

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 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:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2,546
Total amount allocated for 2020/21	£21,335
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,560
Total amount allocated for 2021/22	£21,352
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£38,913

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>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</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>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.</p> <p>Please see note above</p>	94%
<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>	94%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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

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:	Date Updated:		
<p>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</p>			Percentage of total allocation: % 2	
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>All classes in KS2 have achieved 2 hours per week of directed PE time. KS1 at least 1.5 hours.</p> <p>Pupils are inspired to be more active during the day through high quality PE teaching and are given opportunities to be more active during break times and lunch times and after school. (After school clubs/ active lunch and play times/ play leaders / play leader training and MTA meetings about active play, resources bought. Daily mile or similar activity also brought into all classes</p> <p>Active travel scheme, promoted. Withycombe Warrior celebrates the most active class walking to and from school.</p> <p>Teachers and support staff to model</p>	<p>Timetabling across the school allowed for 2 hours as a minimum for all classes</p> <p>Impact days where children were taught play leader training. (current year 5) Playground equipment was bought for each class as well as MTAS to help create active plays. A variety of after school clubs are on offer and are inclusive to all Withycombe children.</p> <p>Children are encouraged to be active whilst getting to and from school. Effort badges given once they have reached a certain amount and class prizes at the end of every term.</p>	£2500	<p>All children have at least 2 hours or 1.5 hours of high quality PE delivered weekly</p> <p>More children are playing structured active games during break and lunch times. These are inclusive of different year groups and are being lead by MTAS and children.</p> <p>More children are also taking part in after school clubs, a range of activities has meant different children have been targeted and follow on clubs within the community have also been advertised.</p> <p>More children are trying to get to school actively than before</p>	<p>PE to be seen as a core subject</p> <p>More play resources given to MTAS to encourage active playtimes further meetings planned for activities. Playleaders will train the next year as well as impact days with Becky Mason DSSP</p> <p>After school clubs continue to grow, especially the range offered.</p> <p>To continue to active travel scheme</p>

<p>healthy lifestyles choices and be celebrated themselves for achievements</p> <p>Children can describe and explain what a healthy lifestyle is, making explicit links to mental health also and the impact that can have on our wellbeing. Links with RSE and Science.</p> <p>Teachers try to create a learning environment where children are moving more (heat map done for GSM) which highlighted activity levels within the classroom</p> <p>Foundation active learning area- Rhino play activity climbing provision, for all foundation children within Withycombe Raleigh Trike and Bikes used daily Jumpstart Jonny for all foundation children, an online resource for movement breaks</p> <p>Targeted children are receiving funfit as an intervention</p> <p>Swimming top for any non swimmers in year 6</p>	<p>Teachers to wear suitable clothing for PE sessions and participate with their children. This also happens for the daily mile. Teachers to be featured in newsletters as well as children to celebrate any achievements.</p> <p>RSE units – all about me, my body etc taught. Science units ‘Animals including humans’ to teach about the body and what is needed to take it healthy.</p> <p>Mental health week and mental health ambassadors also to work with children (especially in Yr 6 with transition)</p> <p>Teachers reminded about small movement break activities but also ways in which to create a physical learning environment – phonics training</p> <p>Foundation provision and physical active time has been increased and has been resourced (Rhino play) to help with gross motor skills, physical skills and problem solving</p> <p>Delivery of funfit from targeted groups- 15/ 20 4x week</p> <p>12 children received a block of</p>		<p>KS2</p> <p>Last year 70% of KS2 walked to school - 1st year of travel scheme, with no travel scheme it was 56%, this year KS2 is up to 81%</p> <p>KS1</p> <p>Last year 81% of KS1 walked to school - 1st year of travel scheme, with no scheme it was also 56%, this year we are at 67%</p> <p>Whole school last year was 75% - first year of travel scheme, no travel scheme was 56% and now we are at 76% for this year.</p> <p>More teachers are becoming involved especially with the daily mile, challenges given- keep up with me etc, set the pace challenges.</p> <p>Children understand what is going on within their bodies and how the choices they make, can change how they day goes or how they physically or mentally feel.</p> <p>Teachers are more committed to getting children out of their seats when teaching, or allowing more time for a movement break.</p>	<p>Teachers to continue participating in physical sessions, also sharing their own achievements to promote healthy lifestyles.</p> <p>More resources and training for staff on physical learning across all curriculum areas. (Wild tribe curriculum to start sept 22)</p> <p>Provision for EYFS children, special focus on the effect of Covid. Target children who will need additional support within the first year of primary school.</p> <p>Children to be assessed at the start of units, children under any referral (vanch house) should be tracked and have FUNFIT delivered to them</p>
--	---	--	--	--

	swimming to secure national requirements and life saving skills		More children in foundation are having focused physical time outside. Different skills are being applied (climbing)	
			Children are increasing core strength, fine and gross motor skills, under the guidance of support staff. Intervention forms completed to show improvement or next steps.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: %90

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?:
All pupils encouraged and given the opportunity to take part in both internal and external sporting events In house competitions – girls football, running, swimming, sports day External- Running, netball, girls, boys and mixed football, multisports, dance, gym, handball, personal challenge	Different events have been put on throughout the year. Girls’ football, cross country, netball, multi sports, personal challenge, D3B,swimming Sports day was successfully run with all children participating- trophy for both overall winner and sportsmanship team. To allow children to have movement	38,000	More engagement from children then the previous year taking part in events offered (tracking document used) All children participated in sports day 22. Photo evidence on website as well as weekly newsletter. Positive feedback given by staff and parents.
			Sustainability and suggested next steps: To continue targeting specific groups within school, less active girls, SEN, PP. More events/ opportunities for KS1 children. Sports day to be reviewed before next year’s event Continue with using movement

Created by:



Supported by:



<p>Children understand the link between excellent learning and being physical, having movement breaks</p> <p>Links and information from school sport to extra external providers given. Hockey, Netball, L&F, Sailing, Exeter athletics, Exmouth amateurs/ Brixington blues</p> <p>Children are celebrated for their achievements within all sports competitive and just participation, Social media and weekly newsletters</p>	<p>breaks and explain fully why it is important to move and drink, eat properly.</p> <p>Social media/ weekly news letter and weekly assemblies used to promote sports and club outside of school. Named people also have come in to deliver 'taster' session</p>		<p>Heat mapping snapshots have allowed to see where movements can happen. Daily mile, imove, gonoodle, jump start jonny used to get children moving within the classroom setting/ school day.</p> <p>More children are able to find out about sports outside of school and know who and where to ask/ look</p>	<p>breaks</p> <p>Continue to promote outside clubs and events</p>
---	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 2
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>To have a uniformed, consistent and progressive approach in delivering PE sessions throughout the school using a scheme of work throughout the school.</p> <p>PE leads to work with the wider PE community, training offered to staff in different areas of pe. Swimming, girls' football, wild tribe,</p>	<p>PE HUB bought into and applied throughout the school. Progressive plans created for skills, vocab and knowledge.</p> <p>PE leads to work with DSSP Termly meeting Impact days with DSSP to deliver training Jane Hushon swim training</p>	<p>500</p>	<p>Teachers now have a now uniformed and progressive approach to delivering high quality PE sessions.</p> <p>CPD has allowed pe leads to guide other members of staff within the subject, it has kept the staff up to date with changes to do with the subject.</p>	<p>To fully implement the new scheme within school.</p> <p>DSSP package has been confirmed again for the next academic year 22/23</p>

<p>KS1 deliverance of pe, Gym</p> <p>Team Teach (Yr 1 dance sessions) to increase confidence within staff</p> <p>Pupils with additional needs / G/T are supported within school</p> <p>Pe Leads to observe and feedback with staff on sessions</p> <p>Specialist coaching also used to aid CPD- Chance to shine cricket</p> <p>Tennis Coaching/ Tennis roadshow (ALL Children)</p>	<p>All stars girls football training</p> <p>PE Lead worked with teachers when planning and delivering sessions.</p> <p>Sen festivals attended termly</p> <p>Support staff have resources and guidance to run extra support sessions (funfit)</p> <p>Lessons observations conducted and feedback given, staff audit and children's audit also done throughout the school.</p> <p>All children in the school received specialist tennis sessions and year 4/5 received time to shine cricket.</p>		<p>More children with SEN needs have had the opportunity to participate in events outside of school, along side other children from other schools. Tracking document used</p> <p>Areas of strengths and weaknesses within deliverance and planning looked into and a collaborative approach to help within areas of weakness</p> <p>Children enjoyed and received expert coaching in a specialist subject- children were also then given pathways to continue with coaching (Cricket clubs/ Tennis Centre)</p>	<p>To attend / host more SEN multisport festivals, use impact days to target groups.</p> <p>Audit for staff and pupil voice to be conducted regularly to monitor, asses and evaluate what is working well or needs revising.</p> <p>Cricket coaching and tennis roadshow, requested again for the next academic year for year groups who are yet to have the sessions.</p>
--	---	--	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 6%</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>Children's engagement is monitored by class trackers, this incorporates festivals, competitions and impact days throughout the year. Pupils who have or are less active to increase their participation</p> <p>Clubs have been broadened to include</p> <p>Watersports clubs</p> <p>Sailing club</p> <p>Activities week (Yr 6)</p> <p>Bounce football</p> <p>Archery</p> <p>Glow in the dark dodgeball</p> <p>Aquathon</p> <p>Swimfest</p> <p>Children have also been invited to professional events and talks by sports persons to inspire</p> <p>Diving with England coaches</p> <p>England Cricket (ladies)</p> <p>Wimbledon / Netball (CWG)</p> <p>Curriculum revised to ensure balance between aspects and elements of PE</p>	<p>We have tracked pupils engagement. Target those who are less keen, active. Special targeted groups for PP children. Also less active girls in ks2 are a focused group.</p> <p>Offer a wide range of activities / pathways</p> <p>Involvement in festivals and competition both internally and externally in the school setting,</p> <p>PP children to have subsidised places for clubs.</p> <p>Pupils in year 5 and 6 take part in Bikeability.</p> <p>Pathways are promoted for all clubs and taster sessions are arranged if possible (tennis/ hockey badminton)</p> <p>G / T children attended a day in Newton Abbot</p> <p>2 children diving in Plymouth life centre</p> <p>50 children attended Cricket</p> <p>8 children Attended Wimbledon</p> <p>PE hub bought into and spilt throughout the school.</p>	<p>£550</p>	<p>There has been more engagement with the sailing and watersports than in previous years. More sessions have been allocated T, allowing more children to participate.</p> <p>Children have had taster sessions of a broader range of sports, (Sporty Stars) Bounce football and glow in the dark dodgeball, these are then advertised to all children.</p> <p>More PP child engagement in clubs as the amount has been reduced by subsidised amounts given by Sport Funding.</p> <p>All year 5/ 6 children have now passed the bike prolificity. More children form these years are now cycling to and from school.</p> <p>More children are aware of where and who to ask about new clubs and sports. All staff within school are made aware of what is being offered to children.</p> <p>Children have been able to experience professional sports people at play, they have listened to what it takes to be a professional sports person (lifestyle). Children have been able to train with some of the best</p>	<p>Continue to use tracking sheets and target specific groups of children from broaden activities (PP/ SEN)</p> <p>Continue links with wider community for opportunities, considering our local environment and what else it might have to offer.</p> <p>Links with DSSP and feedback from events as to what should run the following academic years within the learning community</p> <p>Bikeability booked for next academic year</p> <p>PTFA events and outside agencies to continue advertising and promoting using Withycombe as a venue, therefore giving taster sessions to many of our children.</p> <p>DSSP package renewed to give broader opportunities to children such as the inspire days- bolt on to packages are allowed.</p> <p>Termly revisits to the curriculum coverage to ensure</p>
---	---	-------------	--	---

			coaches in their field and are inspired to continue their journey in sport.	a balance approach to all aspects of PE.
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Pupils at Withycombe know who to ask or how to find out about further competitive opportunities (local clubs links)</p> <p>Tracking sheets are used to identify those who have not participated in events within or outside of school.</p> <p>Pupils are offered competition pathways or participation pathways representing Withycombe Raleigh.</p> <p>Target groups (ks2 girls) to have opportunities in which they more comfortable to play competitively (girls' football)</p>	<p>Contact and information about outside clubs and sports are advertised within school, given out in class or put in weekly newsletter</p> <p>Attend Exmouth learning community events, (including specific event for SEN G/T) children. All events are resourced and well managed with a write up following so that the activities can be used again within our own school setting.</p> <p>Through DSSP, E Devon finals, Devon finals</p> <p>Impact days with Becky Mason- (pe specialist) followed by a girl's football in house tournament</p>	310	<p>More children are engaged in outside clubs, tracker document, clubs continue to be advertised</p> <p>Specific groups of children have been invited to events, children have been invited to a broad range of events.</p> <p>Pathways to East Devon finals and Devon finals have been accessed by our children in certain sports throughout the year, representing Withycombe.</p> <p>Specialist teaching has built the confidence of children who may shy away from competitive situations and has allowed them to play in a safe and encouraging space</p>	<p>Continue to advertise and use specialist coaching/ outside clubs and events for children who enjoy the competitive opportunities.</p> <p>To book and participate in a broad range of competitive activities again, in the next academic year.</p> <p>To renew our DSSP packages, allowing the pathways to local, East Devon and Devon finals</p> <p>Continue using tracker documents to identify children who have not yet participated in a competitive event.</p>

Signed off by	
Head Teacher:	Headteacher
Date:	22/7/22
Subject Leader:	Fran Ryan

Date:	22/7/22
Governor:	Robert Sellars
Date:	22/7/22