

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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SPORT
TRUST



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	£7762.50
Total amount allocated for 2020/21	£18,570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6392
Total amount allocated for 2021/22	£24,300
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,236

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>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 2021.</p> <p>Please see note above</p>	84%
<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>	64%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not possible to calculate as it hasn't been taught this year.

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?

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: 2020/21	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: 27%
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:
Develop the outside area at Brookside school and install equipment that will increase physical activity and health of children.	Install outdoor gym equipment Install a climbing wall in UKS2 Install a new climbing frame in LKS2 Install a new jungle gym with climbing wall in KS1	£6736	Children are now more active at playtime and take greater risks in KS1 to climb and explore new ways of moving. Children are seen regularly using the outdoor gym equipment. This takes place at the start and end of the day. They also use the equipment at playtimes and lunchtimes. The children understand the importance of staying active and developing their physical well-being. They also understand the impact this has on their mental well-being.	Staff to model how to use equipment to new children in key stages. Equipment to be well-maintained and repaired when necessary. Consider ways to develop outdoor equipment further. Consider how to use outdoor equipment in competition/fundraising/ASC/breakfast club activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
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:
Purchase new, high-quality PE resources to support teaching and learning.	<p>Pe coordinator to audit equipment at the beginning of each school term (three times a year) and liaise with teachers about what they need for their PE lessons.</p> <p>Assess the impact of equipment on learning. This will include speaking with the children, specifically sports organising crew about what needs improving.</p> <p>Communicate with staff teams to ensure that there is appropriate equipment for children to use during play times. This will encourage an active approach to play times across the school.</p>	£500	PE lessons are well-resourced, and children enjoy them., PE coordinator has listened to requests from teachers and leaders. For example, basketball hoops, football goals and tennis nets have been purchased for KS2. These resources have helped teachers to teach good lessons. These resources have also been used by children at playtimes and in afterschool clubs. Equipment is audited and topped up termly.	<p>PE coordinator to work with staff and leaders to ensure that equipment is updated.</p> <p>PE coordinator to work with primary mentor to consider how equipment can be purchased to offer a wider range of sports opportunities.</p> <p>Equipment to be maintained and repaired when necessary.</p> <p>Ensure equipment is always age appropriate and meets the needs of all children. Consider how equipment is used and purchased to support the needs of children with SEND.</p>
Provide teaching staff with a scheme of work for PE that is easy to follow and that has a positive impact on the children's learning.	<p>Renew 'Get Set 4 PE' teaching scheme, to ensure consistency in teaching of PE.</p> <p>Work with staff to ensure they receive adequate training on how to use the scheme of work.</p>	£650	Teachers are working from Get set 4 PE with confidence. PE coordinator has planned and led CPD about the scheme of work to support staff. Staff responded positively and were able to look at the development of lessons in dance. They could see the progression in teaching and learning from year 1 to year 6. Children enjoy PE lessons and conversations with them support this.	<p>PE coordinator to lead staff training about other areas of the subject., Use the scheme of work to do this.</p> <p>Develop the staff's understanding of how to use the scheme of work to assess their children. This should be a focus area next academic year.</p>

<p>PE and school sport to be identified as a school development priority area on the school development plan. This will link with the importance of healthy mental well-being of children and staff.</p>	<p>Work with senior leaders to develop a school development plan that includes a focus on PE and school sport. Develop the SDP with other school staff members. Consider the importance of a healthy active lifestyle and how this will impact their mental well-being. Lead initiatives that support this development. Involve children in the process and encourage them to help make changes across the school.</p>	<p>£250</p>	<p>PE coordinator has written and implemented a school development area about PE, school sport and physical activity. Strong links were made with mental well-being and the impact of Covid-19 on children. The development plan considered ways that children could be supported to help their learning across other areas of the curriculum. Development plan has been evaluated and reported to school governors. They have supported the focus area and appreciate the importance of PE and school sport and the impact it can have on mental well-being.</p>	<p>PE, school sport and physical activity should continue to be a school development area. There is still much to do to ensure that practice is well embedded. Pe coordinator should continue to liaise with senior leaders, the governing body, parents and children to ensure continuous development. This should be inline with the PHSCE curriculum. Links should be made in order to continue a positive school wide approach to mental well-being.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 41%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Develop the teaching style and content of teachers. Raise standards of teaching, through high-quality CPD. This will have a positive impact on the learning and performance of children in PE and school sport.</p>	<p>Provide staff training in staff meetings and staff INSET. Training will develop teaching and assessment in PE. Primary mentor from NOSSP to support this CPD. Signpost teachers to CPD led by external agencies such as the YST. Observe teaching to make suggestions on how to improve teaching practice.</p>	<p>Cost of primary mentor as seen in Key indicator 2</p>	<p>Teachers have attended CPD led by the YST, This has had a positive impact on their self-confidence when teaching PE. Their class have benefitted from the developments in their teaching. Primary mentor has worked with a range of teachers this year, supporting their teaching and providing them with new teaching styles and ideas for their lessons.</p>	<p>Primary mentor to work with other teachers and help them to improve their practice. PE coordinator to signpost teachers to CPD. This will support staff in becoming more confident practitioners. This will have a positive impact on the learning of the children.</p>
<p>High-quality PE lessons are taught and teachers are mentored by a Primary Mentor from NOSSP. This will raise attainment and progress in children and improve the overall enjoyment levels of children in PE and school sport.</p>	<p>The primary mentor will work with staff to improve their teaching and the children's learning. PE coordinator to work closely with the mentor to ensure staff are supported. This will also ensure that a consistent approach to PE and sport is taken by all. PE coordinator to work with mentor to ensure children are well-prepared for competition and that they have learnt the skills to apply in an inter school setting. Work with the mentor to develop and embed an assessment system for PE. This will help to identify the areas in learning that the children need to improve.</p>	<p>£10000</p>	<p>Children have made good progress in their learning and have a positive approach to PE and sport. They have shown in intra school competition that they can apply their skills in sports such as: gymnastics, dance, cricket and football. Video recordings of dance routines show progression in skills of the children from EYFS to year 6. PE lessons are well-planned and taught by teachers and observations and monitoring by the PE coordinator support this.</p>	<p>New members of teaching staff to work with PE mentor and develop their teaching practice. PE coordinator to liaise with per mentor to find new ways of developing teaching and learning. Think about the development of targets for the children and them knowing what they are going to work on in PE. Continue to build links with NOSSP.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>5%</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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</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>consolidate through practice:</p> <p>Visiting athlete to share their experiences and inspire the children to take part in more physical activity and competitive sport.</p>	<p>Liaise with NOSSP and other outside agencies to organise visits from a professional athlete. Work with the children to help them to understand the importance of setting goals, trying your hardest and reflecting on performance. Encourage children to see the importance of physical activity and competitive sport.</p>	<p>£350</p>	<p>Children have started to see the importance of having 'dreams' and 'goals'. This has been followed up in PSHCE and other areas of the curriculum. Teachers have worked with the children on targets. They have referenced the visit from a Commonwealth games gold medallist as inspiration. As a result, children have joined the school athletics club. Our KS2 children were inspired to compete in the NOSSP Quad kids athletics competition.</p>	<p>Work closely with NOSSP and the YST to offer more opportunities for children to meet professional athletes and listen to their inspirational stories. PE coordinator to make links with professional clubs/local clubs. This will help them access more opportunities where coaches and players can visit our school and share their expertise.</p>
<p>Provide children with extra curricula opportunities that will offer them opportunities to improve their mental and physical health.</p>	<p>Offer children afterschool clubs that are varied. Provide additional opportunities during the school day for taking part in sports sessions. Discuss with the children the importance of mental well-being and how sport and physical activity can have a positive impact on this.</p>	<p>£250</p>	<p>Children have been offered opportunities in: athletics, football, cricket, rounders, multi-skills and netball. Children have developed their skills and confidence, whilst also building their social skills. A Change 4 Life club has also targeted children who are less active. These children have developed their love for physical activity and a healthy lifestyle. This also included sessions about a balanced diet. Children prepared and tried healthy foods. Mental health has an enhanced profile and children and staff are more open to talking about it.</p>	<p>PE coordinator to liaise with staff in order to target children who are less active/reluctant to take part in physical activity and sport. Children should also be targeted by other criteria, such as those children who are more able. It is important that their skills are developed and strong links are made with local clubs to signpost the children to. More teachers should offer sports clubs and their should be more work done to promote this across the whole school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Children will participate in inter school sport competitions, led by NOSSP. They will learn the rules of competitions and work on specific sports skills in order to apply them in a competitive environment.	Select children to take part in inter school competition. Children to work with primary mentor to learn the rules of competitions. This will allow the children to develop their skills and learn how to apply them in a competitive environment.	£500	The house system has encouraged staff to organise inter school sports competitions. The children are motivated to do their best to earn points for their houses. Children have performed well at competitions and this is a result of better preparation. Primary mentor and PE coordinator have worked closely to ensure this success. End of unit competitions have given the children opportunities to apply their learning in a competitive scenario. This has also given teachers an assessment opportunity.	PE coordinator to continue working closely with primary mentor to offer opportunities for children to compete in inter school competition. Develop the house system further and involve sports organising crew in this.

Signed off by	
Head Teacher:	
Date:	15.7.22
Subject Leader:	Chris Plumbe

Date:	
Governor:	
Date:	