

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



Commissioned by



Department  
for Education

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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

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 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 **31<sup>st</sup> July 2023** at the latest.

**\*\* In the case of any under-spend from 2021/22 which has been carried over this must be used and published by 31st March 2023.**

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 2023. 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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p><b>1/ The engagement of all pupils in regular physical activity</b> Teachers have followed a consistent curriculum which covers a broad range of sports allowing them to take part in competitive and collaborative sport. Lessons cater towards both individual and team aspects of sport. Throughout the year, children in upper KS2 have been invited to participate in leadership opportunities. Children have attended conferences and continued training as a young play leader, who lead playground games at break and lunch time.</p> <p><b>2/ Raise the profile of PE and sport across the school</b> PE has developed a higher profile within the school. Children are excited to participate in sports learning. Children across all classes have participated in sports festivals and competitions. Most of these are with other schools linked to the Dartmoor School Sports Partnership but we were welcomed by other providers too.</p> <p><b>3/ Increase the confidence, knowledge and skills of all staff in teaching PE</b> All staff understand the importance of PE and School sport in the curriculum and beyond school lessons. We have utilised coaching from the DSSP to provide one to one mentoring of teaching PE to all teachers at Buckfastleigh. We have also had some coaching of lessons and clubs from Premier Sport and Education.</p> <p><b>4/ Broaden experience of range of sports and activities offered to all pupils</b> All children have had the opportunity to participate in a range of festivals and competitions from the Dartmoor Schools Sport Partnership and other external providers. This year, the whole school took part in a “Race For Life”, a fundraising marathon that raised lots of money for charity.</p> <p><b>5/ Increase participation in competitive sport</b> The children enjoy and are proud to represent Buckfastleigh Primary School</p>	<p>3/ Utilise one to one coaching through ARENA to improve teacher confidence and pedagogical practice. Team teaching with a coach to be utilised as live CPD for all teachers and assistants across the school. Although we have a developed curriculum with the PE hub, we would like to explore other schemes through our ARENA partnership and embed a range of techniques and activities in our practice. CPD to be offered to more teaching and support staff through our DSSP partnerships and other external agencies.</p> <p>2/4/ Ensure the children have access to a variety of opportunities. This is vital for developing pupil’s confidence, resilience, dedication and self-belief towards the challenges they encounter, not just in sport. This is why the Department of Education regard this as a major foundation for building character. It is important that the school utilises the coaching available to provide extra-curricular sports opportunities. Make use of the local grounds and community facilities to provide extra opportunities such as volunteer led clubs and tournaments at other venues. Some staff may be encouraged to lead their own sports clubs after school.</p> <p>1/2 Encourage active play through establishing a routine with extra young play leaders. Ensure more children in upper Key Stage 2 sign up to become young play leaders and set an example of active play to the younger year groups. Run regular meetings with young play leaders at school alongside conferences provided by the DSSP.</p> <p>1 Encourage regular activity to the pupils echoing the message of “60 minutes a day”. This can be through active travel to school. Surveys and assemblies can be delivered around this. Diet can have a huge impact on</p>

in inter and intra school sports competition. We have competed in a variety of sport (football, netball, 3ball, cycling, tag rugby, athletics) with other schools in the DSSP and WEST. Some of these are opportunities that haven't been possible due to COVID restrictions in the past three years.

**Swimming:**

An effective swimming support program to ensure that children achieve the required expectations at the end of KS2 was planned to be rolled out again in the Summer term. This provided 1 session of swimming a week to Year 1-6. Year 4 and Year 6 received two swimming sessions a week. This was carried out in the final half term of the academic year.

pupils' fitness and wellbeing. Ensure healthy eating is promoted and encouraged around the school to all children. Encouraging the pupils to be more reflective on their fitness and technique in sport will allow them to self-assess their next steps and make further progress.

4/5 Continue to encourage and develop a range of intra and inter school sports events. Utilise links with ARENA and the DSSP but encourage competitions and events within the trust or other neighbouring schools and venues. Encourage school pupils to participate in intra-school sports to increase their participation in competitive sports. This will help develop their resilience and collaboration. This can have great impacts on the mental health of the children and young people.

3/ Ensure all staff have the opportunity to attend some form of CPD. Every teacher will experience at least 6 weeks of 1 to 1 coaching. P.E. lead to complete subject leaders award to become more confident in the application of P.E. leadership across the school and how best to develop practice.

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If any funding from the academic year 2021/22 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2023.

<b>Academic Year: September 2022 to March 2023</b>	<b>Total fund carried over:</b>	<b>Date Updated: 11.10.22</b>	
What Key indicator(s) are you going to focus on?			<b>Total Carry Over Funding:</b>
			£0
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>
	-	-	
	-	-	
	-	-	
	-	-	

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?	71.43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	85.71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes



## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £17400		<b>Date Updated:</b> 12.10.22	
<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>					<p>Percentage of total allocation: £5305 30%</p>
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>All pupils have access to sufficient opportunities to be active throughout the school day. Help children to reach sufficient levels of physical activity outside the school day.</p>		<p>Develop a broader range of after school sports clubs and extra-curricular activities. Regularly review the attendance of these clubs and adapt half-termly, if required. Aim to broaden the variety of after-school clubs and increase the range of pupil opportunity in sport. Collaborate with volunteers, local clubs and external agencies to provide a mixture of high quality clubs across the school. Promote 60 minutes a day through displays, class posts and assemblies.</p>		<p>ARENA Clubs £2380  Premier Education (£4 per pupil – self funded)</p> <p>We have developed 5 sports based after-school clubs. These vary throughout the year and all Year Groups have the opportunity to participate in one of these clubs. Attendance of these clubs have increased to an all year high since the pandemic. The School have utilised local volunteers to deliver a “Lionesses” themed, girls football club. The School has utilised coaches from ARENA and Premier Sport Education to provide a range of clubs. Premier Education has been used to provide more “bespoke” clubs</p>	

			that aren't necessary easy for the community to access.	
Ensure all sport and physical activity provision for children is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active - the more of the five elements of physical literacy (enjoyment, confidence, competence, understanding and knowledge) children have, the more active they are.	Maintain the delivery P.E. Hub curriculum across the school and use to resource daily activity.  Review the PE Hub curriculum, make any adjustments necessary and explore different schemes for the future.	P.E. Hub (Year Subscription) £525	The P.E. Hub has been utilised by all teachers to deliver P.E. lessons. P.E. Hub curriculum builder has been used to adapt the curriculum to new equipment gained and coaches hired. ARENA coaches have used some P.E. Hub activities and have followed the long term plans, but they have embedded their ARENA scheme (planning) into their sessions to provide CPD. The children have developed improved competency of sport taught in P.E. and teachers have gained confidence in teaching high quality P.E.	
Ensure school meets the national curriculum requirements for swimming and water safety. Every child leaving school is able to swim.	Continued to maintain and develop an effective swimming programme that will enable the children to reach the required swim safety expectations at the end of KS2. This was extended to Years 1-6 consistently at one session a week.	Swim Safety (Whole School) £2400 (provisional figure)	All Year groups except EYFS benefitted from extra swimming. Year 4 and Year 6 children received addition swimming sessions alongside this.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				£1200
				7%
<b>Intent</b>			<b>Impact</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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to understand the importance of exercising 'at least 60 minutes a day'	<p>Promote 60 minutes a day through displays, class posts and assemblies.</p> <p>Invest in easy to access playtime equipment for all year groups (both playgrounds. Coordinate this with Young Play Leaders and active play games.</p> <p>Promote healthy eating using posters and assemblies. Purchase a fruit stand for the office to showcase/promote healthy snacks the pupils can eat at break times.</p>	<p>Playtime Trolleys, Lunch time trolleys and equipment £1000</p> <p>Fruit Stand £40</p>		
Pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)	<p>Using the resources from the DSSP, run on-site Young Play Leaders conferences to provide leadership opportunities to the pupils and promote active play.</p> <p>Share active play planning with MTA's to support active play at lunch times.</p>	<p>Young Play Leaders Conferencing £175</p> <p>Costs incorporated in DSSP.</p>	Conferences held with Year 4 and 5 children. They have received training and have led playground activities for younger year groups to participate in.	
Increase the number of children actively travelling to and from school from the Autumn Term to the Summer Term.	<p>Ensure regular maintenance and encouragement of the scooter and bike storage facilities.</p> <p>Encourage opportunities to leave cars at home and instead walk, scooter and cycle to school. This is easier to achieve with working from home being more popular.</p> <p>Sign up for cyclocross and learn to</p>	<p>Cycling Proficiency (£0)</p> <p>Costs incorporated in DSSP.</p>		

	ride a bike sessions through the DSSP. Continue to enrol upper KS2 children in Bike Ability sessions to promote cycling proficiency.			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	£6740 39%

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:
Develop quality provision of PE and Sport by increasing confidence, knowledge and skills of all staff in teaching PE, Sport and Outdoor Active Learning.	<p>Carry out a stocktake to ensure the school is well-equipped to carry out a develop curriculum in P.E.</p> <p>Ensure more support staff and teaching staff are more confident in Wild Tribe (outdoor learning) curriculum delivery. Sign staff up for Wild Tribe (2 day) double award. Encourage all staff to attend after-school Wild Tribe insets by ARENA.</p> <p>Enrol staff onto more CPD opportunities provided by the DSSP.</p> <p>To develop their leadership of the subject and implementation across the school, enrol P.E. lead onto the PE subject leaders award.</p> <p>We have hired 2 coaches through ARENA to provide 1-1 team teaching CPD. They will teach</p>	<p><u>Equipment (cost in section 5)</u></p> <p>Cones Blackboard Tennis Balls and Bucket Size 3 Footballs</p> <p>Wild Tribe Training (with supply costs stated in section 5)</p> <p>Staff CPD Supply £525</p> <p>PE Subject Leaders Award 475 (+ 700 supply cover)</p> <p>ARENA 1-1 Coaching £5040</p>	<p>The P.E. cupboards are monitored and stocktook regularly. Equipment was tracked and ordered throughout the year, when necessary.</p> <p>3 staff members were enrolled onto the 2 day double award for Wild Tribe. This has helped with gardening session interventions and outdoor learning curriculum delivery.</p> <p><u>Staff CPD attended:</u></p> <p>KS1 gymnastic CPD (all day) KS2 touch rugby inset SSCO tennis impact day (KS2)</p> <p>ARENA coaches have been used throughout the year and have provided 1-1 teaching CPD to all teaching staff across the school.</p>	

	<p>alongside the Class Teacher, sharing pedagogy and planning. Ensure the rota is carefully reviewed so every teacher receives a terms-worth of CPD.</p> <p>Subject leader to monitor lessons and provide guidance to teachers. Focus on PPA cover.</p>		Support staff have had some exposure to this as well.	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£1500 9%

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:
Children have access to a variety of different sports, activities and experiences that help them to develop skills such as confidence, self-belief, dedication and resilience. In addition, children have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuit.	<p>Utilise the DSSP to encourage all children to attend festivals, competitions and training with partnership schools. Having access to a variety of experiences helps promote friendship, teamwork and fair play to the pupils.</p> <p>Ensure effective monitoring of pupils attendance to intra and inter school events. Target pupil premium and SEND children that may have limited exposure to extra-curricular physical activity.</p>	Inspire Active Days £300		



	<p>Promote the range of clubs at school through. Enrol on charity fun runs to deliver a sense of community.</p> <p>Utilise SSCO's impact days to promote a wide range of sport experiences (such as tennis) and encourage the values discussed previously.</p> <p>Enrol pupils on bespoke "Inspire Active Days" through the DSSP. These allow the pupils to develop confidence and resilience, in day to day challenges and a range of sport.</p>			
<p>Improve wellbeing and mental health in school by exploring and showing how exposure to the natural environment can have a positive effect.</p>	<p>All classes will embed outdoor learning (Wild Tribe) into a half terms worth of the curriculum. Outdoor learning is becoming a more essential part of the curriculum.</p> <p>Selected children to take part in gardening (wellbeing sessions) as part of a mindfulness intervention.</p>	<p>Gardening Sessions (Grant supported by FOBS)</p> <p>Wild Tribe Training (with supply costs) £1200</p> <p>Wild Warriors (Volunteer led club, no cost)</p> <p>Children In Need</p>		

		Outdoor Fun Run Box (Free donation)		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2605 15%
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:
Increase the opportunities and numbers of children participating in inter and intra school sports. Increase participation in the DSSP games In an increasingly digital world, give children opportunities for face-to-face engagement with their peers in their own and other communities to help them develop socially as well as tackling loneliness and social isolation.	Ensure that, when possible, all classes take part in a festival or competition and celebrate their achievements, whether that is done virtually or in person. When possible, increase participation in competitive events.  Encourage more intra-school sports competitions. The local football grounds could be utilised for school tournaments.  Maintain event participation with the DSSP. Increase participation with WEST (schools trust) events.  Ensure equipment is bought to allow for competitive events to function.	DSSP Bronze Membership (Cost already stated)  Fancy Dress Fun Run (fee) £50  <u>Equipment</u> Cones £30 Blackboard £60 Tennis Balls and Bucket £140 Size 3 Footballs £50  DSSP Bronze Membership £2275		

Signed off by	
Head Teacher:	Eddie Brown
Date:	20.10.22
Subject Leader:	Daniel Wase
Date:	20.10.22
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Date:	20.10.22