

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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:
<ul style="list-style-type: none"> - Maintaining high standards of national curriculum PE lessons for key worker and vulnerable children - Setting up a 'Mat' You Tube channel for children to access during lockdown periods. Videos including virtual challenges to access at home alongside physical activity challenges to support physical wellbeing - Updating our current curriculum to put a point of focus on children returning to school after the lockdowns. Particular focus paid to wellbeing and restoring physical fitness 	<ul style="list-style-type: none"> - Further plans put in place to maintain high percentage of extra-curricular competition during covid time. Options including intra-bubble fixtures in a variety of sports and activities - Increase options for extra-curricular clubs during covid times with all risk assessments followed appropriately - Offering greater variety of virtual competition to ensure children off site can be included and enthusiasm for school sport competition isn't lost

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

YES/NO * Delete as applicable

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: £1,524.60	Date Updated: September 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
The profile of PESSPA being raised across the school as a tool for whole school improvement				£1,524.60
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Increase provision for extra-curricular clubs – offering the children a wider experience of activity with the hope of encouraging more children to attend the clubs. Upon attending the clubs, the children's enthusiasm for school sport is increased and continue with sport post primary.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Purchase new equipment for the clubs to provide the best provision.</p>	<p>Carry over funding allocated:</p> <p>£1,217.00</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>New clubs have started for a variety of different groups of children, PP and attendance especially. Clubs focusing around less mainstream sports such as boxing. Aim is to always attract more children by using the more unusual sports.</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>Clubs will continue as the children have really enjoyed them and made plenty of progress both around skill acquisition and social dynamics. Different clubs may start such as badminton or table tennis.</p>

Meeting national curriculum requirements for swimming and water safety.	No swimming data due to covid
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	Data taken from year 6 children when tested in year 4
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021.	30%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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/No

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: September 2021 – July 2022		Total fund allocated: £18,880.00		Date Updated: June 2021	
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:
					40%
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:
Robins Foundation to deliver PE CPD and offer classroom support from September to July - The above will offer some in class support and specialist interventions for children as directed by class teacher, having specific support should develop those children in both academic and social aspects. The teacher CPD will be extremely valuable in upskilling classroom teachers in PE, although they will not teach PE there is still huge value for their personal CPD as they progress their career.	Children to receive extra support in the classroom whether it’s one to one reading or adult assistance in the classroom, staff also get access to PE CPD sessions to upskill their PE delivery	£7,500.00	Robins have worked with teachers from years groups 2-6 this academic year. They’ve spent a whole term with a class teacher to develop their knowledge and delivery of primary school PE. Teachers confidence has increased with the sustained work over the course of the term. Each teacher should now be able and have the confidence to deliver a PE session and also see how each session in a term can flow into the next weeks and so on.		Robins will be continuing next year at B’Wood. The capacity in which they work at the school may be different with the possibility of using their skill set to work with specialist SEND or PP but that is to be confirmed.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					4%

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:
Entering events and transport for those events – giving children more access to extra-curricular events and competitions through the North Bristol partnership.	Hiring minibuses / coaches for the children to enter events and further raise the profile of school sport and physical activity.	£723.00	Money was initially directed towards transport but on reflection it was directed towards sports clothing for every child in the school. This to support the children with having a regular PE to wear during lessons and also to represent what house they were part of in the school.	Moving forward sports transport costs can be funded through another avenue. Topping up the provided clothing will be a must each year due to misplacement and damage. Supporting the children with PE and ensuring they aren't left out or feel left out has a far greater impact across the whole school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				46%
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>Salary of Regional PE Coordinator:</p> <p>. Deliver staff meetings to the whole teaching team as a form of PE CPD and to add some clarity around the PE curriculum being used in their particular class or year group</p> <p>. Teaching and Learning support – through team teaching, observations and shadowing. Work alongside the current PE staff to further support their delivery and provide the best provision possible for the children</p> <p>. Curriculum development – continued work on developing the PE curriculum to ensure all children can access and make progress in PE</p> <p>-</p>	All non-PE and current PE staff to be upskilled with CPD sessions through staff meetings and one to one support, development of the current PE curriculum will also continue through the year	£8,657.00	<p>A new PE curriculum has been worked on, tested and will be implemented for the academic year 2022 / 2023. The curriculum has been designed with a more achievable flow my term 1 all the way through to term. A more appropriate progression from EYFS to year 6 has also been implemented to ensure children progress through the school in line with national curriculum requirements.</p> <p>Extra PE sessions have also been delivered with EYFS throughout the academic year to ensure their progression into key stage 1 and ensure that reach all their physical targets for the year.</p>	<p>The new PE curriculum will be implemented throughout the year.</p> <p>Further work with current PE team will take place to develop the subject further and ensure its Ofsted ready.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Additional achievements:</p> <p>Introduce the children to a variety of new sports through extra-curricular activity, this in the hope that children continue with these 'new' sports post primary education</p>	<p>External providers to be hired in through the whole academic year to provide extra-curricular clubs for 12-15 children fully funded. Children to be rotated term by term to capture as many children as possible</p>	<p>£1,000.00</p>	<p>External providers have played a huge part in the supporting the children at BW this academic year.</p> <p>Soccer shooters worked at the school for 1 term and delivered football sessions to classes across all key stages.</p> <p>Sporting chance have been working at BW for three terms and have provided invaluable lunchtime PE sessions to boost children's physical activity during their break times.</p> <p>Having these external providers in has boosted children's opportunities for physical activity and developed professional relationships with these providers for future work in the school.</p>	<p>External providers will again be used next academic year to support the children with extra PE slots and access to a greater variety of sports and activities.</p> <p>We see great value in having different providers come into the school both as role models to promote new / different sports and giving children more opportunities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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>Increased participation in external competitions and festivals – give children as much access as possible to competition outside school time</p> <p>Ensure children are adequately trained up for all competitions throughout the year. Competition calendar is monitored and equipment purchased to facilitate entry to these events</p>	<p>Entry to partnership events</p> <p>New equipment purchased for extra-curricular clubs to train the children to enter external fixtures</p>	£1,000.00	<p>New equipment has been purchased throughout the whole academic year. Table tennis table and equipment was purchased to be used for an after-school activity and break time provision. Sports based interventions was also a good use of the equipment to target certain groups of children. Badminton sets were also purchased for exactly the same reasons as above.</p> <p>Children who may not respond that well to core sports may find enthusiasm in these less high-profile sports. This is great for the school wide participation both in clubs and fixtures.</p>	Equipment purchase for less high-profile sports will again be on the funding profile for next year. This again aimed at attracting more children into the clubs to develop their enthusiasm for the activity and sport as a whole.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	