

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](https://www.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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
New PE scheme of work implemented from Foundation to Year 6. Swimming scheme of work written for KS2 Running track installed on the school field Further development of Forest School provision PE resources audited Class Resource bags created to aid social distancing PE timetables created to aid social distancing Camborne School Primary PE Alliance membership set up for 2020-21	Develop links with external clubs eg PSLSC Phoenix Gymnastics Club Increase outdoor learning opportunities through use of the track, OAA/OA and cycle schemes. Staff training on effective delivery of PE Staff training on how to effectively use the track Monitoring and assessment of PE

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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: £15,513	Date Updated: 30.11.2020		
What Key indicator(s) are you going to focus on? 1,2,3,4,5.			Total Carry Over Funding: £ 15, 513	
Intent	Implementation		Impact	
<p><i>Outdoor Learning focus: To develop a school athletics facilities to support the development of ‘A Mile a Day’, and Athletics clubs to include parent/child sessions, eg couch to 5k. CPD for teachers to deliver engaging athletics/running classes.</i></p> <p><i>Outdoor learning focus: Delivery of a Bikeability course through trained staff member.</i></p> <p><i>Weekly gymnastics session Autumn term including CPD for teaching staff</i></p>	<p><i>Key Indicator 1: all children to use the athletics resource on a weekly basis, which will contribute towards 30 mins of exercise daily (in school). Introduce YST 30:30</i></p> <p><i>Key indicator 2: raise the profile of healthy lifestyles through the introduction of weekly athletics/running sessions, staff CPD, and offering a club for parents and children together eg couch to 5k.</i></p> <p><i>Key indicator 3: staff training for athletics, and Bikeability. Children to attend Playground Leaders training. Teachers have opportunity for gymnastics CPD</i></p> <p><i>Key indicator 4: a broader range of activities; the track to support junior triathlon training. Bikeability to offer</i></p>	<p>Carry over funding allocated:</p> <p><i>Athletics Development, including running clubs and kit: CPD: £3500</i></p> <p><i>Bikeability development to include L2 course fees Training £800 Bikes, kit, servicing £6000</i></p> <p><i>Gymnastics development: £300</i></p> <p><i>PE coordinator release time £1000</i></p> <p><i>Attending events: £400</i></p> <p><i>Playground games: £1000</i></p> <p><i>Teaching assistants leading clubs: £2000</i></p>	<p><i>Children to record lap times twice a year, and endurance run, from Foundation to Y6, on school spreadsheet. Improved times and distances indicating improved health and fitness levels.</i></p> <p><i>Feedback from parent/child athletics club. Parents/children possibly attending a local park run event.</i></p> <p><i>KS2 children to gain Bikability certificates, L1&L2. Children riding to school, leaving bikes in bikes shed.</i></p> <p><i>Some children may have entered Cornwall School Cross Country or Athletics events, or a local junior</i></p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Broader experience of sports and activities offered to pupils through cycling, forest schools and surfing.</p> <p>Engagement of pupils in regular physical activity. Introduce and use YST 30:30</p> <p>Completion of the British Cycling L2 Instructors course, and the purchase of 10 bikes will ensure the sustainability of cycling development. It will also ensure that all children will be able to take part in this course for years to come.</p>

	<p><i>cycling to specific year groups, outside of the PE curriculum.</i></p> <p><i>Key indicator 5: athletics track used to record lap times, 200m and endurance distances. Children to record PB's and compare to year group scores.</i></p> <p><i>Bikeability to support those children interested in bike or triathlon events.</i></p> <p><i>Surfing planned for summer term.</i></p> <p><i>CPD with Camborne School Sports Partnership re delivering an OAA curriculum: Raise the profile of OE and OAA through Forest Schools links and training for staff.</i></p>	<p><i>Forest Schools online training resources</i></p> <p><i>£195</i></p>	<p><i>triathlon.</i></p> <p><i>All children accessing minimum 3 sessions of OAA/Forest Schools during the Summer term.</i></p>	<p>Broader experience of sports and activities offered to pupils</p> <p>Engagement of pupils in regular physical activity</p>
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<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.</p>	<ul style="list-style-type: none"> Limited swimming 20-21 due to COVID restrictions.
<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>	76%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	64%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<p>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?</p>	Yes – Camborne School Sports Partnership swimming scheme.

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: £19,060	Date Updated:	
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:
				%
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>During lockdown and Bubble groups: To maintain fitness levels and inspire an active lifestyle at home.</p> <p>Children are aware that they have two PE sessions per week (PE curriculum session and use of the track).</p> <p>Children are aware that they have extra active sessions during the day, such as Go Noodle or BBC Supermovers (30:30).</p> <p>Children are aware that they are active during break and lunch times (Playground Leaders to resume after Covid).</p> <p>Forest Schools to be expanded to all</p>	<p>PE timetables created linked to social distancing requirements. Classes have timetabled access to either hall, outdoor areas and the track.</p> <p>Use YST PE resources to support home learning. Weekly PE activities and resources shared for all classes by the PE Coordinator. These support both home and in-school learning.</p> <p>Each class timetable to show Physical Activity times during each day eg Go Noodle, Cosmic Yoga...</p> <p>Children must be able to discuss PE sessions that have taken place in these areas.</p> <p>All classes now have their own PE/playtime games equipment for daily use. Children to create playground games through PE</p>	<p>£1000 (PE coordinator time)</p> <p>£3000 increased resources to support bubbles</p>	<p>PE sessions have continued as normal due to timetabling of our halls and outdoor spaces. Children have been able to continue accessing a full PE curriculum (excluding swimming)</p> <p>Teachers have been delivering two PE sessions per week.</p> <p>Teachers will have some evidence of PE sessions delivered for home learning.</p> <p>Children using playground equipment to play games that they have created during PE</p>	<p>Provide staff training to develop use of the track.</p> <p>PE coordinator to complete England Athletics run leaders course.</p> <p>Introduce the YST 30:30 scheme.</p> <p>Develop Forest Schools activities for all children through staff training by Forest Schools lead.</p> <p>Use data from numbers of children taking part in the online school Sports Day summer 2020. 70% + children submitting data for Sports Day results online.</p> <p>Purchase Year group pack of Moki fitness trackers, to monitor</p>

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children.	<p>sessions.</p> <p>Purchase YST 30:30 scheme</p> <p>Forest Schools has continued but at a far lower level due to Covid.</p> <p>Teachers to be trained in delivering Forest Schools sessions – Summer term. This will be linked with OAA for KS2.</p>	YST 30:30 £50		<p>Y6 to continue with Playground Leader training to support other year groups after Covid.</p> <p>Possibility of some clubs resuming Summer Term 21, eg Surf Club.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>Raise profile through outdoor learning opportunities:</p> <p>Running track, Forest Schools Outdoor learning space/Outdoor Ed Bikeability Cycling Course</p> <p>Home learning: Weekly home learning PE sessions promoted by all teachers, using YST resources.</p> <p>School Return: To utilise PE, sport and physical activity as part of an active recovery curriculum, specific to the needs of our pupils</p>	<p>Deliver CPD on effective use of the running track to support mental and physical health of children.</p> <p>Forest Schools lead to deliver training to class teachers, so each teacher can deliver 3 sessions to their class. GM.</p> <p>2 x YST PE resources delivered to parents and children weekly. Support also by NY Video resources.</p> <p>2x weekly PE sessions, based on Curriculum planning (LTPE) and running development using the track.</p>	<p>£190</p> <p>£800</p>	<p>Questionnaire for children regarding amount of PE sessions completed at home.</p> <p>Children to record 200m time, and endurance run time each term.</p>	<p>Develop a covered outdoor learning space and equipment, so support outdoor education.</p> <p>Summer term – running club, look to develop parent child running club, Coach to 5k. Coach in Running Fitness course, England Athletics.</p> <p>Deliver the Bikeability qualification to KS2 children. AW to take L2 Cycling Instructors Award, British Cycling.</p> <p>Look into a Gymnastics Development Program, forming links with Phoenix Gymnastics</p>

				<p>Club.</p> <p>Invite Cassie Patton – Olympic Bronze medallist swimmer, to do assembly and workshops 2021-22 £350</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:
				%
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>CPD – Staff training teachers in effective use of the track; 30:30 strategies; delivery of 2x PE sessions per week.</p> <p>Forest Schools developing Outdoor Education</p> <p>Cycling L2 Instructors qualification.</p> <p>National College PE training courses</p>	<p>Summer term – deliver PE staff training sessions, to include a running workshop for track development. YST 30:30, importance of 2x PE sessions per week and how this can support whole child development and recovery from pandemic issues.</p> <p>GM to deliver Forest Schools/OAA staff training for all teachers. Summer term.</p> <p>AW to take L2 Cycling Instructors Award, British Cycling.</p> <p>AW to complete 2x Primary PE webinars.</p>	£800	<p>Planning evidence to show 2x PE per week by all classes.</p> <p>Weekly plans to show how 30:30 in used daily.</p> <p>Summer term plans to show Forest Schools sessions being delivered across the school.</p> <p>Evidence of Y5-6 children completing a L1/2 Bikeability qual.</p>	<p>Teachers confident in delivering 2x PE per week. Teachers confident in using the track for run sessions. Teachers understand how to apply 30:30 daily.</p> <p>All teachers to be able to deliver Forest Schools/OAA sessions to support the Forest School program.</p> <p>Bikeability to be available for all Y5-6 children each year due to staff training in Bikeability.</p> <p>Level 5/6 Primary School PE Specialism £1200</p> <p>Look into a Gymnastics Development Program, forming links with Phoenix Gymnastics Club. All teachers to receive professional</p>

				development training in the delivery of Gymnastics
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Full PE curriculum coverage through LTPE plans, and Rosemellin Swimming curriculum. Forest Schools Surfing club, running/athletics Bikeability	Swimming top-up program available through Camborne School Sports Partnership, Summer 21 Summer term Bikeability to commence Summer Term 21.	Included with annual Sports Partnership membership (3k) Support staff funding to assist with the running of clubs (5k) £5599	Spreadsheet created to monitor attendance of clubs throughout the year. Evidence of Y5-6 children completing L1/2 Bikeability.	A full clubs program will resume as soon as possible, to include clubs such as Netball, Football, Ball Skills, Dance, Gymnastics, Martial Arts, Badminton, Surfing, Running/Athletics, Cooking (Healthy Schools) An introduction to triathlon An introduction to Surf Lifesaving 21-22

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:
Cornwall School Games Virtual Competitions	Online events completed during the Autumn term	Included with annual Sports Partnership membership (3k)	Feed back from teachers regarding events entered. Scores submitted to the Virtual Games website.	Look at opportunities for competition within school, while Covid restrictions last.
Summer Alliance Sports Events	Either to be Live, or online, in-line with Grassroots Sports.			Look at opportunities to develop more PB based competition.
Sports Day 2021	Dependent on Covid restrictions.			Return to inter schools competition when Covid restrictions allow.
Inter-class Year group competitions	Create Summer Term athletics competitions so Year group classes can compete against each other by recording and comparing scores.			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	