

# 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](#) 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 **31<sup>st</sup> 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](#).

# Bramcote Hills Primary School

## Review of Impact of Sports Premium Funding 2020 2021



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"> <li>• School was already offering a good range of sporting opportunities and has a good reputation for sport</li> <li>• Increased opportunities for a wider range of sporting opportunities</li> <li>• Additional adult support and input into PESPA (Physical Education, Sport and Physical Activity)</li> <li>• Greater number of children involved in PESPA</li> <li>• Membership of a local PESPA organisation opening up many new opportunities</li> <li>• Swimming training for staff</li> <li>• Training for co-ordinator</li> <li>• Significant improvement in PESPA resources and bringing these resources up to date</li> <li>• Introduction of a sustainable system for encouraging <b>all</b> children to raise their heartbeat at least three times a week in addition to what is already being provided</li> </ul>	<ul style="list-style-type: none"> <li>• Training for Teachers and TAs in high quality PE which sees all children active</li> <li>• Develop the sporting opportunities for children at lunchtime</li> <li>• Incorporate regular physical exercise into phase 1 of our curriculum recovery plan as children return to school.</li> <li>• Provide online support for parents to give ideas for remote physical exercise out of the school environment</li> </ul>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? **No.**

**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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £ 19,595		Date Updated: Feb 2021	
<p><b>Key indicator 1:</b> 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>					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:	
After the closure of school to most pupils from March to July 2020, our intention was raise fitness levels and improve mental health by ensuring that all children engage in regular physical activity from September 2020	Phase 1 of our curriculum recovery plan detailed how every class should be engaged in regular (preferably daily) periods of physical activity. This should be done outdoors and should focus on raising children’s pulse rate. When possible and in line with cleaning regimes, use should be made of the two new sets of outdoor gym equipment purchased last year.	£800 to staffing costs to enable this exercise to take place without staff cross bubbling	Pupils understand the importance of regular exercise for their physical health and mental and emotional well-being	When school returns to ‘normal’ we hope to use the gym equipment for each class to engage in regular, high impact, activity three times a week.	
Maintaining basic PE provision.	Because of the dangers of cross bubbling, we have had to spend additional funds on TA support just to maintain normal PE provision when school was open to some year groups and key worker provision in Jan/Feb 21.	£1500	All children in school were able to partake in an adapted PE curriculum. We prioritised outdoor PE and then incorporated safe practices indoors.	This was an emergency measure and should not be necessary when schools return to normal.	

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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	
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:
As indicated above, this has been a key driver in phase 1 of our catch up curriculum  After the closure of school to most pupils from March to July 2020, our intention was raise fitness levels and improve mental health by ensuring that all children engage in regular physical activity from September 2020	Phase 1 of our curriculum recovery plan detailed how every class should be engaged in regular (preferably daily) periods of physical activity. This should be done outdoors and should focus on raising children's pulse rate. When possible and in line with cleaning regimes, use should be made of the two new sets of outdoor gym equipment purchased last year.	Counted above	Pupils understand the importance of regular exercise for their physical health and mental and emotional well-being	When school returns to 'normal' we hope to use the gym equipment for each class to engage in regular, high impact, activity three times a week.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff to develop knowledge and skills in order to further improve the teaching of PE to pupils. Sports Coach working alongside school staff.	Use of external provider to work alongside teachers, enhancing provision whilst also training staff.	We are part of the Broxtowe Active Sports Initiative £8,000	All pupils making good progress within PE lessons.  Staff knowledge and confidence increased.  Staff planning and delivering effective PE lessons.	We would like to continue with this involvement but it does depend on SPG by being part of Broxtowe Active. Sustainable because staff knowledge has been increased.  We aim to increase the number of staff who can have access to CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements:  Children to benefit from the experience of outdoor learning in F2 and Yr 1. Forest school.	Outdoor learning through forest schools and targeting those children who did not attend during the main school closure	£2095 for additional staffing	This was positive. Pupils learnt how to dress safely and appropriately in bad weather. They know how to move safely in different terrain. They asked questions and sought answers in a	The benefits of outdoor learning were evident and this is something that we can roll out to other year groups.

<p>In KS2, children to benefit from non-contact orienteering as a means of engaging in outdoor learning, reconnecting with reciprocal teamwork and developing independence – all skills which will have suffered from the closure of schools.</p> <p>With regard to setting up additional sporting activities, this has not been possible because of the Covid-19 pandemic. We have not been able to welcome additional visitors to school, attend additional sporting events, mix children in a cross bubbling situation or allow close contact between children.</p>	<p>This was timetabled as regular events and good use was and of new resources in a covid secure manner. Additional staffing was required.</p>	<p>£355 for additional staffing</p>	<p>different environment.</p> <p>Children learnt to work as a team and develop the appropriate skills connected with orienteering: mapwork, logistics, prioritisation, organisation and taking part in physical exercise.</p>	<p>The new materials for orienteering proved to be effective and this is something that can be used across all of key stage 2 in the future.</p> <p>When back to 'normal' we plan to engage more fully with Broxtowe active to further enhance the range of activities offered to pupils. There are opportunities for different staff to be involved which lead to the sustainability of new projects. An on-going programme of replacing tired and worn out equipment (some is nearly 60 years old) will ensure that the sustainability of some sporting activities.</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:
This has not been possible because of the Covid-19 pandemic. We have not been able to welcome additional visitors to school, attend additional sporting events, mix children in a cross bubbling situation or allow close contact between children.				The school remains committed to taking part in as many opportunities for competitive sport as possible. Much of this will be accessed through the Broxtowe Sports Partnership.

**NB. The figures for 2020/2021 reported above indicate that we will be carrying forward £6,845 from the financial year 2020/2021 into financial year 2021/2022. This £6,845 will therefore need to be spent by the end of July 2021.**

Signed off by	
Head Teacher:	Pete Taylor
Date:	25 <sup>th</sup> March 2021
Subject Leader:	Michelle Whiley
Date:	25 <sup>th</sup> March 2021
Governor:	Strategic Development Committee
Date:	25 <sup>th</sup> March 2021