

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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:
<ul style="list-style-type: none"> • Children received at least x2 hours of P.E a week, through high quality teaching using the P.E scheme of work and working alongside a specialist coach to improve skills and knowledge of the curriculum. • 91.6% of year 6 children were able to swim at least 25m, 83.3% were able to use a range of strokes, 50% could perform self-rescue in different situations. • At least ½ of children in year 1-6 were actively using 'Phizifit' at home to improve their fitness levels and increase family participation at home. • Children actively participated in 'active' assemblies, learning about new ways to keep their body healthy and fit. • Sports ambassadors ran successful lunchtime clubs each day, lead assemblies and were engaged in raising money for charity through sporting events. 	<ul style="list-style-type: none"> • Ensure key skills and knowledge is taught across year groups, from previous year and current year due to time being missed with Covid-19 situation. • Develop assessment strategies to ensure all children are being challenged in all aspects of the subject in line with using the 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. (awaiting news with new restrictions due to Covid-19) • Autumn term raise the profile of 'personal challenge' through P.E lessons and the use of 'Phizifit', linked to JIGSAW (PHSE) teaching. • Throughout the year increase the number of sporting after school clubs on offer to children across the year.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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.

Amount of Grant Received -£18,000 (**estimation awaiting this year's funding, when amount confirmed 'funding allocated' will be revised and updated**)
 The amount carried forward from the previous academic year due to Covid-19 was £11,146.18 Alongside this year's funding, this will give an amount of **£29,146.18**

Academic Year: 2020/2021		Total fund allocated: £29,146.18		Date Updated: September 2020	
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		
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:
Teachers will teach at least x2 hours of P.E a week (30 minutes a day)	-High quality P.E lessons following P.E scheme, adapting for Covid-19 situation throughout the school year. -daily Phizifit class challenge (promoting the use at home in addition) -Bank of additional 'online' resources for staff to access (Go Noodle, Just Dance etc) -'Active planner' to be completed each half term by class teachers https://www.activeschoolplanner.org/login		Time for SL to be released for pupil, staff interviews. Also to monitor and track what has been taught for skills and knowledge, update active heat map. X6 1/2day cover £450		
Equipment is to a high standard so high quality P.E lesson can take place	-Audit resources and ensure high quality PE and sports equipment is available across the school including EYFS -organise resources in the PE cupboards, making them easily accessible for staff -Pupils have access to high quality, sport specific, age appropriate equipment every lesson.		£4000		

Provide year 3 and 4 swimming lessons (one term each) in small classes. Top up swimming lessons for those in year 5 /6 who are yet to achieve the 25m.	-SL to liaise arranging swimming lessons for year 3 and 4 (taking into account Covid restrictions) -Questionnaire for current year 5/6 Autumn 1 for those who can't swim 25m, water safety, use a range of strokes, top up swimming lessons to be arranged in Spring/Summer term.	£2000 (to cover swimming teacher, transport costs)		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Inte nt	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:
Years 1-6 to regularly use 'Phizifit' in school and home, weekly active assemblies for the whole school using 'Phizifit'	-weekly celebrations of certificates for children for achieving their personal challenges at home through active assemblies. - weekly whole school active assemblies through using 'Phizifit', HITT sessions, dance -daily class challenges through using 'Phizifit'	Time for SL to monitor the use of Phizifit each half term. <i>(subject leader monitoring above)</i> £254.98 cost of Phizifit £300 (£100 per term) for class/child prizes for being the most active during challenges.		
Introduce the 'Daily Mile' to be completed during the school day, to encourage children to become more active.	<ul style="list-style-type: none"> - Introduce in Spring/Summer term (due to Covid restrictions) - Sports leaders to log how many children take part each day. - Individual children log their time, to improve their time over the course of the year. - School competition for who can run the most miles. 	£200 (electronic timer/clock, prizes for most miles)		

<p>Staff, pupils, sports ambassadors to achieve/ retain Gold Award for 2020-2021</p>	<p>-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 (Phizifit/ active assembly) -plan a variety of intra sport competitions (in school) - - enter a variety of inter sports competitions. (against other schools)</p>	<p>N/A</p>		
<p>Appoint sports ambassadors to help, lead, plan and promote P.E and sport at Bearwood.</p>	<p>-recruit x10 sports ambassadors (x2 a day) from year 5/6 to help plan, lead and promote at school. -training to be given with local SGO and specialist coach. WILL BE SPRING/SUMMER TERM- Covid-19 restrictions.</p>	<p>Day cover for Teacher to attend training £180</p>		
<p>Fortnightly reports on sport, P.E, health and well-being on the newsletter and sport desk blog by SL, sports ambassadors/ lunch leaders.</p>	<p>SL/sports ambassadors to write updates on fixtures, tournaments, activities, events etc and publish in newsletter fortnightly.</p>	<p>SL will work with ambassadors during lunchtimes.</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:
Employ a qualified teacher support and teach P.E. Teaching core skills and knowledge in KS2, providing CPD for NQT's and all teaching staff.	X2 afternoons a week Plus x2 hours a week overtime for CPD opportunities, this will allow for staff to work along side the teacher for CPD opportunities when they arise, which will be tailored for the need of each teacher. CPD questionnaire to be sent out in Autumn 1 to all teaching staff to identify areas of need. Teacher to provide videos/photos/resources of key skills/games/ techniques of lessons for staff to access and refer to.	£4,992.00 (afternoons) £1,290 (overtime) £6300 whole school year £400 for Camera and tripod for CPD filming		
Assessment and participation in PE through using scheme of work	Each teacher to keep a register of kit, participation for P.E lead to monitor each ½ term 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.	£1000 to pay for a specialist coach to work with less active and those need extra provision in Summer term.		

Lunchtime supervisors to be given training on becoming 'Play Leaders' for class bubbles in Autumn term	-working with SGO to receive high quality training (SL to organise) (2hours)	£300 for overtime to pay staff to attend training		
CPD for staff to attend courses throughout the school year	-Cover to be arranged for staff to arrange P.E CPD courses to improve and increase their knowledge of teaching P.E (awaiting CPD courses for this year) -staff who attend courses will share resources and training with colleagues.	£1000 (cover supply and course fees)		
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:
Introduce 'Lunch leaders' for active break and lunchtimes.	-x2pupils from each KS2 bubble to work with Play leaders (lunch supervisors) to create fun and exciting lunchtime games. -Training given from SGO	£500 for equipment for break and lunchtimes.		

<p>A range of after school clubs offered to children throughout the school year lead by outside agencies and school staff.</p>	<p>At least 50% from KS2 children to attend (60 children) Subsidised prices to make clubs affordable to attend.</p> <p>(will be monitored and updated due to Covid 19 restrictions on children form other bubbles 'mixing')</p>	<p>£4000 to cover the costs for children to attend clubs.</p>		
<p>KS2 classes OAA trips</p>	<p>Each KS2 class to organise a trip or block of lesson which uses our local area (costal, heath, woodlands, forests) to teach OAA skills with cross curricular links.</p> <p>SL to work with class teaches to budget and plan trips.</p>	<p>£1600 (£400 per class) £500 for OAA resources (maps compasses, flags/markers)</p>		
<p>EYFS (including nursery) and KS1 sport experiences/ trip to local sporting clubs</p>	<p>EYFS, Nursery and Holly bases classes to plan a sporting day to be held either on site or at a local venue so children can experience a new sport/ activity. For example Parkour, climbing, fencing, archery.</p> <p>SL to work with class teaches to budget and plan trips.</p>	<p>£1600 (400 per class)</p>		
<p>Organise competitions and charity event(s) during the school year to broaden children's understanding of the world through sport. For example: Race for life, Olympic week summer 2021, Euros 2021 (medals, awards, prizes)</p>	<p>As part of the gold games award to organise events during the year, working with local community, PFA, sports ambassadors to organise events.</p>	<p>£500 for publicity/prizes</p>		

<p>Balance ability lessons and buy new balance bikes for EYFS/KS1</p> <p>Bike ability lessons for KS2</p>	<p>SL organise lessons for EYFS/KS1/KS2 with office staff and Poole Council.</p> <p>New bikes/scooters for EYFS+KS1 outdoor areas to practice and maintain balance skills when reading a bike. https://www.balanceability.com/for-schools/how-does-it-work/ Emphasis on riding/scooting to school more frequently then bringing the car.</p>	<p>£2000 TBC</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:
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 (taken from 19/20 criteria) -personal challenges x2 -intra competitions x7 -inter competitions x6	£2000 for transport costs and admin/entry fees for competitions		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	