

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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TRUST





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 **31st July 2020** 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 2020. 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Established strong PE / Sport links with local partners and community Being involved in the PPE cluster has enabled further opportunities for schools to access varies indicative and CPD. Having a network allows the cluster to share ideas and resourcing. Writing a new curriculum for the school following MAT ideas. 	<ul style="list-style-type: none"> Further provide physical activity opportunities in and outside of school, broadening range of sports / activities with the opportunity to compete and achieve their personal best Raise PE and sport across the school, working towards whole school improvement To ensure all resources and CPD opportunities are accessed by all schools in the cluster. <p>Raise the profile of PE through the new curriculum and review regularly</p>

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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: 2019/20		Total fund allocated: £17,800		Date Updated: July 2020	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation: 60% est</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p> <p>Parts of plan not completed due to Covid19 lockdown/ School Closures and restrictions – see below for how this affected Ludgvan School and our aims for 2020-2021</p>
<p>- Continue to provide breakfast club to encourage more pupils to attend school earlier and get involved in activities.</p>	<p>- Cookery club TA's (SW, BP) to order food, prepare and supervise. - Identify a staff member to undertake activities (HH, SK, TR) - Introduce activities in which all pupils can be involved (e.g. wake up and shake)</p>		<p>£7600</p>	<p>-Between 20 - 30 children attend breakfast club on average per day -96% of these children take part in activities -96% of these children take part in Wake and Shake before registration</p>	<p>-Develop Breakfast club leaders amongst the children so they can lead activities, including creating their own Wake and Shake routines</p> <p>COVID19 This took place until March 2020 Breakfast club has now stopped and will become a booking and payable only club from Sept 2020</p>

<p>-Continue with Walking Club</p>	<p>-Members of staff walking with the children around the local area on a rota basis</p> <p>-Monday – Thursday for KS2</p> <p>-Tuesday only KS1</p>	<p>HLTA daily rate for cover</p>	<p>-Up to 10 children at a time attend walking club within KS2 each day</p> <p>-Up to 12 children within KS1 attend the club</p> <p>-Children are becoming physically fitter and their self esteem is raised for the afternoons work</p>	<p>-Children have requested an after school walking club in order to walk greater distances, covering different terrains</p> <p>-Trail an after school in the summer term</p> <p>COVID19</p> <p>This happened every week up until we closed.</p> <p>This may still continue within class bubbles but will be on a reduced number of children</p>
<p>-Renew sports equipment for lunch time use</p>	<p>P.E Lead to order new equipment to be used at lunchtimes. A member of the SLT to share these items with the children during an assembly</p>	<p>£1500</p>	<p>-Children using the equipment more and feeling more competent in doing so. Children building basic coordination skills and gaining new experiences and building on these each time they use them.</p>	<p>Termly reviewing the quality and safety of sports equipment and maintaining and replacing these as and when required.</p> <p>COVID19</p> <p>Equipment was replaced up until March 2020 and items were discussed in an assembly.</p>

<p>-Purchase new equipment for P.E lessons</p>	<p>P.E lead to order new equipment for new sports – dodgeball pack and slalom pole in particular has been requested by staff. Update and order new equipment, such as footballs, cones, high Five balls etc.</p>	<p>£1000</p>	<p>Children will be learning new sports and acquiring new skills using the correct equipment.</p> <p>P.E monitors will monitor the equipment and inform P.E lead when they need replacing.</p>	<p>Termly staff meeting discussion about the P.E equipment to ensure everyone feel competent in its use and to gain suggestions for new purchases if these are required.</p> <p>COVID19</p> <p>Some everyday equipment was purchased as stated but not to fully support new skills as planned. Eg badminton equipment used at a festival we attended.</p>
<p>-Lunchtime sports coach for KS1 (Weekly)</p>	<p>Sports coach to set up activities to support physical fitness and promote engagement within sports</p>	<p>Within Coaches Salary</p>	<p>Sports coach encouraging engagement from KS1 children</p> <p>Roughly 30% of KS1 children attend this club each week</p>	<p>Sports coach in more than once a week or look into P.E apprentices for the coming year</p> <p>Utilise expertise to up skill staff for sustainability</p> <p>COVID19</p> <p>Achieved and happened every week up until March 2020</p>

<p>-Subsidising staff P.E kits</p>	<p>All staff to wear the Ludgvan School P.E kit when teaching P.E to promote the use of appropriate clothing for sport</p>	<p>£1000</p>	<p>Raising the profile of sport and unity through sports and promoting our school at sporting events</p> <p>Making us easily identifiable at sports events</p>	<p>Aiming to buy all staff polo shirts as well</p> <p>Happened, all staff have a school hoodie to wear to sporting events and for PE lessons</p> <p>Covid19</p> <p>Did not affect this, staff wore kits during Cornwall Virtual Games videos etc</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55% est
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:
-Continued employment of a sports coach to work across the school with increased hours	-Working with various classes across the school working on different sports e.g football, basketball and rugby	£9126	-Children and staff upskilling within these sports and sharing good practise Work with other coaches within our locality, such as gymnastics to upskill staff across the school	The subject leader will continue to update staff in; together with slots in professional development days to ensure all staff and in weekly Staff training Covid19 This has worked really well and he has continued to support the Key Worker bubble throughout Covid19
To increase teachers' confidence and ability to teach a broad P.E curriculum at a good or outstanding level. Provide CPD by experienced coaches working alongside class teacher to improve subject knowledge and expertise in different sports	Staff to attend PPE Cluster CPD opportunities Attend PPE Cluster meetings to continue to develop PESS Work in collaboration with PPE Schools	£500	Quality of PE to be improved across the school with teachers feeling more confident in their delivery of P.E. -More children taking part in the sport that haven't done it before	Continue to improve confidence of teaching staff and broaden their subject knowledge through attending PPE events. Staff feedback on their confidence and understanding of different sports in delivery. Support from the local providers in delivery Covid19 Did not happen fully due to school closure. Only half of the yearly agenda covered, with the main CPD planned for the summer term.

<p>-Provide surfing club to KS2 children</p> <p>-Provide the opportunity for younger children to try surfing</p>	<p>-Working with Global boarders to offer a weekly surfing club to KS2 children.</p> <p>-In the summer term, KS1 to experience surfing with Global boarders as a class.</p>	<p>£350</p>	<p>-Children working within their peer group to try something new. Gaining an understanding of beach safety and a new skill within surfing.</p> <p>-Staff working with Global boarders to get more involved and promote surf safety within the local area for children</p>	<p>-Lifeguard visits to promote beach safety</p> <p>-Continue to buy into this service direct or via the PPE cluster</p> <p>Covid19</p> <p>This did not happen due to the events being planned for the summer term.</p>
<p>-Continue providing a club for girls football</p>	<p>-CU to promote and run a girls football club each week</p>	<p>Within teachers commitments</p>	<p>-Promote a safe environment for girls to play football</p> <p>-Give the girls news skills within football.</p>	<p>Girls football was promoted and the girls entered the league and played some games.</p> <p>-Upskill staff to lead girls football within their paired year groups</p> <p>Covid19</p> <p>Upskilling did not happen due to Covid19</p>

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

Percentage of total allocation:

5% est

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>	<p>-Sharing skills and specialisms amongst staff – paired teaching where possible for subject specialisms e.g – girls football, gymnastics, swimming</p>	<p>HLTA daily rate for cover</p>	<p>-Children understand achievements from first hand experiences staff have had -Children are more enthusiastic about these sports - 4 more staff involved in extra- curricular activities and all teachers feel more confident</p>	<p>-To offer this experience as a club for a half term -To evaluate the clubs on offer and adjust these termly to encourage more participation</p>

			<p>teaching new activities.</p> <ul style="list-style-type: none"> - 2 new clubs (Orienteering (girls football) and cycling) running with an uptake of over 15 -20 pupils attending each club, each week -Staff upskilling by observing one another 	<p>- Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Covid19</p> <p>Paired teaching happened for half of the year through swimming, gymnastics and football, but wasn't fully embedded due to school closures</p>
<p>To attend appropriate, enjoyable programme of competitions and festivals for pupils of all abilities at a school, local and/or county level.</p>	<p>Utilise the local providers and specialist to broaden the range of activities the pupils have on offer.</p>	<p>Within Leadership Role</p>	<ul style="list-style-type: none"> -Children feel empowered and listened to and are more involved - The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen. 	<ul style="list-style-type: none"> -To offer this experience as a club for a half term -To evaluate the clubs on offer and adjust these termly to encourage more participation -To assess children against the objectives for the key skills and identify areas of weakness across the school -To continue with this in the next academic year -Ensure these opportunities have a pathway into further opportunities eg. Community club. - Attendance of clubs and sporting events was monitored very closely and children had started to be enjoyed to take part ready for full participation in the Summer term <p>Covid19</p> <p>Only half of the coverage for the year completed</p>

<p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities</p>	<p>-Subject leader to conference a cross section of pupils to ascertain what pupils would like.</p> <p>-Subject leader to monitor club attendance and identify those who are not involved in any sports clubs.</p> <p>-Subject leader to action P.E assessment sheets across the school to monitor children's progress and identify areas of weakness to inform next years planning</p>	<p>Within leadership role</p>	<p>-Children feel empowered and listened to and are more involved</p> <p>-To identify areas for improvement across the school – themes to develop</p>	<p>Conferencing was successful and plans were in place for the summer term to try new clubs.</p> <p>Continue to assess those that are less active and engage.</p> <p>Continue to conference pupils to offer opportunities and experiences that the children want</p> <p>Covid19 Subject leader and lead governor conducted pupil conferencing, plans were put in place for Summer term to trial new things, but Covid19 closure halted this</p>
<p>-Becoming a member of the PPE Cluster</p>	<p>- Head/P.E coordinator to attend PPE cluster meeting – identify how Ludgvan School could benefit from joining</p>	<p>£500</p>	<p>-Opening up opportunities for staff CPD, Children taking part in a wider variety of sports, access to better/professional facilities</p>	<p>Offer CPD opportunities to staff, take full advantage of the facilities available, try new sports, take part in festivals</p> <p>Continue to work with local partners and community setting.</p> <p>-To continue with this in the next academic year</p> <p>-Ensure these opportunities have a pathway into further opportunities eg. Community club.</p> <p>Covid19 Joined and began to make use of this. We managed 40% of the programme before lockdown happened</p>

-Year 6 beach water sports day	-Year 6's attending a class trip to the beach where they experience paddle boarding, kayaking and surfing	£350	-To gain further understanding of water safety	Offer part of this experience to Year 5 children Covid19 This didn't happen due to being planned for the summer term
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Key indicator 5: Increased participation in competitive 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:
<p>-Memberships and fees for sporting events</p> <p>-Continue with intra sports competitions covering different sports each term</p> <p>-Taking part in new sports within the School Games programme</p>	<p>Allowing access to local sporting events</p> <p>PE curriculum to work in line with the competition calendar, allowing a clear pathway.</p> <p>Identify the sports each Key Stage will compete in each term – staff focusing more on these sports ready for intra competitions</p> <p>-Sports coach working weekly with children during sessions</p> <p>-Take part in the Grass track cycling, badminton and indoor athletics events within the School Games programme</p>	<p>£632</p> <p>See curriculum spend for new equipment</p> <p>-Ordering new athletics and badminton equipment</p>	<p>-Variety of children across the school are able to take part in local competitions</p> <p>-Children will become leaders within these sports and will develop their umpiring skills</p> <p>-Cycling club used to develop and promote Grass track cycling.</p> <p>-Children gaining new knowledge of a new sport</p> <p>-Continue with badminton club – opening it up to a wider age group</p> <p>Every pupil has the opportunities to compete either at intra or inter school: 40% of pupils have attend a inter school (outside of school) sporting event.</p> <p>Complete the School games mark criteria and outcomes, bronze to gold to evidence the success of schools competitions. This had a marked impact on participation levels and progress both in and beyond the curriculum.</p>	<p>-Continue with these memberships as well looking at new opportunities</p> <p>Covid19</p> <p>Paid throughout the year and we only took part in half of the events</p> <p>-Host inter sports events within local leagues</p> <p>-Successful in the Autumn term, half completed in the Spring term due to Covid19</p> <p>Our school sports day was run virtually with a variety of events on offer to engage pupils</p> <p>-Start a Grass track club and have a school grass track team</p> <p>-Have a set of bikes for school for Grass track cycling</p> <p>The subject leader will continue to work closely with the school games criteria next year and ensure all pupils get the opportunity to compete at the appropriate level for them. Working on any areas for development outlined in the SG Mark Award.</p>

				<p>Covid19 The award was rolled over for another year.</p>
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Signed off by	
Head Teacher:	Adam Anderson
Date:	23/7/20
Subject Leader:	Hayley Wherry
Date:	23/7/20
Governor:	Gail Terry (Subject Governor)
Date:	23/7/20