

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£11,102.80
Total amount allocated for 2020/21	£16,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8995.68
Total amount allocated for 2021/22	£16,270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£36,368

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>We have been following the STA school swimming scheme. Within our lesson we look at safe entry and exit of the pool. We also expect students to answer at least two safety questions</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>	<p>0%</p> <p>Some students have not been in the pool since last year and there were only six weeks this year swimming</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>Please see note above</p>	<p>0%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</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>No</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: 2021/2022	Total fund allocated:	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:
To work with Active Devon to enhance opportunities for enrichment ensuring a range of clubs and after school provision are in place and led by school/specialist coaches.	<p>Links have been made with Dance and Skateboarding coaches to provide future sessions for students (Covid arrangements prevented this earlier in the year when opportunities were available)</p> <p>After school clubs have been led by qualified PE staff in school for: Autumn Term: Badminton and Football Spring Term: Boccia and Football clubs Summer Term: Striking and Fielding games x2</p>	£463.74	A small number of Lower School students have accessed extra - curricular after school clubs and have benefited physically and socially from these.	<p>Consolidate links with outside coaches to extend the range of extra curricular activities on offer to students</p> <p>To explore opportunities to further increase participation of Lower School pupils in extra curricular clubs</p>

<p>To further increase activity and movement at break and lunchtimes to include activities for less active students</p> <p>Improve access to more play equipment that meets the needs of all students so they all have an active choice at play/lunchtimes.</p>	<p>An increasingly varied range of activities has been introduced over the year to meet the wide range of needs and interests of our students in Lower School. This enables all students to be able to make an active/healthy choice</p> <div data-bbox="689 376 748 440" data-label="Image"> </div> <p>Range of activities on offer at Lunchtin</p> <p>Active bags to be bought and given to Tutors to provide active options for each class to use at break times to include a range of different equipment to meet active choices</p>	<p>£2,294.68</p>	<p>Pupils are now much more engaged in activity at Playtime and have a wide range of resources to choose from. Active. Due to the range of resources and equipment, all students are able to find something they can engage with at lunchtimes and the variety of activities happening have significantly increased. Resources allow individual play with eg. hoops, ball catchers, basketball shooting and paired/group play with soft footballs, tennis rackets and range of balls, ribbons/streamers. In addition there is a wider range of large play equipment and small world play/drawing activities available on picnic benches (weather permitting)</p> <p>All groups have their own Active bag in their classroom that can be used by students at playtimes and lunchtimes.</p> <p>Every class goes out every day and walks for 15 minutes. All classes have pedometers and can view what they have achieved in the 15 minutes. Pedometeres have motivated pupils to walk and access outside activity.</p>	<p>To establish a routine to enable wider use of Senior Pen to enable a wider range of sports clubs to take place at lunchtimes if appropriate for cohort.</p>
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<p>Through student voice activities with the school council, the students identified to improve the school; they wanted more 'play' equipment - climbing wall being identified as priority. Aim to install climbing equipment to increase the amount of sensory and proprioceptive equipment for students to use to improve basic fitness and core skills.</p>	<p>This equipment has been bought and installed in the Lower School playground.</p>	<p>£9167</p>	<p>The equipment has further increased activity levels and opportunities for student to engage in activity at lunchtime. It is also located in a quieter area of the playground to enable students who are less confident to use equipment can have the opportunity to engage.</p>	<p>To revisit playground use with School Council to ensure equipment and activities on offer meet the current needs and expectations of students where possible.</p>
<p>An increased range of accessible play equipment purchased and stored in sheds/containers for use at playtimes and lunchtimes.</p>	<p>A much wider range of play equipment has been purchased (see above) and has increased the number of students participating in activities at lunch time. A storage shed to contain the equipment has been purchased and installed.</p>	<p>£283.32 (storage shed)</p>	<p>The installation of dedicated storage shed ensures all equipment is available to Lower School student everyday and is well maintained.</p>	<p>To further increase and replace play equipment for use in Lower School playground</p>
<p>To set personal and class challenges and to receive certification for achievements</p>	<p>A DPA timetable provided to each class and resources to take part in daily mile across the year with opportunities to calculate steps and relate to different places in distance travelled</p>		<p>All classes take part in DPA using resources provided where appropriate. Certificates have not yet been provided, but success is rewarded through class reward systems</p>	<p>To receive certification for personal and class challenges</p>

<p>Students also identified they wanted access to more lunchtime sports clubs</p>	<p>Due to Covid and staggered timetables and spaces, it has been difficult to re-instate lunchtime clubs for much of the year. These have begun to be introduced in the Summer Term and each day a Dodgeball or Quick Cricket club is on offer to all Lower School students</p>	<p>£79.90</p>	<p>Introduction of lunchtime Dodgeball/Quick cricket club on Upper School playground has been very successful and has given those more competitive students an opportunity to participate in team sport. 10 or more students access this club every day.</p>	<p>Increase access to a wider range of Lunch time clubs</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>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:	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:
Lower School students will have an opportunity to have an extended day trip or a one-night residential if appropriate to needs	Lower school have accessed 3x trips to Skern Lodge with one extended day. Due to Covid restrictions we were unable to include an overnight stay.	£3401.61	<p>Many students challenged themselves to overcome huge barriers and anxieties regarding:</p> <ul style="list-style-type: none"> -travelling on a coach -working with new people -attempting new activities they never thought they would be able to do -using and wearing equipment needed for specific activities that previously they had not been prepared to try. -tolerating different environments -tolerating different routines/transitions <p>Students improved:</p> <ul style="list-style-type: none"> -their self confidence -their belief that they can try and can achieve new things -ability to wait and turn take -ability to work with others as a team to achieve a goal <p style="text-align: center;"> Feedback from Tutors re Impact of :</p>	<p>Lower School students will have further opportunities to access trips that include activities that are new and challenging.</p> <p>Lower school students to experience an extended day or one night residential activity.</p>

<p>To increase opportunities to access a broader range of sports and sporting facilities linked to the school's 2021-2025 strategic vision:</p> <p>"The EMPOWER curriculum provides a well-considered range of learning and enrichment activities, utilising the outside learning space, to promote activity and wellbeing. Links to community support and activity is strengthened through effective working with external partners which can seek to provide whole family opportunities beyond the classroom to build a wider community of support."</p>	<p>Friday afternoons have been set aside for Future Fridays, delivering Life Skills activities, with a focus on learning outside within the school grounds or immediate community area – e.g. having Forest School sessions, having sports sessions on the field.</p> <p>Active sessions through Future Fridays throughout the year have included: Access to Forest School, Sports afternoons, scooters, Ball games and Gardening</p> <p>Raised beds purchased and installed to increase physical activity through outdoor learning</p>	<p>£2642.38</p>	<p>Students have raised their weekly active participation levels and due to engagement in active/practical activities on a Friday afternoon, behaviour data has decreased.</p>	<p>To explore more active sessions that can be experienced through Future Fridays for Lower School students.</p>
<p>To begin work on the school's cycling initiative which will see improved access to cycling to support independence in the community and improve wellbeing.</p>	<p>School did not receive the expected funding for this initiative. All Lower school students have accessed cycling through their PE lessons this year</p>	<p>£1,53685</p>	<p>Students have worked mainly on scooters this year and the sessions have built confidence and we were able to have every child on a scooter in lower school</p> <p>Due to the impact of Covid it has been difficult to access coaching and courses to further develop the cycling offer for students this year. However contacts have been made for future use</p>	<p>To explore relevant courses to provide staff with qualifications relating to Learning to ride a bike, using previously secured contacts</p>

<p>Creating links for parents to clubs outside of school to help develop student's knowledge of what's available in the community. Signposted through the school's newsletter.</p>	<p>Covid restrictions limited availability to clubs earlier in the year. Some leaflets are available in Reception area PE staff inform students of clubs running in local area through lessons and clubs</p>	<p>0.00</p>	<p>Limited impact – to be extended next year</p>	<p>Creating links for parents to clubs outside of school to help develop student's knowledge of what is available in the community. Signposted through the school's newsletter.</p> <p>Termly information re local clubs to be available to be signposted through Annual Reviews</p>
<p>To capture progress consistently through Evidence for Learning to support quality subject report writing.</p>	<p>Staff teaching PE have captured photographic evidence to support written report comments to evidence progress in PE</p>	<p>£0.00</p>	<p>All school reports include termly written progress towards objectives supported by photographic evidence</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 give more PE staff a basic understanding of Sherborne Developmental Movement to be used to broaden curriculum and meet needs of students at Lampard.</p>	<p>Unable to make contact with Sherborne Developmental Movement Association to secure further training</p>	<p>£0.00</p>	<p>Contact was made with Sherborne association to update internal trainers before providing this training, but no response has been forthcoming and website information out of date, so unclear if still operating</p>	
<p>To create opportunity for Fun Fit to be part of the Personal Programme offer within school as well as part of PE curriculum where appropriate, to meet individual needs of students through active sessions.</p>	<p>An audit was completed of current trained staff. Only 4 current staff are Fun Fit trained. An arrangement has been made with Vranch House School to provide training for up to 20 Teaching Assistants in the Autumn Term across each class in school. This will enable Fun Fit Personal Programmes to be run in each class where appropriate.</p>	<p>£500 (TBC)</p>	<p>As part of a reorganisation of Targeted interventions, FunFit will be available to students in the next academic year as a Personal Programme across the school</p>	<p>Complete Fun Fit Training to enable Fun Fit to be accessible as a Personal Programme to all students, as required</p>
<p>To access a range of coaching qualifications funded through the sports premium to increase the confidence and skill set of staff in a range of activities: both specialist and non-specialists eligible in line with 2021-22 School Development Plan: "The impact of the range of high-quality induction and continuing professional development (CPD) is</p>	<p>.A member of staff has been booked onto an Autism Outdoor Training Course in the Autumn Term (initially booked for Summer 22, but rearranged by organisation)</p>	<p>£583.33</p>	<p>Trained member of staff will be able to ensure Forest School provision within school can better meet the needs of students with Autism in accessing an outdoor environment.</p>	<p>Member of staff trained in Autism Outdoor Training to provide resources and/or training to staff to ensure knowledge is cascaded</p>

<p>collated and informs strengths and further areas of development for the school.”</p> <p>The Sports premium will provide funding for targeted CPD opportunities to increase confidence of teaching PE and provide sustainability for staff to lead clubs by increasing the number of coaching qualifications staff possess:</p> <ul style="list-style-type: none"> - Ongoing CPD for swimming staff. 	<p>Disability Swimming Courses have been sought all year, but we have not been able to access any that have been a suitable time or place</p> <p>Level 1 Swimming courses have been sought all year, but we have been unable to access any that have been a suitable time or place</p> <p>One member of staff booked to attend an STA Award in Teaching Swimming in August 22</p>	<p>£1340</p>	<p>There will be an extra Swimming Teacher available next academic year to enable further access to Swimming for students</p>	<p>To explore CPD Swimming Courses for staff – in particular Disability Swimming and Level 1</p>
<ul style="list-style-type: none"> - Cycling qualifications, improved facilities and equipment to be able to begin to implement the cycling 	<p>Bikeability and Learn To Ride Cycling courses were explored, but due to Covid initially there were none available and we have been</p>	<p>£616.66</p>	<p>2 staff are already Bikeability trained Confirmed from BAALPE book that all staff can teach cycling onsite if</p>	<p>Learn to Ride cycling courses to be explored and delivered to relevant staff</p>

<p>initiative to increase cycling opportunities to support independent travel</p>	<p>unable to locate any suitable courses running in the local area</p> <p>Contact was made with local OT Service who previously ran Learn To Ride Courses, but they are no longer providing this service</p>		<p>they have a PE qualification (4 more staff)</p> <p>No further training has been provided, but all Lower School students have accessed Cycling from qualified internal Bikeability trainers during the year.</p>	
<p>Opportunities for PE lead to monitor the teaching of PE across the primary phase as part of the school's monitoring cycle which informs appropriate in-house PE training delivered by PE lead. Due to Covid, much focus had been on the changing provision due to Covid not on the monitoring aspect this year.</p>	<p>Tri-Golf training was delivered by newly appointed second lead in PE to all staff</p> <p>Monitoring of PE by PE Lead identified need for Learn To Ride cycling training and Disability/Level1 and Level 2 Swimming Coaching</p>	<p>£391.81</p>	<p>All staff now able to offer this activity to students in PE, DPA or Future Fridays</p>	<p>PE lead to continue to monitor the teaching of PE across the primary phase as part of the school's monitoring cycle in order to inform appropriate in-house PE training delivered by PE lead</p>

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

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>Additional achievements:</p>		<p>£1314.96</p>		

<p>Raising attainment in swimming to meet requirements of the national curriculum. Increased confidence and ability in swimming for all Pupils. - Improved pupil fitness, wellbeing & health</p> <p>To increase amount of scootering/cycling part of the curriculum and through enrichment activities</p>	<p>We will continue following the STA scheme of work. Continue with student's knowledge and understanding of pool safety</p> <p>Currently we are unable to access the cycle track with the number of qualified staff we have to access cycling offsite. As yet we have been unable to access suitable cycling courses.to increase this number.</p> <p>Access to cycling has increased for all Lower School students through the PE curriculum and scootering sessions are now part of our Future Fridays programme. Improvements to cycling facilities in school have been hindered by building programme restricting playground space.</p>	<p>£0.00</p>	<p>Each year we are seeing student's confidence develop in swimming. We are having larger groups move into our beginners' group from the non- swimmers which is showing that students are making progress</p> <p>All students have accessed cycling as part of their curriculum and the addition of scootering into the Future Friday curriculum has been very positive with all students enjoying these sessions</p>	<p>To increase the time spent swimming from 6 weeks to 12 weeks as we feel that students will make more progress with longer time, as some students have not swum since last year when they came swimming with the school.</p> <p>Increase the number of staff trained to lead cycling groups off site to enable students to cycle in our local community</p> <p>Explore bids/grants available to create a bespoke cycling track in school following completion of building work.</p>
<p>To have bespoke swimming lessons as a priority at Torrington Pool as younger students would further benefit from a graduated shallow end.</p>	<p>2 Lower school classes accessing 6 swimming lessons during the year at Torrington Pool</p>	<p>See swimming costs above</p>	<p>This definitely helped to develop students confidence and as they were able to put their feet on the floor they were able to access more confidence building activities</p>	<p>To ensure that we use both the new Barnstaple pool and Torrington to enable all classes to access swimming.</p>

<p>Access to sporting opportunities with other schools A broader range of off-site sporting opportunities.</p>	<p>We have contacted other schools and various football and dance clubs and hope to establish confirmed links next year</p>		<p>N/A</p>	<p>To attend the Disability sports event at Tarka when arranged. To invite schools to play Boccia and Dodgeball as the college is keen to play games</p> <p>To subscribe to local School Sports Coordinator package to explore how Lampard could be involved with inter school opportunities and more Sports Festivals</p>
<p>To employ a range of qualified sporting specialists to coach and lead on clubs and signpost pupils to local community activities.</p>	<p>Local School Sports Coordinator delivered a Sports Festival for all Lower School students</p>	<p>0.00</p>	<p>All students took part and thoroughly enjoyed the event. See embedded feedback from Tutor</p> <div data-bbox="1377 1002 1435 1066" data-label="Image"> </div> <p>Feedback from Lower School Tutor</p>	<p>Create a structured programme involving the use of different qualified coaches from outside clubs to deliver to Lower School students at least once a term</p>
<p>Working with a variety of different outside groups such as Braunton Football Club and Project Dance.</p>	<p>Opportunities to access coaching from a local Dance and Athletics coach have been explored for next year</p>			<p>Working with a variety of different outside groups such as Braunton Football Club and Project Dance.</p>

<p>To begin to implement the cycling initiative to improve confidence and independence in cycling to support wellbeing and independence in the students' future</p> <p>All students to access an activity centre specialised in working with children with complex needs – Skern Lodge to provide cultural capital experience due to 18 months of missed activity in the community which will positively impact on level activity and improve on skills.</p>	<p>Funding for this initiative was not received</p> <p>Lower School students attended Skern Lodge Activity Centre for 3 separate days – one of which was extended. They took part in a range of activities including rafting, climbing, tunnelling, High ropes and surfing</p>	<p>See KI 2</p> <p>See KI 2</p>	<p>See KI 2</p> <p>See KI 2</p>	<p>See KI 2</p> <p>See KI 2</p>
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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:
A second lead for PE to support the consistent delivery within the curriculum, in extra-curricular clubs and out of school sporting experiences.	Newly appointed teacher has responsibility for second lead in PE as Subject lead.	£0.00	Having a second lead in Pe has enabled us to provide students with more variety of clubs throughout the year thus giving more opportunity.	To use expanded PE staffing to further develop club and outside Coach links and improve the links with the community.
Setting up Extra Curricular clubs regularly each week providing choice across the curriculum	The following after school clubs have taken place across the year: Badminton Football Boccia Dodgeball Striking and Fielding	See KI 1	See KI	
Access to sporting competition with other schools.	Contact was made with several secondary schools but unfortunately no matches took place			

<p>Timetabled Inter-class sporting events as part of PE curriculum</p> <p>A broader range of off-site sporting opportunity</p>	<p>Inter class Sports day to take place in July 22 Other events such as Ability Games and Swimming Gala did not take place this year so Lampard could not attend</p> <p>The Lower School Curriculum Intent states that – To become confident members of their class community and begin to develop independent skills across all the school environments.</p> <p>PE curriculum has therefore taken place on school site, however the students have experienced 3 activity days at a local Activity Centre</p>		<p>Both sports Days have taken place and students worked so well as part of a team. They showed good understanding of winning and losing against others and it was inclusive so that all students could take part.</p> <p>See KI 1</p>	<p>A structured interclass competition to be added into PE curriculum each term covering a range of sports relevant to time of year.</p> <p>See KI 1</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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