

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



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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 **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 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Activity audit revealed a high level of activity both in and out of school. ● Strong curriculum with class practitioners working closely with expert sports coach. ● Class teachers track and report on swimming across Yr 1 - 4. ● Swimming is part of curriculum for Yr 1,2,3,4 ● Opportunities for Outdoor learning continues to grow across the school from residential, school walks and use of the woodland area. ● Daily Physical Activity is undertaken by all classes e.g. running, aerobics, games. ● Active playtimes. ● Established a Young Sports Leader programme. ● Keen participation in bikeability. ● Broad range of extra-curricular activity clubs on offer ● Close formal and informal links with community sports clubs ● Intervention lunchtime club addressing the needs of specific children ● Successful performance at competitive events - eg qualification to West Devon finals in cross country (2nd place), athletics (3rd place), swimming, football and netball. 	<ul style="list-style-type: none"> ● Consolidate and formalise 'Daily Activity' with all classes participating in 'daily mile' style activity. ● Maintain and establish links with other schools both within the Okehampton area and from further afield to continue organising fixtures ● Constant curriculum review exploring external PE programmes ● Investigate other swimming providers to ensure value for money. ● Further provision for non-swimming KS2 children. ● Continue to explore further outdoor education opportunities. ● Restart and maintain a Young Sports Leader programme ● Ensure the whole school curriculum, not just PE, promotes healthy lifestyles and physical activity, weaving in cooking and dietary knowledge ● Restart interventions such as, 'funfit' and a lunchtime activity club ● All children given the opportunity to represent the school at sporting events

<p>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.</p>	<p>Data to be collected and published July 2025.</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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	<p>Yes new provider of Ruby Oak for 2025</p>

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

Academic Year: 2024/2025	Total fund allocated: £17631	Date Updated: Nov 2024		
<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>				
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:
Promotion of healthy lifelong lifestyle choices in all aspects of life.	All classes to consistently undertake Daily physical activity such as 'Daily Mile'.	No additional cost	Daily Exercise occurring in all classes most days.	Monitor impact of activity through anecdotal accounts from staff re the ability of children to sustain physical activity.
Re-establish fitness routines and increase children's fitness levels across the whole school.	DPA, active assemblies, active workshops, competitions, festivals, outdoor activities (trips and residential), workouts and challenges.	Included in cost for Tallan Burns.	After-school physical activity club offer	Continue activity assemblies with demonstrations, targeted encouragement to engage in after-school clubs.
All children to engage in Daily Physical Activity for at least 10 mins a day in addition to their standard PE lessons.	Continued promotion of benefits of regular physical activity across whole curriculum and assemblies.	No additional cost	Workshops, assemblies, physical activity promoted.	As above - continue and monitor quality of DPA.

All children choose some form of daily physical activity as part of their personal daily routine.	Regular assemblies and display board celebrating physical activity achievements.	No additional cost	As above	Create display board
Promotion of all forms of physical activity. e.g. walking, cycling to school.	Continued promotion of walking to school, cycling to school, walking bus.	No additional cost	Bikeability and in school actPedal to School week showed increase in number of children walking/scooting/cycling to school	Further increase number of children cycling/scooting/walking to school
Pupils given the opportunity and encouragement choose to be active at playtime, lots of equipment for them to choose from.	Continued Promotion of active playtimes. Daily designated play equipment including maintenance and replacement of.	TA lunchtime supervision - £2500 Active Play Equipment £200	Designated daily play equipment has seen a dramatic rise in coordination levels amongst less active children.	Replace lost, damaged equipment for Sept '24. Further increase options at playtime.
Provide active opportunities outside of class curriculum offering a broader range of activities.	Workshops to promote activity and increase participation in a specific activity. Eg bikeability, skipping work shop, virtual workouts and challenges.	£500(PE development)	Workshops, assemblies.	Continue into following year looking at bikeability, skipping workshop,
Offering a range of sporting and active afterschool clubs.	Re-establish links with community sports clubs to facilitate volunteer	No additional cost	Extensive range of after-school clubs on offer. At least one	Investigate options for clubs for

	<p>led after-school clubs and provide staff to facilitate said clubs.</p> <p>Continue with Afterschool clubs provided by external providers.</p> <p>Purchase of equipment to facilitate clubs.</p>	£300	active club for each class, including clubs.	Sept '24.
Maintain daily PE lessons in EYFS and KS1.	Establish daily exercise across KS1&2 Regular monitoring of PE sessions.		All classes take part in DPA as part of their PE curriculum	Continue to monitor impact of DPA in KS1 to ensure high quality provision.
Minimum of 2 x 1 hour PE lessons a week in KS2 plus 30 minutes active playtimes plus clubs	Regular active sessions with expert external providers, including dance.	£3200 (PE development)	All KS2 classes have 2 hrs PE each week plus active playtimes, DPA, after school clubs.	Continue to monitor impact of DPA in KS1 to ensure high quality provision
	Maintenance and replacement of PE Equipment.	£650+£250+£78	Monitoring to continue Jan '25	
			Inspection of equipment conducted and advice taken.	
Ensure all children leave school with a basic level of swimming competency	Yr 6 Swimming catch up sessions	£1080 Coaches £900 staff costs	Majority of Year 6 chn have a basic ability to swim. Specific individuals to be highlighted to secondary schools.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>Continued improvement of children's health and lifestyle choices.</p> <p>Children make healthy decisions about how to spend their spare time, what they eat for a snack and what they eat at lunch.</p> <p>Interventions in place for identified and targeted children.</p> <p>Greater involvement of outside agencies in school life to promote active lifestyles eg DISP School Sporting Events, Hatherleigh Football Club, Hatherleigh Cricket Club.</p>	<p>Continue to promote activity and healthy lifestyles through lessons and active assemblies.</p> <p>Daily activity undertaken in all classes.</p> <p>Chn encouraged to engage in active playtimes with an adult play leader.</p> <p>Continue to celebrate activity out of school.</p> <p>Maintain links to community clubs.</p>	<p>No additional cost</p> <p>Play Leader - See above</p> <p>No additional cost</p> <p>Club contingency See above</p>	<p>Chn consider activity to be a prominent part of daily school life.</p> <p>Data to be collected.</p> <p>Targeted after-school club for specific children. MTAs attentive to the particular children and instructed to engage in activity.</p> <p>Outside agencies have been involved with the school throughout the year.</p>	<p>Continue to promote healthy lifestyle choices.</p> <p>Continue to monitor lunches, snacks and teach healthy choices across the curriculum. Collect data re numbers of school lunches vs home packed lunches</p> <p>Investigate need for interventions to continue in September. YSL to assist in leading playtimes.</p> <p>Pursue further avenues for engagement with outside agencies.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>Pursue further opportunities to increase network connections and training/sharing of expertise.</p> <p>Staff CPD to increase confidence delivering PE lessons and forest schools.</p> <p>Extend children's skill level across a range of sports and activities.</p> <p>Increased range of sports taken up by children following units of work.</p>	<p>Increase opportunities for staff to work alongside outside agencies eg coaches, other teachers, experts.</p> <p>Continue to provide high quality schemes of work.</p> <p>Assemblies from external club providers to help encourage children to follow on sports</p>	<p>In house cover HLTA.</p> <p>See PE Development funding</p> <p>No additional cost</p>	<p>Staff to continue to work alongside outside agencies and pursue CPD opportunities when they become available.</p>	<p>Audit of skills to be completed</p> <p>Continue closer monitoring of PE lessons esp in KS1</p> <p>Pursue CPD opportunities for all staff in a variety of areas.</p> <p>Develop links with community clubs.</p>

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

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>Extend the range of physical activities taught across the curriculum.</p> <p>Whole school workshops promoting less traditional physical activities.</p> <p>Continue to provide outdoor opportunities for all age groups</p>	<p>Yr 1-4 Swimming lessons for a term.</p> <p>Different sports being offered to all children, for example Ultimate frisbee, orienteering.</p> <p>Bikeability offered to whole of KS2.</p> <p>Introducing children to different activities to broaden their experiences</p> <p>Tallan Burns club, staff led clubs, community</p>	<p>£1500 +</p> <p>See PE Development fund above</p> <p>Equipment cost included above.</p> <p>?????</p>	<p>Bikeability completed at differing levels for whole of KS2, orienteering completed with Yr 5 and frisbee Yr 6</p> <p>What do they already know of different activities and can they get additional skills/enjoyment from further participation.</p>	<p>Investigate different swimming provider for September with a focus on quality, assessment and other activities available.</p> <p>Explore further opportunities for a greater range of physical activities e.g. indoor climbing and moorland walking.</p> <p>Increase number of opportunities for outdoor learning across the whole school with more trips out for</p>

	clubs			<p>KS1 and more use of the woodland area for KS2.</p> <p>Explore further links with community clubs.</p>
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Key indicator 5: Increased participation in competitive sport

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 Yr 5 and 6 children to have the opportunity to represent the school in competitive events. More Yr 3 and 4 children to represent the school.</p> <p>All children to participate in a competitive forum</p>	<p>Take part in school fixtures Participate in a range of one-off inter-school competitive events Increase number of intra-school competitive opportunities. Events set up as part of the DISP to include KS2 Cross country, Y5/6 netball events, KS1 multiskills event at Hatherleigh Y3/4 rounders and a swimming gala.</p>		<p>All children participated in a range of sporting activities.</p> <p>Sports day</p>	<p>Arrange fixtures with a range of other schools.</p>
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Signed off by	
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Date:	November 2024
Subject Leader:	Calli Wray-McCann
Date:	November 2024
Governor:	
Date:	