



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

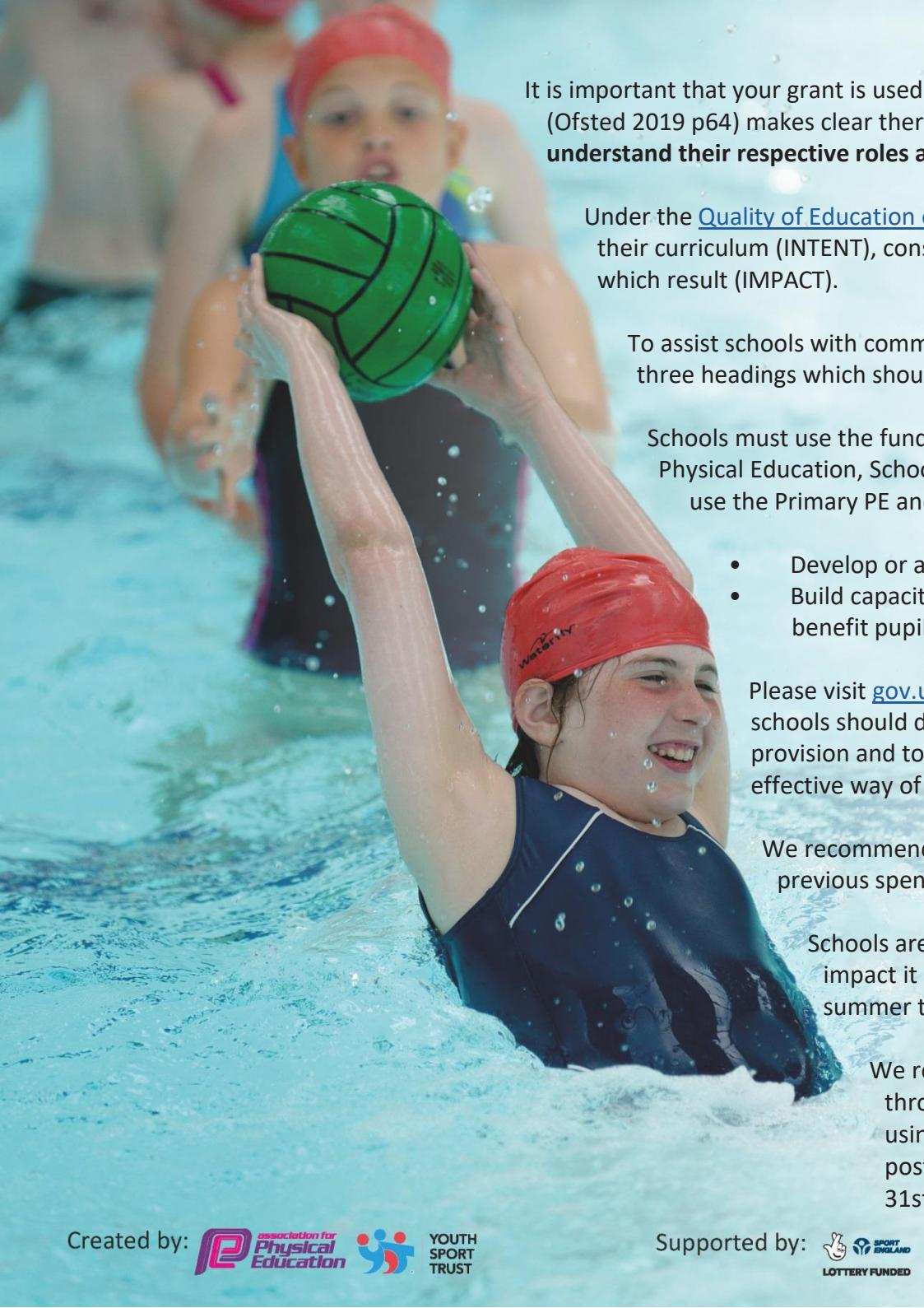


Department
for Education

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 **31st July 2020** at the latest.

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 2020. 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.

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • PE curriculum is broad and offers a variety to the children across the school meeting the requirements of the national curriculum. All classes are receiving at least 2 hours of PE a week. • Achieved Gold Games Award July 2019 . • Increase in inter/intra competitions in year 5/6 by working along side teachers, TA's and specialist coaches. • 10 young leaders were appointed to help maintain the upkeep of equipment, organise competitions and run daily lunchtime clubs/activities. Most showing excellent leadership skills, motivation of children and responsibility to set up their club on their allocated day. • CPD opportunities with specialist coach to improve games and athletics teaching in summer term. • % of KS2 children able to swim 25m increased through 'top up' swimming lessons. | <ul style="list-style-type: none"> • Ensure CPD cycle with specialist coach is embedded to support newly qualified teaching staff and allow for bespoke support for all. • Develop assessment strategies to ensure all children are being challenged in all aspects of the subject in line with using the new PE scheme of work. • Assessment formats and weekly registers will give more detailed tracking of participation, and identify those who may need extra provision. • Ensure swimming provision is given to KS2 children to ensure all children are confident to swim 25m by the end of KS2, planning in 'top up' sessions for year 5/6 if needed. • Raise the profile of sport and well-being at Bearwood School through personal challenge using the support of Phizifit. • Increase in the number of sporting after school clubs on offer to children across the school. |

| Meeting national curriculum requirements for swimming and water safety. | % September 19 | % July 20 |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 91.6% | 91.6%* |
| 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. | | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 83.3% | 83.3%* |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 50% | 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? | | *Money was allocated to be used as additional swimming provision for year 5 and 6. Due to the Coronavirus this has not been possible this year. |

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: 2019/20 | Total fund allocated: £17750 | Date Updated: July 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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 | | 14.14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduce 'Phizifit' to year 1-6 to promote a healthy lifestyle through exercise and mindfulness. | -launch assembly in Autumn term by Duncan -login's given to class teachers to be written in reading records. -MM sent out with letter to parents to get families engaged, regular updates throughout the school year - celebrations for those who achieved their challenges for individuals and classes through celebration assembly/ active assembly -pupil, parent, staff questionnaires end of each term about the use of 'Phizifit' and impact on the pupils. -1/2 termly monitoring of use by P.E lead to identify those not using it (support through a special lunch club?) | £798 paid in 18/19 Time to release P.E lead to monitor participation when requested. | <p>March 2020:</p> <table border="1"> <thead> <tr> <th>Year group</th><th>Total children in class</th><th>Children using at home</th><th>Class challenge</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>29</td><td>16</td><td>Y</td></tr> <tr> <td>Year 2</td><td>30</td><td>6</td><td>Y</td></tr> <tr> <td>Year 3</td><td>30</td><td>19</td><td>Y</td></tr> <tr> <td>Year 4</td><td>24</td><td>10</td><td>Y</td></tr> <tr> <td>Year 5</td><td>30</td><td>18</td><td>Y</td></tr> <tr> <td>Year 6</td><td>26</td><td>16</td><td>Y</td></tr> </tbody> </table> <p>Participation levels were not as high as anticipated at first, after the introduction to weekly 'active' assemblies, the children and staff became more engaged and strived for personal challenge. During assemblies there was a rise in children achieving their weekly challenge certificate and class challenge certificates.</p> | Year group | Total children in class | Children using at home | Class challenge | Year 1 | 29 | 16 | Y | Year 2 | 30 | 6 | Y | Year 3 | 30 | 19 | Y | Year 4 | 24 | 10 | Y | Year 5 | 30 | 18 | Y | Year 6 | 26 | 16 | Y | <p>2020-2021</p> <p>Weekly active assembly on Zoom to all class bubbles using Phizifit. AP to email CT copies of personal challenges certificates each week. CT to award classes their weekly class challenge.</p> <p>CT to complete daily class challenge on Phizifit</p> <p>AP/ Sports ambassadors to use the Sports Desk Blog to promote how the children are using Phizifit and names in the 'celebration' section in the schools newsletter.</p> |
| Year group | Total children in class | Children using at home | Class challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 29 | 16 | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 30 | 6 | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 30 | 19 | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 24 | 10 | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 30 | 18 | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 26 | 16 | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Active school assemblies weekly for years 1-6, introduce Oak base in Spring and Summer term | <ul style="list-style-type: none"> - 3pm each Thursday P.E lead to lead an active assembly using Phizifit, Go Noodle, school grounds - Celebrate those who have achieved challenges on Phizifit (prizes/awards) | £300 (£100 per term for prizes) | <p>March 2020: As from start of March moved to 10:30am on Thursday which worked much better in terms of participation, motivation and focus.</p> <p>Rise in home personal challenges, as more certificates were being handed out each week due to AP promoting in assemblies and emphasis on own challenge and focus on being active.</p> | <u>2020-2021</u> AP to run weekly virtual active assemblies to the school, awarding personal challenge certificates and class challenges. Whole school to complete challenges and videos. Oak base to join in Spring term. |
| Each class to have at least 2 hours of P.E lessons a week taught through the P.E scheme of work | <ul style="list-style-type: none"> -half termly monitoring from P.E lead of assessment, registers, participation. -regular contact with staff on teaching the scheme, offering support and guidance if needed -end of term pupil and staff conferencing on P.E lessons from each year group. | Time given for P.E to be released to monitor, track, interview pupils. | <p>March 2020: Ks1 and KS2 teach 2 hours of P.E a week through x2 P.E lessons, 60% of classes have introduced extra through class challenges on Phizifit and completing the daily mile.</p> <p>EYFS/Nursery- have x1 hour P.E lesson a week, where TA's and teachers have worked together on lesson content, assessment and a key focus on movement skills. On top of this they have completed daily wake and shake activities..</p> <p>70% of staff are confident in teaching P.E through the scheme of work. Teacher confidence is at a good level from conversations and pupil conferencing about using P.E scheme of work, lesson delivery and using the correct terminology to teach skills and knowledge. This is evident in teacher's curriculum folders where areas that have been taught have been highlighted and will be used for the next teacher as a baseline of their class.</p> | <u>2020-2021</u> AP to have time to meet with RP as well as to observe and talk to staff about planning and assessment of P.E Time to be given to pupil conference children about P.E lessons with RP and class teachers EP(NQT) to be given CPD time and to work along side RP for knowledge and skills for outdoor games lessons. |

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| 'Active class planner' to review and adapt teaching approaches to increase levels of activity of all pupils. | Each class teacher to log 'active minutes' for their ½ term, P.E Lead to log each class on the heat map at the start of each ½ term. https://www.activeschoolplanner.org/login Review end of each ½ term and help plan for the next term | Time given for PE lead to upload information onto website | Due to Covid 19 this action was not achieved this year. | <u>2020-2021</u> AP to ensure each class have completed their 'active minutes' each half term, as well as monitoring skills and knowledge for each year group. |
| Swimming lessons for year 3 and 4 who will have weekly lessons in small groups to ensure they make rapid progress to reach swimming targets. Top Up Swimming lessons for year 5/6 to reach curriculum standard | Assessments to be carried out by swimming staff when achieving swimming 25m and water safety correctly. Questionnaire given to year 5/ 6 Autumn 1 for those who can't swim 25m, water safety and use a range of strokes, top up swimming lessons to be arranged in Spring/Summer term. | £1210 £1000 | Year 4 children attended weekly swimming lessons in Autumn 2019, assessment will be sent through when pools re-open. Year 3 started weekly swimming lessons in Spring term but had to stop in March due to Covid. Autumn survey completed see data above. Due to the lockdown of schools in Spring 2020 because of Covid-19 this was not achieved. | AP to liaise with swimming teachers regarding swimming for year 3 and 4 next year with regards to Covid restrictions. AP to look how year 5 /6 'top up' lessons could be achieved in the next academic year. |
| 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 | 20.84% |
| 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: |

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| To maintain, update, improve equipment within the school. | -audit resources and ensure equipment is high quality -organise the P.E equipment both inside and outside so easily accessible for staff. -pupils to have high quality equipment for all areas of the curriculum, | £700 (£595.68) £104.32 | Equipment was bought for sports ambassadors to run a dodgeball 'Your time' activity each week in the Autumn term. This offered a new sporting activities for KS1 and KS2 children, with children asking to play in their P.E lessons. Shinpads and socks were purchased for children to attend football competitions wearing the school kit, this made them feel part of a team, which improved their confidence when playing. | AP to audit and order relevant equipment for the next academic year. |
| Staff, pupils, sports ambassadors to achieve/retain Gold Award for 2019-2020 | -regular updates on school P.E and sport events during the year. -at least 50% of KS2 attending extra-curricular activities a week (60 children) -at least 15% of KS2 identify for targeted provision from being least active (18 children) -personal challenges/ digital competitions -plan a variety of intra sport competitions (in school) - enter a variety of inter sports competitions. (against other schools) | £500 equipment, time for staff release to host and attend competitions. | 40% of KS2 participated in afterschool clubs. Least active children in KS2 were identified by class teachers and AP, a timetable was arranged for Summer 2020 for children to work in small groups with a specialist coach to increase their confidence in P.E. Due to Covid 19 this was not fulfilled. Personal challenge for children through Phizifit (see above) X4 Intra school sports competitions in Ks1 and ks2 were attended before Covid 19. Due to COVID 19- GOLD MARK will be obtained 19-20 | <u>2020-2021</u> Focus will be on obtaining the Gold award, with focus on least active, competitions and personal challenge. |
| Appoint sports ambassadors to help lead, plan and promote P.E and sport at Bearwood. | P.E lead to appoint suitable leaders to help plan, lead and promote at our school. - training to be given with local SGO and specialist coach | N/A | Sports ambassadors were amazing through being focused, committed and had a drive to promote P.E and a healthy lifestyle at Bearwood. They have organised sports days, run lunchtimes clubs, led active | <u>2020-2021</u> Recruit x8 new ambassadors, x2 from each KS2 class to run active lunchtimes within in their bubbles. |

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| | | | <p>assemblies, helped plan future events, taken audits of equipment, led 'your time' activities.</p> <p>The weekly meeting with AP helped the ambassadors feel supported, it gave them a focus to help support each other.</p> | <p>Summer term plan Sports days, Olympic week, Race for life (link to Olympics 2021)</p> |
| Introduce active break and lunchtime activities through sport leaders | <ul style="list-style-type: none"> -equipment available for different days of the week -lead activities/games by year 6 sports ambassadors -assembly to launch active break and lunchtimes -weekly meetings with sports ambassadors to arrange break and lunchtimes. -specialist coach to run a lunchtime club each day | £300 for equipment for break/lunchtimes | <p>Autumn term:</p> <p>Daily</p> <p>Spring Term:</p> <p>Amazing group of leaders this year, who have excelled in being positive and upbeat in their roles.</p> <p>100% weekly attendance to meetings to discuss any issues, ideas and planning for future events, which has helped with their enthusiasm and passion for their roles.</p> <p>In addition to this there has been positive feedback from children and a number of staff members about how well they have lead assemblies and lunch time clubs.</p> | <p><u>2020-2021</u></p> <p>September 2020- training to be booked with Sam Cox with potentially x2 children for each KS2 class as 'Lunch Leaders' due to virtual teaching/ lunchtime distancing.</p> <p>Start lunch time clubs ASAP and plan events and competitions throughout the year.</p> <p>AP to arrange training for lunchtime supervisors to become active leaders during lunchtimes.</p> |
| Introduce Active Miles 'Daily Mile' for each year group to walk, jog or run at some point during the school day. | <ul style="list-style-type: none"> -Active Miles/Daily Mile to be introduced during the school day with a TA leading. - sports ambassadors to log participation each morning. | N/A | <p>March 2020-</p> <p>Autumn term 12:45pm-1pm ran daily by a TA, numbers increased from 10 children to nearly 100 during lunchtimes through the lead TA's enthusiasm, music and support from sports ambassadors.</p> <p>During sports relief week 100% of children from Nursery to year 6 took part in the mile.</p> <p>AP arranged 'run the mile' competition for Spring term due to Covid it didn't start.</p> | <p><u>2020-2021</u></p> <p>To be reviewed and hopefully actioned in Spring 2021, review Covid-19 situation.</p> <p>Spring 2021 focus on the Daily mile and class competition (taken from 2020)</p> |

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| Lease Anomaly Screen (year 2/3) for playground engagement and motivate all pupils to participate in physical activity at playtimes and breaktimes. | <p>PE lead to oversee monitoring of children's participation at break and lunchtimes with support of TA.</p> <p>Sports ambassadors to monitor participation levels each day, training to be given.</p> | £2200 | 40% increase in participation at break times with the enthusiasm of the sports ambassadors leading the different activities that were displayed. | <p><u>2020-2021</u></p> <p>Autumn will be last term of the screen, AP to ensure staff and children are engaged with the screen activities during break and lunchtimes.</p> |
| <p>Fortnightly reports on sport, PE, health and well-being on the newsletter by sports ambassadors</p> <p>Sports desk updated fortnightly by sports ambassadors</p> | <p>Sports ambassadors to write updates on fixtures, tournaments, activities and publish in newsletter fortnightly, PE lead to arrange meeting/time to complete. (Friday lunchtimes, ready for following week)</p> | <p>Time for P.E lead to work with sports ambassadors</p> | <p>Fortnightly reporting in Newsletter on sports, fitness and events (see website for specific dates and articles)</p> <p>Frequently updated sport desk blogs and Marvellous Me sent to parents during lockdown signposting to different ways to stay active during this time.</p> | <p>Looking forward AP to work with sports ambassadors to report fortnightly in the newsletter.</p> <p>Looking forward sports ambassadors to upload on the sports desk blog during the terms.</p> |

| 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: |
| In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. | Specialist Coach 2.5 hours Thursday, 3 hours Friday (including lunchtime activities) 38 weeks £35 per hour to work with each teacher on a personalized CPD cycle, moving from leading to team teaching and then teacher led PE. Support tailored to the need of the teacher. | £7500 (£5025.5 carried over) | <p>From speaking to staff, the coach has given a number of positives towards the staff through team teaching, suggesting ways that the learning can be developed and adapted for more and less able. He has provided fresh ideas of games and shown how to sequence lessons.</p> <p>Pupils have a fantastic rapport with the coach and his assistant. They are engaged in his lessons and develop their knowledge and skills in P.E.</p> <p>Through having the coach it has also enabled us to work as bases during the afternoons for longer sessions, we have been able to hold inter base competitions in Willow and Maple base, with the view to do the same in Holly base in the summer.</p> <p>The coach had to stop working with the children in Spring 2 due to Hamwic's guidance on COVID-19.</p> <p>Total spend as of March 2020 £2,747.50</p> | <p>2020-2021</p> <p>A qualified teacher will be working with each KS2 class and their teacher to plan, teach and assess lessons, ensuring good progress is being made in all year groups and the relevant skills and knowledge is being applied.</p> <p>As part of her role she will be filming skills and knowledge videos for staff CPD which will be used to teach children correct techniques.</p> |

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| <p>New scheme of work bought to improve teaching confidence in the teaching the knowledge and skills needed in each year group.</p> | <p>P.E lead to create folders for years R-6 with planning and assessment tools.</p> <p>Regular updates and communication with staff on what is going well and what can be improved to ensure high quality P.E teaching is across the years.</p> | <p><i>£300 (bought in 2018-2019)</i></p> | <p>LTPE scheme of work introduced in September 2019, each year group received a folder with printed out resources, lessons and assessment sheets.</p> <p>All staff are teaching from the planning and adapting to meet the needs of their children.</p> <p>Some staff members have used the basis of the planning and linked dance for example to their topic work this year.</p> <p>Staff feedback-</p> <p>'Scheme of work is clear to teach and understand, use of teacher time cards good to display in the hall during lessons for key skills.'</p> <p>'EYFS including nursery have worked as a base to team teach lessons, this allowed HLTA.TAs to observe and assess children as well as HLTA's to lead the lesson and teachers to assess the children. The scheme has great ideas that have engaged the children's learning'</p> | <p><u>2020-2021</u></p> <p>Ensure each class teacher is familiar with the planning for their year group...making sure they are covering the key skills and knowledge for their specific year group...looking at the subject leaders key skills and knowledge document from the previous year group.</p> |
| <p>Assessment and participation in PE through using scheme of work</p> | <p>Each teacher to keep a register of kit, participation for P.E lead to monitor each ½ term</p> <p>Each class teacher to keep assessment of each area of P.E that is taught from the scheme. Children who are less active or have gaps in P.E will be identified for extra provision and support in the summer term.</p> | <p>£500 to pay for a specialist coach to work with less active and those needing some extra provision. (summer term)</p> | <p>Staff have kept registers of correct P.E kit worn kit and participation levels. Weekly MM have been successful in sending to children who do not have the correct kit or not participating in P.E. Further to this phone calls and letter have also been sent to children. This saw a decrease in missing kit and an increase in participation in P.E.</p> <p>From staff feedback assessment has</p> | <p>Monthly reminders for teachers to keep track of those not in correct kit or not participating.</p> <p>The key focus for the next academic year is to focus on assessment in P.E in all areas, making sure we are being consistent and using the correct tools to assess correctly.</p> |

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| | | | <p>been easier to manage in dance and gymnastics but harder in games or outside sport. KS2 have been able to work in a base or with the specialist coach to allow for assessment to take place.</p> <p>Upper KS2 have started to use peer assessment in their lessons and were feeding back to the class teacher.</p> <p>Less active children were identified in each class, plans were going to be made in summer term to work with these children however due to COVID-19 this has not taken place.</p> | <p>AP to speak with Sam Cox on how would be best to make assessment manageable across all year groups.</p> <p>Children will come into school in their PE kit on their P.E lesson day, reducing the risk of Covid-19.</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|---|-----------------------|--|---|
| Intent | Implementation | Impact | 1.69% | % |
| 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: |
| Specialist P.E coach to work alongside sports ambassadors at lunchtimes, offering them ideas, leadership skills and improve their confidence with working with others. | Daily lunchtime club offered 12-1 during Autumn term to help support the development of the sports ambassadors. | £600 (£25) £575 | By having the lunchtime P.E teacher the sports ambassadors learnt new warm up, mini games, cool downs and how to work with groups of children. This overall improved the children's confidence to be able to run extremely successful lunchtime clubs independently in the Spring term. | Sam Cox to work with KS2 children in September (x2 per class) to become 'Lunchtime bubble leaders' for their class for the Autumn term. |

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| Range of after school clubs offered throughout the school year to all children, Before school Lunchtimes Afterschool | P.E lead to arrange new clubs throughout the school year, at least one a term. Work with SCO and other schools to find possible clubs. | £1000 to cover some of the costs for pupils to attend £480 used to subsidise Parkour | A range of after school clubs have been offered to children from reception to year 6 over Autumn and Spring term, with an average of 60% of children attending at least one club across the school. New afterschool club of Street dance was introduced in the Autumn term for Key Stage two this was a popular club with 20% of KS2 children attending. | Due to Covid 19 and reducing the risk, we have agreed to introduce after school clubs in Autumn 2/ Spring 1. |
| Local sports player/athlete/ coach to come and promote P.E and sport, inspiring children for the future | Arranged by PE lead for a spokesperson to come in at least once in the year to promote P.E and sport Whole school/base assembly | Time for P.E lead if required to organise | Coaches were planned for assemblies for the summer term but due to Covid 19 this did not happen. | 2020-2021 AP to organise a coach to come in each term to promote local clubs in Dorset. (review with Covid 19) |
| In the community clubs identified and promoted | P.E lead to identify (with sports ambassadors) and promote at least 5 extra curricular sporting clubs in the local area through newsletter, blog, taster sessions and a display. | N/A | 'Your chance to shine' letter was sent out through newsletter and promoted in display in KS2 corridor and active assemblies in Spring 2. Over 10 responses were received for local clubs, AP was perusing promotion of local clubs but due to covid-19 this action was not finished. | 2020-2021 Autumn 2 AP to work with SCO to peruse local clubs for children at Bearwood. |
| KS2 classes to broaden experiences of the local area on a school trip, with a focus on OAA. | Each KS2 class to organise a trip or block of lessons which uses our local area (coastal, heath, woodlands, forests) P.E lead to work with class teachers and budgets to plan in lessons or trip. | £1600 (£400 per class) | Trips were planned for Summer term with the focus on learning through the local area, however due to Covid-19 this was not possible: Maple base Heigsnbury head Willow Base Kimmeridge | 2020-2021 Funding to be allocated for KS2 classes (potentially all classes) to have a local area trip. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: % |
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| Intent | Implementation | Impact | 1.7% | |
| 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: |
| Plan and arrange a number of competitions Within classes Class vs class House vs house Against other schools. | Working towards achieving the Gold games mark -personal challenges x2 -intra competitions x7 -inter competitions x6 Make links to world sporting competitions 19/20: ** 20-2 nd Nov Rugby World Cup 22-29 Sept World cycling world championships 28-6 th oct athletics world championships 4-13oct world gymnastic championships 21 feb-08march cricket T20 women 9-12 april golf masters May 23 rd FA Cup final Jun12-jul2 Euro 2020 Jun27-jul9 Tour de France Jun 29- jul 6 Wimbledon Juk 24-aug 9 Tokyo Olympics Au 25 th -sept 6 Paralympic **most of these competitions were cancelled due to Covid 19 | N/A (may be a small cost for transport and staff attending or setting up competitions) | Intra competitions: Football competitions attended for year 5+6 both boys and girls. All children were selected to represent the school and enjoyed after school training sessions with a member of staff. From conferencing the pupils who attended, they thoroughly enjoyed playing against other schools and working as a team. This has a positive impact on the KS2 children, who were keen to play in a range of sports in school and arranging inter competitions. Due to Covid 19 more competitions could not be attended. Inter competitions: All KS2 worked with a specialist coach and class teachers to take part in competitions through a range of sports, this was built from their lessons learning specific skills and gaining knowledge. Personal challenges: see Phizifit above | 2020-2021 Funding to be allocated for staff to take the minibus test, so they are able to drive other buses. Virtual competitions set up within classes, bases and other schools. Bearwood to host competitions/fixtures. AP to ask staff to potentially run a range of sporting clubs throughout the year. AP to make links world wide competitions that will happen in 2020-2021 (most of which have been re scheduled from 2020) |

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| Sports ambassadors to plan and organise a competition for charity thinking about the #thisgirlcan #thisladcan campaigns | P.E lead to work with sports ambassadors to plan an event for a chosen charity (race for life, memory walk, puddle walk, skipping) | £300 for resources and equipment | Sport relief week, was planned with the sports ambassadors, they sold wristbands, arranged inter competitions, during the week they also lead active assemblies, encouraged children to participate in the daily mile each lunch time, which saw a rise of 40% in participation. Race for life –this was planned for Summer 2020 but due to Covid this did not happen. Summer Olympics – Postponed due to Covid 19. | 2020-2021 Postponed events will be planned over the course of the year with a community feel, working alongside the sports ambassadors. |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |

Yellow Highlighted: money to carry over from 2019-2020 £11,146.18

Green Highlighted: money spent 2019-2020 £5,116.82

Intentions for funding for 2020-2021: (written July 2020)

Bearwood Primary and Nursery school initial ideas on intending spending the Sport funding for the next academic year on the following...

- New equipment (what will be ordered will come from the audit taken place in July 2020) to provide enough equipment for high quality P.E lessons to take place with a special focus to certain restrictions with Covid.
- Hiring a P.E teacher to work along side KS2 staff in providing CPD opportunities through videos and modelled lessons, team teaching and planning of inter and intra competitions.
- Renewing our contract with online personal challenge programme ‘Phizifit’, holding weekly active assemblies, personal challenges at home and against other classes.
- Training with local SGO for ‘lunchtime leaders’ for KS2 bubbles for Autumn term, with further training for sports ambassadors later in the year.
- Training with local SGO for lunchtime supervisors to provide ‘socially distancing’ games for all ‘bubbles’ in Autumn term.
- ‘Top up’ swimming lessons for year 5 and 6 to ensure they achieve the national swimming curriculum standards.
- Subsidising a range of after school clubs so at least 60% of Bearwood children attend an after school club.
- KS2 to have money allocated towards an OAA class trip to broaden experiences in the local area.
- Money allocated for prizes and rewards towards competitions, Daily Mile, events planned for charity.
- Money to be allocated to new balance bikes/ scooters for EYFS/KS1