

# 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](http://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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Children actively participated in 'active' assemblies, learning about new ways to keep their body healthy and fit.</li> <li>Sports ambassadors ran successful lunchtime clubs each day, lead assemblies and were engaged in raising money for charity through sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Assessment formats and weekly registers will give more detailed tracking of participation, and identify those who may need extra provision.</li> <li>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)</li> <li>Autumn term raise the profile of 'personal challenge' through P.E lessons and the use of 'Phizifit', linked to JIGSAW (PHSE) teaching.</li> <li>Throughout the year increase the number of sporting after school clubs on offer to children across the year.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p>	<p>63.33%</p> <p><i>Assessment not possible due to Covid 19; data based on assessments in Summer 2019. All children have been offered booster swimming lessons for Summer holiday 2021.</i></p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>63.33%</p> <p><i>Assessment not possible due to Covid 19; data based on</i></p>

	<i>assessments in Summer 2019. All children have been offered booster swimming lessons for Summer holiday 2021.</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63.33% <i>Assessment not possible due to Covid 19; data based on assessments in Summer 2019. All children have been offered booster swimming lessons for Summer holiday 2021.</i>
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?	Yes

## 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	
<b>Key indicator 1:</b> 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?:
Teachers will teach at least x2 hours of P.E a week (30 minutes a day)	<ul style="list-style-type: none"> <li>-High quality P.E lessons following P.E scheme, adapting for Covid-19 situation throughout the school year.</li> <li>-daily Phizifit class challenge (promoting the use at home in addition)</li> <li>-Bank of additional 'online' resources for staff to access (Go Noodle, Just Dance etc)</li> <li>- 'Active planner' to be completed each half term by class teachers</li> </ul> <a href="https://www.activeschoolplanner.org/login">https://www.activeschoolplanner.org/login</a>	<p><b>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.</b></p> <p><b>X6 1/2day cover £450</b></p>	<p>Teachers are confident in the delivery of PE and the need for emphasis on physical activity in light of the Covid 19 pandemic. Phizifit challenges have been completed by classes which has raised awareness of the importance of personal challenge amongst pupils.</p> <p>Teachers have reflected on their activity levels and work to provide bespoke provision to suit the needs of their classes.</p>



Equipment is to a high standard so high quality P.E lesson can take place	<ul style="list-style-type: none"> <li>-Audit resources and ensure high quality PE and sports equipment is available across the school including EYFS</li> <li>-organise resources in the PE cupboards, making them easily accessible for staff</li> <li>-Pupils have access to high quality, sport specific, age appropriate equipment every lesson.</li> </ul>	£4000	<p>All equipment is in place for a broad curriculum and of a good quality. Organisation means equipment is easily accessible by staff and pupils (Sports Ambassadors)</p> <p>Children have enjoyed having class bubble sport equipment for break and lunchtimes. Allowing the children to select resources they would like to have as a class has allowed children to develop areas of interest (e.g. Year 6 volleyball and Year 4 rugby) and become more expert in these areas. They are motivated by the opportunities presented and keen to become more proficient.</p>	<p>Annual audit and update of resources.</p> <p>Sports Ambassadors to promote new sporting opportunities and support integration into school life e.g. table tennis.</p>
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.	<ul style="list-style-type: none"> <li>-SL to liaise arranging swimming lessons for year 3 and 4 (taking into account Covid restrictions)</li> <li>-Questionnaire for current year 5/6</li> <li>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.</li> </ul>	£2000 (to cover swimming teacher, transport costs)	Swimming lessons have not taken place due to the Covid 19 pandemic. Booster sessions have been organised for all year 5 and 6 non-swimmers and remaining places offered to year 4 pupils who have missed the majority of their swimming curriculum due to Covid 19. The lessons will take place during the summer holiday.	<p>Swimming lessons booked for 2021/22; lesson time increased to a full hour rather than 45 minutes to support loss of opportunity due to Covid.</p> <p>Further booster sessions are booked for the next academic due to the rolling impact of the pandemic.</p>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
<b>Inte nt</b>	<b>Implementation</b>	<b>Impact</b>		

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'	<ul style="list-style-type: none"> <li>-weekly celebrations of certificates for children for achieving their personal challenges at home through active assemblies.</li> <li>- weekly whole school active assemblies through using 'Phizifit', HITT sessions, dance</li> <li>-daily class challenges through using 'Phizifit'</li> </ul>	<p>Time for SL to monitor the use of Phizifit each half term. <i>(subject leader monitoring above)</i></p> <p>£254.98 cost of Phizifit</p> <p>£300 (£100 per term) for class/child prizes for being the most active during challenges.</p>	<p>Staff, children and parents have engaged with Phizifit challenges throughout the Autumn and Spring term with some classes completing all challenges. Autumn term Active Assemblies raised the profile of personal challenge and children talk about their personal performance critically.</p> <p>During Summer term, Koboca challenges led by the SGO enabled interschool year group competitions. Children engaged incredibly well with these, enjoying the simple challenges (squats, star jumps etc) and competing against other schools virtually.</p>	<p>Staff have found the integration of Phizifit to be challenging in terms of manageability and the definite end to the programme would mean repetition rather than new challenges.</p> <p>Investigate new opportunities for personal challenge for the coming academic year.</p>
Introduce the 'Daily Mile' to be completed during the school day, to encourage children to become more active.	<ul style="list-style-type: none"> <li>- Introduce in Spring/Summer term (due to Covid restrictions)</li> <li>- Sports leaders to log how many children take part each day.</li> <li>- Individual children log their time, to improve their time over the course of the year.</li> <li>- School competition for who can run the most miles.</li> </ul>	<p>£200 (electronic timer/clock, prizes for most miles)</p>	<p>Whole school Daily Mile not possible due to Covid 19; teachers integrated within their daily routines</p> <p>"I noticed definite progression. The first few days, children were running quickly for short periods and then walking for a while. However, we then worked on staying at a consistent pace and</p>	<p>Reintroduce Daily Mile/ Lunchtime running club when bubbles have been removed.</p> <p>Teachers to reanalyse timetables and personalise to support the physical needs and interests of children (Active Planner)</p> <p>Investigate opportunities for</p>

			<p>children were able to run for 5-6 laps without walking and 3 individuals were able to run all the laps without walking. Many went from not running 1 complete lap to being able to run around 4-6 laps without walking or stopping.”</p> <p>Trek to Tokyo introduced in the Summer term to promote whole school activity in school and at home. Profile of activity and competition raised and positive feedback received by School Council</p>	home/school links to promote competition e.g. Race for Life, daily miles at home?
Staff, pupils, sports ambassadors to achieve/ retain Gold Award for 2020-2021	<ul style="list-style-type: none"> <li>-regular updates on school P.E and sport events during the year.</li> <li>-at least 50% of KS2 attending extra-curricular activities a week (60 children)</li> <li>-at least 15% of KS2 identify for targeted provision from being least active (18 children)</li> <li>-personal challenges/ digital competitions (Phizifit/ active assembly)</li> <li>-plan a variety of intra sport competitions (in school) <ul style="list-style-type: none"> <li>- enter a variety of inter sports competitions. (against other schools)</li> </ul> </li> </ul>	N/A	<p>School Games Award on hold due to Covid 19; all questionnaires and self-reflection audits have been completed.</p> <p>Inter-house competitions have taken place and participation in virtual competitions organised by the SGO have enabled children to engage with sport competitively.</p>	<p>Timetable for competition created to span the year; due to the loss of the school minibus, participation in competitive events will need more planning than previously.</p> <p>Aim to provide further extra-curricular sporting opportunities within school, allocating funding the vulnerable pupils who would not usually participate.</p>
Appoint sports ambassadors to help, lead, plan and promote P.E and sport at Bearwood.	<ul style="list-style-type: none"> <li>-recruit x10 sports ambassadors (x2 a day) from year 5/6 to help plan, lead and promote at school.</li> <li>-training to be given with local SGO and specialist coach.</li> </ul> <p>WILL BE SPRING/SUMMER TERM- Covid-19 restrictions.</p>	Day cover for Teacher to attend training £180	Sam Cox training with 4 Sports Ambassadors in each KS2 class March 2021. The Sports Ambassadors have driven activity within their classes and managed games effectively. They are highly motivated and proud of	Train another team of Sports Ambassadors but offer those in role to also remain in role; their opportunities to lead have been limited due to bubble restrictions.



			their role. Their training enabled them to successfully introduce a wider range of playground games.	
Fortnightly reports on sport, P.E, health and well-being on the newsletter and sport desk blog by SL, sports ambassadors/ lunch leaders.	SL/sports ambassadors to write updates on fixtures, tournaments, activities, events etc and publish in newsletter fortnightly.	SL will work with ambassadors during lunchtimes.	Limited sporting events to report on due to Covid 19, however all that has taken place has been promoted through the fortnightly newsletter.	Look at organising high profile (professionally organised) sports day for Autumn 2021 to relaunch sports and promote parental engagement with sport following the pandemic.

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 Only one term £400 for Camera and tripod for CPD filming – not purchased	Teachers have experienced positive personalised CPD which has impacted on the quality of PE provision across the school.  “I discussed teaching cross country. I came out to see how she was organising this based on different groups and how this was then assessed in terms of timings. I then discussed how this would lead into the next lesson with the children having personal targets they can then work on in the next session.”  “I watched her teaching a cross country lesson with my class. This was something I had never taught before, so it allowed me to see how this was organised and taught. I then worked with her to use assessment to group the children according to ability. Following this I was able to teach cross country well, organising it	Investigate professional companies delivering teacher CPD programmes to enable bespoke provision for blocks of teaching e.g. gymnastics, dance

			<p>carefully and using AfL to ensure it was pitched at the appropriate level. This has developed my confidence and ability to teach this again.”</p> <p>“I watched a couple of PE lessons with Year 4. I found it very useful to see a variety of different warm up games which I have since used in my own teaching. It was also interesting to see how she involved different children in her warmups by getting them to model different activities with their partner. It was also interesting to see how she involved children who weren't particularly engaged by giving them a job such as timing their partner. This then encouraged them to have a go themselves.”</p>	
Assessment and participation in PE through using scheme of work	<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>	£1000 to pay for a specialist coach to work with less active and those need extra provision in Summer term.	<p>New assessment sheets to track skills created by KG Spring 2 (delayed introduction to staff due to Covid 19). Teachers using Summer term. Feedback positive that clear that it enables tracking and planning for progression.</p> <p>Non-participation sheets created (differentiated) to develop analytic skills for those children unable to participate in lessons due to injury.</p>	<p>Use tracking information to create bespoke 'Change for Life' style interventions and clubs.</p> <p>Identify more able.</p>



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	<p>Staff have fed back positively about the CPD opportunity and they have integrated a wider range of playground games within their bubbles. There has been a reduction in first aid incidents and behaviour has been calmer.</p> <p>"Sam showed us some activities that I have used at playtimes. Some of the children new the games by slightly different names. Please could you ask Sam when he comes in if he has a little cool down routine for when we have wet playtimes, so I can get the class settled just before lessons begin in the afternoon."</p> <p>"As I've gone from lunch sup in year 6 to now covering year 1 I can see it from both ends of the school as such. Personally the older children very quickly choose to make up their own games which usually linked to the latest games console games. I found using the games at playtime with year one worked better and the children did enjoy it but as with everything else lockdown had an impact."</p>	Children to select their own equipment for class bubbles to increase levels of motivation for sport and activity.
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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)	KG 1:1 support session with SGO KG AFC Bournemouth “Teaching Games for Understanding” Feb 21 KG AFC Bournemouth “Developing Inclusive Practice” Feb 21 KG YST “The Use of Sports Sanctuaries” Feb 21 KG 1:1 Teacher CPD programme with Planet PE (Summer 21)  Courses have been virtual due to Covid 19; staff would benefit from more practical opportunities.	Personalised CPD for teaching staff.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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.	-x2pupilsfrom 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.	Sports Ambassadors have taken on this role; see above.	

A range of after school clubs offered to children throughout the school year lead by outside agencies and school staff.	At least 50% from KS2 children to attend (60 children) Subsidised prices to make clubs affordable to attend.  (will be monitored and updated due to Covid 19 restrictions on children form other bubbles 'mixing')	£4000 to cover the costs for children to attend clubs.	Not possible due to Covid 19.	Increase range of clubs and sports available as extra-curricular activities.
KS2 classes OAA trips	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.  SL to work with class teaches to budget and plan trips.	£1600 (£400 per class)  £500 for OAA resources (maps compasses, flags/markers)	Funded physical activity days for years 4 and 5 with emphasis on wellbeing and movement following restrictions easing. New opportunities presented to children; create stacking, archery, wide games, nerf battles etc. through Adventure Pirate.	Look at providing opportunities with school during the next academic year.
EYFS (including nursery) and KS1 sport experiences/ trip to local sporting clubs	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.  SL to work with class teaches to budget and plan trips.	£1600 (400 per class)	Adventure Pirate day with EYFS with focus on forest schools and PD skill development.	Look at providing opportunities with school during the next academic year; investigate forest school sessions for EYFS to enable PD development and CPD opportunities for staff.
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)	As part of the gold games award to organise events during the year, working with local community, PFA, sports ambassadors to organise events.	£500 for publicity/prizes	Walk to Tokyo; classes achieved the following recorded miles; Year 1 811 Year 2 1118 Year 3 1244 Year 4 928 Year 5 725 Year 6 1651	Introduce whole school Race for Life 2021/22.



Balance ability lessons and buy new balance bikes for EYFS/KS1	SL organise lessons for EYFS/KS1/KS2 with office staff and Poole Council.	£2000 TBC	Bike training for YR and 6 (July 21) saw all Reception take part and 12 Year 6 children receive road safety training.	Continue to implement in the next year; promote travelling to school on foot/wheels in line with the creation of new school crossing and closed car park.
Bike ability lessons for KS2	New bikes/scooters for EYFS+KS1 outdoor areas to practice and maintain balance skills when reading a bike. <a href="https://www.balanceability.com/for-schools/how-does-it-work/">https://www.balanceability.com/for-schools/how-does-it-work/</a> Emphasis on riding/scooting to school more frequently than bringing the car.			

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	Inter-house competition for football; children really positive about the experience and keen for more opportunities like this in the coming year.  Virtual SGO led competitions enabled whole classes to compete. Children enjoyed this given  Koboca challenges engaged children in competing against other schools and was highly motivating.  Covid secure Sports Day enabled interhouse whole school competition at the end of a challenging year.	AFC Bournemouth booked for next year to enable CPD for staff and planned competitions each half term to increase profile of competitive sport.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Kate Gunstone
Date:	13 <sup>th</sup> August 2021
Governor:	
Date:	