



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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SPORT
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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 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 March 2020 (Impact of Covid)	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Daily activity within school of 45 minutes+ • A multi-sports after-school club led by Lampard staff. • A qualified Football coach in school 2019-20 delivered football coaching sessions at lunchtimes and within PE lessons. • Access to the North Devon Ability Games. • Access to tennis lessons with qualified coaches at the Atlantic Tennis Club. • Staff training to increase staff skills set and confidence to deliver high quality lessons. • Lower school took part in an activity week in the summer term 2019. • Increased self-esteem and awareness, in addition to improved health and well-being for a significant proportion of pupils through related physical activities and taught health aspects of the curriculum. • Pupils experiencing a larger variety of physical play option at break and lunch times impacting on wellbeing and self-esteem. 	<ul style="list-style-type: none"> - Due to Covid-19, a prioritised focus on increasing achievement with the National Curriculum swimming objectives. (Unable to access at this present time due to Covid) - To raise attainment in P.E through new EMPOWER curriculum - A broader range of off-site sporting opportunity.(Sport club contacted but unable to access at present time due to Covid) - Inter-class sporting events during project weeks. - Access to sporting competition with other schools. (Unable to access at the present time due to covid) - Additional playground space and equipment to increase activity during break and lunch times. - Pedometers to support students understanding of impact of activity on health to be used during the daily Mile. - Further promotion of activity within the 10-a-day initiative. - To further develop staff ability and capacity to deliver a range of sports and/or physical activities through ongoing training. - To enhance the Outdoor/Forest school area to continue developing opportunities for physical activity and outdoor learning across the curriculum.

Meeting national curriculum requirements for swimming and water safety.	
<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>We are unable to accurately assess this as students were not able to access the swimming pool due to Covid-19 from March 2020.</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>We are unable to accurately assess this as students were not able to access the swimming pool due to Covid—19 from March 2020.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>We are unable to accurately assess this as students were not able to access the swimming pool due to Covid—19 from March 2020.</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>We intended to but sadly we were unable due to the Covid-19 situation from March 2020.</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 and for the future.

Academic Year: 2019/20		Total fund allocated: £16,280		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>					Percentage of total allocation:
					%
Intent	Implementation		Impact	0%	
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?:	
Introduce the daily mile within Lower School during DPA.	PE Lead to promote the initiative and train teachers in the Daily Mile'	Time resource in training and monitoring.	Students experience an increased level of activity on a daily basis.	To buy each class a set of pedometers and one fitness tracker.	
PE equipment and markings put into the 'top' playground.	Students can access a range of play equipment to increase core strength, stamina and order their sensory system. The equipment and markings also promote raised play activity with themselves and/or with others. Markings support a wider range of activity in PE lessons.	The school applied for charitable funding from the Wooden Spoon and Barnstaple Rotary Club Shop which we received. Our Friends of Lampard PTFA group raised funds to	Students have more space in which to run which has improved safety, promote activity levels and improved fitness levels. Students can use the play equipment throughout the day and especially at breaks and lunches. This has increased activity during these times.	To improve and increase usable outside areas to promote activity. To buy additional play equipment to further meet the physical and sensory needs of our cohort. To enhance the Outdoor/Forest school area to continue developing opportunities for physical activity and outdoor	

Students to access increase opportunities for swimming	Carried out through the PE curriculum.	contribute therefore the £26,000 needed for the project was at no cost to the Sports Premium. If full charitable funding was not achieved a percentage of this budget would have been used to contribute. No funding used due to impact of Covid.	Impact affected by Covid 19	learning across the curriculum. A prioritised focus on increasing achievement with the National Curriculum swimming objectives. Funding carried forward 2020-21
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	30%
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>To provide increased swimming sessions for all classes in the primary age pupils</p>	<p>Raising attainment in swimming to meet requirements of the national curriculum.</p>	<p>£4928.76</p>	<p>Increased confidence and ability in swimming for all Pupils. • Improved pupils' fitness, wellbeing & health.</p>	<p>Due to Covid-19, a prioritised focus on increasing achievement with the National Curriculum swimming objectives.</p>
<p>To provide qualified football coaching across the school</p>	<p>Football coach promotes skill development, activity, competition opportunities in Football. Employed to provide lunchtime clubs and provide football coaching in all PD lessons. The Football coach also oversees competition with other schools for our students.</p>		<p>Staff to work alongside Football coaches, gaining new coaching techniques and knowledge of Football.</p>	<p>To raise attainment in P.E</p> <p>The PE lead would like to focus on a new sport and will seek to find opportunities to develop access to qualified coaches.</p> <p>Access to sporting competition with other schools A broader range of off-site sporting opportunity</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3.2%
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>Summer Moorland Walking Course</p> <p>PE training course aimed at teachers, middle leaders and HLTA's "PE for the non-specialist teacher" to ensure regardless of teacher's professional background everyone is confident to deliver high quality PE sessions and all students are accessing consistent approaches to PE across the school.</p>	<p>To facilitate a higher number of students accessing 'Ten Tors' a walking event on Dartmoor with mainstream and special school peers.</p> <p>Training focused on three areas:</p> <p>Physical education</p> <ul style="list-style-type: none"> • Effective physical education lessons • The core four <p>Putting it into practice</p> <ul style="list-style-type: none"> • Planning for learning • Effective teaching styles in physical education • Differentiation and health and safety <p>Assessment and recording</p> <ul style="list-style-type: none"> • Assessment requirements 	<p>£524.00</p> <p>Carried out in October 2020 and paid for from previous academic year's sports funding</p>	<p>Due to Covid this annual event did not take place, the member of staff is trained for 20-21 should the event go ahead.</p> <p>Staff gained confidence in their knowledge and understanding in how to plan and carry out effective PE lessons for our students.</p> <p>This training has also supported the PE lead to develop and enhance 'intent' of the PE curriculum in preparation for implementing in Sept 2020.</p>	<p>To use this member of staff alongside our already trained member of staff to lead an additional group in preparing for the event through PE lessons and also at the event itself; therefore, increasing participation.</p> <p>Effective PE lessons being taught and supported by a wider range of adults beyond the trained PE staff.</p> <p>Implementation of PE within the school's EMPOWER' curriculum.</p>

<p>To provide specific sports coaching to improve staff confidence and knowledge of different sports: Tennis</p> <p>STA membership and additional training .</p>	<p>To increase hand/eye coordination and general motor skills, transferable into other sporting activities, including an improving willingness to attempt / participate in many of these.</p> <p>Staff to be fully trained to deliver swimming.</p>		<p>Staff worked alongside Tennis coaches, gaining new coaching techniques and knowledge of Tennis.</p> <p>Covid impacted on students accessing swimming therefore no impact this year</p>	<p>To raise attainment in P.E, including a prioritised focus on increasing achievement with the National Curriculum swimming objectives.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
0%

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 students involved.</p> <p>Increased sporting opportunities available through the new playground equipment and zoning model</p>	<p>Provide students opportunities to experience outdoor and adventurous sports experiences through trips, visits and residential.</p> <p>Alternative PD curriculum in place for Otters – split sessions of Leap into Life and Core PE curriculum.</p> <p>Forest school used in PD as an alternative for students where appropriate.</p>	<p>No residential in 2019-20 due to Covid</p>	<p>Students in Lower School accessing a range of physical activity to increase agility strength, fitness levels and love of taking part in PE.</p> <p>students have accessed coaching by a professional football coach for half a term as part of the PD curriculum. The coach has also led lunch time clubs, taken students to local football matches and tournaments</p>	<p>Two teams to Ten Tors and will ensure the second lead has completed her moorland walking ahead of then.</p> <p>Termly Inter-class sporting events during project weeks.</p> <p>To begin the Sports Award</p>

	Replacement/buying of specific equipment: Football and badminton			accreditation.
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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:
An extra-curricular sports club which was well attended. Students attended the North Devon Ability Games which was hugely enjoyed. Opportunities for Football matches with local schools. A team to participate the SENTient Swimming Gala	Setting up an extra-curricular multi sports club All lower School, participating in the annual North Devon Team to represent Lampard at the annual swimming Gala.	No funding necessary as activities up to March 2020 absorbed through curriculum funding	Students accessed an extra-curricular sports club which was well attended. Students attended the North Devon Ability Games which was hugely enjoyed.	Access to sporting competition with other schools Funding carried forward 2020-21

Signed off by	
Head Teacher:	S Barham
Date:	14th Dec 2020
Subject Leader:	Sarah Steggles
Date:	11 th January 2021
Governor:	C Bevan
Date:	28 th January 2021