

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 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

Plan for the Impact of Sports Premium Funding 2021 2022



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 2021 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 from April 2021 to September 2021:

Areas for further improvement and baseline evidence of need:

- School had a carry forward of £6,845 which was required to be spent by the end of July 2021. Some of this has helped to re-integrate children into school after the pandemic.
- The school has been eager to build the opportunities for children in EYFS to develop their gross motor skills. Physical development is a part of the early years curriculum and this is even more relevant now, following the pandemic
- As a result of the Sports Premium, the school was also able to access extra PE tuition via Broxtowe Active. This was done in association with staff, thus providing staff training but also helped to target some children who had not been able to access much physical exercise during the Jan-Mar lockdown.

Did you carry forward an underspend from 2020-21 academic year into the current academic year? **Yes.**

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 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 July 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £6,845	Date Updated: 1st September 2021
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £6,845
Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ol style="list-style-type: none"> To improve the gross motor skills of younger children. To increase the range of opportunities for children 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> Purchase of balance bikes which includes training for staff Hire a climbing wall for yrs 5& 6 to use in conjunction with yr 5 topic 	<p>Carry over funding allocated:</p> <ol style="list-style-type: none"> £2,886 bikes and balanceability equipment £398.40 £665 hire of climbing wall 	<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> <ol style="list-style-type: none"> This has dramatically enhanced our ability to promote the physical development of our younger children. Excellent for pupils to see that PE activities can be linked to other areas, giving a 'real world' perspective. Children had a fantastic experience developing physically
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ol style="list-style-type: none"> The bikes can be used for future year groups and their purchase was accompanied by training for staff thus making the project sustainable. This will link with future projects where we aim to introduce more cycling for older year groups. Key Indicator 1 & 3– an excellent way of ensuring physical activity for our youngest Limited in terms of sustainability but excellent in terms of providing a wider range of activities. Key Indicator 4

<p>3. To increase the range of opportunities for children</p> <p>4. To sustain and improve the forest schools provision.</p> <p>5. To increase participation rates of children in PE</p>	<p>3. Purchase of slackline kit for whole school use</p> <p>4. Provide training for new forest schools leader following retirement of previous lead.</p> <p>5. Provide extra PE for children who have limited experience during Jan-Mar lockdown. Train staff</p>	<p>3. £203.70 & additional equipment £161.96</p> <p>4. £997</p> <p>5. £1550</p> <p>Total = £6463.66</p>	<p>and testing their resilience</p> <p>3. Yet to be used.</p> <p>4. Yr 1 to engage in adventurous and demanding activities in Forest schools</p> <p>5. Targeted children significantly improved their fitness levels and staff developed knowledge</p>	<p>3. Good for sustainability because these can be used in the future. Excellent for providing a wider range of activities Key Indicator 4.</p> <p>4. Sustainable because new leader will be able to ensure provision for future years. Key Indicator 1, 3&4.</p> <p>5. Key Indicator 1 & 3</p>
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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? 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.	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 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: 2021/22		Total fund allocated remaining: £ 19,482		Date Updated: September 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: %
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?:	
Engage far more children in more regular and a wider range of exercise to improve levels of fitness.	Significantly increase the number extra-curricular clubs following the pandemic. This may involve buying in outside providers.		£500	Participation rates to have increased. Children to have experienced a wider range of sporting opportunities.	
To ensure that all children participate in and enjoy a wide range of activities.	To organise and take part in activities that we use to target the most reluctant pupils. They then become participants.		£750	Children who have not previously been involved, taking part in challenging and varied activities.	
				Sustainability is limited but we aim to establish a culture and habit of taking part for these children.	

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:
See below				

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:
To engage with external specialists who can impact on school provision and bring new specialisms and expertise to the school staff. Staff to develop knowledge and skills in order to further improve the teaching of PE to pupils. Sports Coach working alongside school staff.	Sadly, the organisation that school has used for providing much expertise has unexpectedly ceased operating in the summer 21. The school will identify a new specialist provider who can offer a range of opportunities to children whilst also coaching staff. Use of external provider to work alongside teachers, enhancing provision whilst also training staff.	£8,000	All pupils making good progress within PE lessons. Staff knowledge and confidence increased. Staff planning and delivering effective PE lessons. A culture of PE impacting on the whole ethos of the school.	For school to establish a new partnership that will be central to refreshing the sporting ethos of the school. Sustainable because staff knowledge has been increased. We aim to increase the number of staff who can have access to CPD.
Enhance the training and subsequent skill set of the PE subject leader to further develop the practice of the rest of staff.	PE subject leader to undertake level 5 training	£1,000	Long term plan to improve the children's PE provision across school.	This will enhance the sustainability of PE across the school and, once evaluated, school can decide whether other staff should access the training.
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	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:

consolidate through practice:				
<p>Additional achievements:</p> <p>Branch out, building on the steps taken with younger children, to facilitate provision for new sports in years 2 to 6.</p> <p>Children to benefit from the experience of outdoor learning Yr 1. Forest school.</p>	<p>Purchase new bicycles to allow the children to learn new skills and demonstrate new skills off site in the surrounding locale.</p> <p>Outdoor learning through forest schools and targeting a greater number of children.</p>	<p>20 x £175 = £3,500 + £4000 security = £7,500</p> <p>£ for additional staffing</p>	<p>Children to develop balance, skills, stamina, fitness and adaptability in a range of environments.</p> <p>This was positive.</p> <p>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 different environment.</p>	<p>Excellent sustainability for the future and setting up an exciting opportunity that can be used for years to come.</p> <p>The benefits of outdoor learning were evident and this is something that we can roll out to other year groups.</p>

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. We hope that this can restart soon.				The school remains committed to taking part in as many opportunities for competitive sport as possible..

Signed off by	
Head Teacher:	Pete Taylor
Date:	1 st September 2021
Subject Leader:	Michelle Whiley
Date:	1 st September 2021
Governor:	Strategic Development Committee
Date:	1 st September