

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£11,416.18
Total amount allocated for 2020/21	£17,640.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,739.02
Total amount allocated for 2021/22	£18,120
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,859

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	84%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	84%
<p>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?</p>	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.

Academic Year: 2021/22	Total fund allocated:	Date Updated: April 2022			
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: 2.51%	
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>		
<p>In working towards achieving the Chief Medical Officer's aim for children to have a minimum of 60 active minutes a day (2019), introduce the 'Active Travel Challenge'; daily walk to school challenge with monthly badge award incentive. Promoting the scheme widely should increase the number of children travelling to school on foot.</p>	<ul style="list-style-type: none"> • Baseline assessment of how children travel to school to compare with monthly. • Track all travelling for the year to improve active minutes and reduce car usage (link with new crossing and car park closure). • Park and stride location to be set up in community. • School Councillors and Sports Ambassadors to take lead on getting children to log each morning. • Promotion and awareness raised throughout the parent and wider community. 		<p>£200 (Main project funded by Department for Transport; additional funds for promotion and addition rewards for individual classes)</p>	<p>During the Autumn term, there was 74% engagement with this initiative. There 81% active journeys to school and 468 children earned reward badges. 18% are being driven to school and 12% are using 'park and stride'.</p> <p>During Spring term, there was again 74% engagement with 87% taking active journeys. 56% are walking, 13% are driving, 1% cycle and 21% park and stride. It is positive to see the increase in park and stride and reduction in car journeys.</p> <p>During Summer term, there was a slight increase with 82% engagement with 93% taking active journeys. 63% are walking, 11% are driving, 2% cycle and 21% are using park and stride.</p>	<p>Evaluation shows that although a few children increase their activity, most children remain the same. For this reason we will be looking at other solutions.</p>

<p>Increase the number of active minutes through the reintroduction of the Daily Mile before school each morning.</p>	<ul style="list-style-type: none"> • Launch with SW running London Marathon as a hook to inspire the children. • Children to be challenged to complete the equivalent of four marathons over the course of the year; awards given for each 26 miles run. • Inter-house competition termly of marathon miles. 	<p>£300</p>	<p>Due to Covid this has as yet not been possible. Classes are choosing from the 'Movement Menu' and 'Daily Mile' is a favourite activity for many classes and is noted by teachers to have a positive impact on behaviour within the classroom. Aim to introduce in Autumn term when restrictions have eased and new PE leader is in place.</p> <p>Spring and Summer term – school opened from 8.30am until 8.50 (first bell). Changed to sports on the field. Over 85% of the school arrive before 8.40am and have an extra 10 to 20 minutes extra physical activity.</p> <p>Daily mile/active time has been moved to during the day.</p>	<p>Morning Daily Mile on the playground led by a member of staff and well publicised to the parent community.</p> <p>Lunchtime running club one day a week led by a member of staff/Sports Ambassadors.</p> <p>CPD for support staff to lead active games on the playground before school and during breaktimes.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation: 15.10%

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Re-launch sports in school with professionally organised key stage sports days to increase pupil and parent engagement with physical activity. Aim to improve pupil and parent understanding of the importance of sport and physical activity.</p>	<ul style="list-style-type: none"> • Run by JCS in Autumn 1 for each Key Stage, exposing children to different activities to those they have previously encountered. • Use as a springboard for sport across the year (newsletter items, inter-house competitions). • Wooden medals for all as a motivator for all. 	<p>£1000</p>	<p>Due to poor weather, these Autumn events were postponed until the Summer term. Medals and trophies are ready for the event STARS booked for Summer term.</p> <p>Sports day operated for the morning KS1 and the afternoon KS2. 100% pupils engaged and as sports day was led by an outside provided, it allowed staff to concentrate on developing children's technique and enjoyment of sport.</p>	<p>Run a sports day in September. Ensure activities are suited to year group and engaging for all e.g. archery.</p> <p>Organise parent and teacher races. STARS to use as an opportunity to promote their after-school clubs.</p>
<p>Profile of PESSPA raised through school newsletters, links with clubs and wider promotion.</p>	<ul style="list-style-type: none"> • Fortnightly 'Sports Desk' updates in the school newsletter led by Sports Ambassadors where possible. • Celebrate individual sports achievements through the newsletters. 	<p>£0</p>	<p>Sports activities have been limited due to Covid, however competitions (football) have been reported on and new kit promoted within the local paper which had a significant impact on morale of children.</p>	<p>Conference the children about new sports clubs they would like moving forward. Clubs to excite e.g. handball, hockey etc</p> <p>Work towards the new School Games Award with funding allocated to be able</p>

			<p>Parents are aware they can share sporting successes via the school email. Engagement with this needs further work.</p> <p>New enhanced sports club after school offer launched; Forest School has had to double the number of places available in order to meet demand.</p> <p>Physical activity offered after school every day in the summer term</p>	to attend competitions against other schools.
Building on the success of introducing class sports equipment boxes during the previous academic year (contents selected using Pupil Voice), introduce a wider range of sports and physical activities within the school day.	<ul style="list-style-type: none"> Sports Ambassadors to lead classes in planning specific areas of interest that their class wants to become experts in. Funding allocated for resources to follow children's interests. Arrange sports taster sessions from outside club providers within curriculum time to promote interest and expose children to new opportunities. 	£2000	<p>January 2022: Successful hockey club introduced in Autumn 1 to build on pupil interest for upper KS2. Good engagement and continuing in to Spring. Pupil views sought to assist in creating after school sport provision based on interests. LTA Roadshow worked with all classes in April 2022.</p> <p>Money reallocated for replacement equipment to support the implementation of new sports in the new PE scheme.</p>	<p>Ensure that the PE equipment is available to support the implementation of the new scheme for PE.</p> <p>Use of sports ambassadors to ensure that equipment is labelled and stored correctly.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13.60%
Intent	Implementation	Funding	Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Linking with the Government guidance that PE recovery curriculum should focus on fundamental movement skills following Covid 19 (July 2021), professional coaching for all classes for Football and Cricket as CPD for teachers and highest quality provision for learners.	<ul style="list-style-type: none"> AFC Bournemouth 'Silver Package' for weekly 1/2 day of in school teaching throughout the year. All Star Cricket 6 week block of lessons for all classes in Summer 1 2022. Forest School sessions for all of lower school each week and half term block for KS2 (Funding allocated under Key Indicator 4) 	£2500	<p>January 2022: Successful delivery of Autumn term sessions for Forest Schools; children well engaged. Afterschool club with selected pupils proving successful and motivating for individual children. Football club delivered by AFC Bournemouth getting very positive feedback from parents, citing it as a giving children an excellent post-covid opportunity.</p> <p>"Really good! The children are very engaged and I have taken a lot of the warm up games and will use them again. I also benefitted from</p>	AFC Bournemouth booked for 22/23 to continue class delivery and clubs at a cost of £2500

			<p>seeing the differentiation within a lesson.”</p> <p>“It has been useful to see the progression in skills taught over the lessons for football and how they built up each lesson. The sessions also gave me ideas for future warm up and cool down games for ball skills. “</p> <p>“AFC Bournemouth sessions have been particularly good for the children with challenging behaviour. They are highly motivated by joining the sessions. The Reading Star intervention was excellent.”</p> <p>School Council feed back strong messages that the sessions are engaging and football is clearly a sport that the children at Bearwood at passionate about.</p>	
Embed assessment procedures and teacher confidence in assessing PE skills	<ul style="list-style-type: none"> • PE leader to provide assessment support as needed to individual teachers. • Staff meeting to review and refine sheets. • Monitor attitudes to sport and ensure personalised next steps are implemented to remove barrier to sport and activity for individuals. 	£200	<p>January 2022: All staff assessing PE with confidence using newly created assessment sheets. LTPE scheme under review to ensure curriculum is highest quality and matched to needs.</p> <p>March 2022: New “Get Set 4 PE” purchased to improve quality of lesson content and improve assessment procedures. Training provided for all teaching staff and teachers have access to free webinars to upskill for own CPD.</p> <p>£550 SPEND ON NEW SCHEME; £350 OVER BUDGET</p>	Embed the use of Get Set 4 PE and use the assessment tools to close and gap and engage the less active pupils through bespoke provision. Allocate funding to renew the scheme and access CPD materials for teaching staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 56.80%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>With clear research evidence connecting the need to be physically active with mental wellbeing, and building on the success of the Summer 2021 physical activity school trips, introduce Forest Schools across the school to promote physical activity outside throughout the year and develop children's understanding of being active in different ways.</p>	<ul style="list-style-type: none"> Weekly Forest Schools for Nursery, Reception, Year One and Year Two. Teaching staff to observe practice and develop confidence to incorporate approaches within daily teaching. Six week block of forest school sessions for all KS2 children. Weekly 'Your Time' club for 15 children (KS2) . Weekly forest school after school club for target children; Change for Life attempts have as yet been unsuccessful so a different approach is hoped to engage the more reluctant. Level 2 forest school training for two staff members (succession planning for next year) 	<p>£6084 (lower school)</p> <p>£250 equipment (max)</p> <p>£1250 (club)</p> <p>£400</p>	<p>"Forest School is a creative way to play outside in safe areas. I feel really safe here and it is a nice activity to do after school." "Forest School makes me feel happy" SEN child Y6 "Forest School is amazing" "Forest School makes me feel really good. It is really fun and Mrs Harding makes it even more fun"</p> <p>Children are engaged and motivated by the sessions. Children exhibiting challenging behaviours in class appear to thrive and enjoy the outdoor experiences. Strong messages from School Council that they like the outdoor learning and want more experiences like this.</p> <p>After such a success of Spring term, Forest schools ran in the summer term.</p>	<p>Two members of staff trained to lead in school sessions.</p> <p>After school club to continue to run as a private business with subsidised places for PP children.</p> <p>Forest schools to run for the Autumn term and impact evaluated as well as looking at staff training.</p>
<p>Increase the number of children achieving the required standard for swimming in the National Curriculum and close the gap created by Covid lockdowns.</p>	<ul style="list-style-type: none"> Summer term booster swimming sessions for non-swimmers in Year 5/6 	<p>£3700</p>	<p>January 2022: Year 5 to attend Summer 1 and Year 6 Summer 2 to enable all children to catch up on opportunities lost due to Covid.</p> <p>See above for percentages. All Year 6 pupils are able to swim and have show an increase in confidence in the water.</p>	<p>Booster sessions booked for Summer term 23 in the hope that at the end of that term there should have been complete catch up from Covid lost experiences.</p>
<p>General</p>	<ul style="list-style-type: none"> Resources for Playground including line painting and replacement equipment 	<p>£494.39</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.06%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Complete the School Games framework for 2021/22 aiming to achieve the Gold Award.	<ul style="list-style-type: none"> Compete in at least six interschool competitions with KS2. Emphasis to be placed on target groups. 	£1800	Unable to attend events due to COVID. Money reallocated to PE Resources.	New PE Leader to baseline school in September with the aim of achieving gold award in 2023.
Raise children's individual understanding of 'personal challenge'	<ul style="list-style-type: none"> Introduce 60 second challenges every week; challenge to be shared with parents. Children to score at the start and end of the period to see improvement. 7 challenges to be completed half termly so progress over the year can be clearly tracked. Class tracking sheets with individual scores to be saved and monitored by PE leader. 		Initiated but difficult to implement due to demands of COVID; aim to relaunch in September when a new PE leader is in place.	New leader to launch in September.

Signed off by	
Head Teacher:	L. Bennett
Date:	11 th July 2022
Subject Leader:	Kate Webster
Date:	8 th September 2021
Governor:	Nicola Best
Date:	11 th July 2022