Children are offered wider opportunities both in and outside of school helping them to build healthy lifestyles. | £942.60 | <ul style="list-style-type: none"> Pupils are getting a broad range of activities. | <p>To explore wider outdoor education opportunities. LCEPS/WSP.</p> <p>Implement calendar of events into the long term plan.</p> <p>To develop relationship with Cycling club/ charity "Ride on" to develop cycling as a sport across the school.</p> |
| <ul style="list-style-type: none"> To promote basketball as an alternative to netball. | <ul style="list-style-type: none"> Purchase basketball post and have lunch time focus on basketball skills. | £709.19 | <ul style="list-style-type: none"> Pupils have an experience of a new team sport. | <p>To continue to introduce more team games for lunchtimes.</p> |
| <ul style="list-style-type: none"> Increase the range of activities offered to pupils through before and after school clubs. | <ul style="list-style-type: none"> Discuss with pupils what activities they would like to attend. | £240 | <ul style="list-style-type: none"> Increase in number of pupils taking part in extra-curricular activities. | <p>Make a yearly plan so that we can check there is a broad range of activities that will appeal to a larger group of children.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | 0 % |
| Intent | Implementation | | Impact | |
| 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: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> To support children to compete within learning community sports calendar or alternatives offered due to covid to provide children with personal challenges and to encourage children to compete with peers in school. | <ul style="list-style-type: none"> School partnership with Dartmoor school sports to be maintained. PE impact days. Events such as sports day to include participation and competitive events. | £7800.00 | <ul style="list-style-type: none"> Children have not been able to compete in any live competitive sports externally. Children did compete as part of whole school sports day in various races and rewarded with stickers and medals. The winning house team also received a cup. All children took part in the termly fun run and felt proud of their resilience and stamina. | In line restrictions build up competitive sporting opportunities as per the learning community agreement. |

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| Signed off by | |
| Head Teacher: | Katie Gray |
| Date: | 23/6/21 |
| Subject Leader: | S. Padbury E. Milford |
| Date: | 17.6.21 |
| Governor: | |
| Date: | |