



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 2021** 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 2021. 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 2021:	Areas for further improvement and baseline evidence of need:
<p><i>Providing targeted activities or support to involve and encourage the least active children</i></p> <ul style="list-style-type: none"> • All staff have been trained this academic year in Real PE and will continue to be trained over the next 2 years. We have had 2 staff training sessions with Mark Templeton (Real PE). The real PE scheme of work is inclusive to all children and all abilities and due to the six learning cogs ensures that even the least active children are involved and encouraged to take part in every lesson. • Nordic walking (Year 5) • Sports project: reception – year 6 each class has 2 sessions per week and additional support for targeted children given once a week in small group interventions which provides targeted support (children chosen by class teacher). • Variety of after school clubs (including less mainstream sports such as foot golf and cheerleading) offered daily to encourage all children to become more active. • Future stars engaging sedentary children to take part in PE as their ‘special helper’ to involve them in each lesson. Future stars teach 2 different year groups per week and this rotates per half term to ensure all year groups gain support. • During lockdown most teachers were teaching PE lessons over teams and all children were given real PE logins to access PE at home. • Bristol Together Championships – this is taking place in Term 6 (July) to encourage PP children and more sedentary children in Year 5 to take part in a sport, with a focus on encouraging them to have fun and try something new and different that they may not have tried before. <p><i>Encouraging active play during break times and lunch times</i></p> <ul style="list-style-type: none"> • Funding has been offered to hubs to update playground resources for each ‘bubble’ to encourage active play. 	<ul style="list-style-type: none"> • To continue to develop our teaching of Real PE across all of the year groups • To use the assessment done with Mark (Real PE) in the second training session to help teachers and TAs develop with the key focus on one main development from the strands. • Observations of staff and TAs for continuing professional development and consistency (if government guidance regarding COVID allows) • To implement the daily mile across all year groups. • To reassess school play time and involve sports leaders in year 5 and 6 to help encourage active playtimes.

- Playgrounds have been rotated to maintain interest and offer more running space.

Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered

- Variety of after school clubs (including less mainstream sports such as foot golf and cheerleading) offered daily to encourage all children to become more active.
- We are ensuring pupils get more opportunities to be active e.g. 'Santa's virtual Lapland race'
- Sports funding has been used for some pupil premium children to attend clubs e.g. Funk it up Dance and Mudpies.
- Walking challenge over half term.
- We have taken part in the North Bristol games pentathlon and received two first places and a highest overall scorer in Year 3
- We were in the top 15 schools that took part in Wesport

Adopting an active mile initiative

- Children took part in 'Santa's virtual Lapland challenge'
- Daily mile has been a challenge this year due to covid restrictions and timings.

Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of KS2. Every child should leave primary school able to swim

- Year 5 and 6 have weekly swimming lessons and are taught by a swimming instructor. This happens in term 5 and 6.

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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%

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: 2020/2021	Total funds allocated for 2020/21: B/Fwd from 2019/20 £12,646 Funding for 2020/21 £19,500 Total funds available £32,146	Total funds spent in 2020/21: £26,532.	Funds carried forward to 2021/22: £5,614	Report last updated: June 2021
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 spend: 37%
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:
<ul style="list-style-type: none"> Introduce and establish the benefits of the daily mile both to adults and children (15 minutes a day) Increase frequency and opportunity for use of Real PE Cogs To increase daily physical activity for all children and for them to understand the benefits of the activity and the core skills supported by Real PE cogs 	<ul style="list-style-type: none"> Introduce and structure staff understanding of the benefits of the daily mile Ensure all staff are trained in Real PE, that they have access to Real PE resources and that we are able to effectively monitor the implementation in all year groups 	(Use of PE leadership time) cost Real PE legacy project (2-year support and subscription): £1990 Future Stars: £3500 Sports project: £2162	<ul style="list-style-type: none"> All staff including TAs have received training in Real PE over the course of the academic year, virtually and 2 sessions (staff training) 1 demonstration day. All staff have received Real PE resources to their year group bubble. All staff and parents have received logins to jasmine. Future Stars have trained the majority of TAs (covid 	<ul style="list-style-type: none"> Real PE legacy – this is a two year support plan to continue the training needs of new start as well as support current staff in the teaching of Real PE, the learning cogs and the core skills. Next steps – to ensure all children make very good progress, our next steps are to work with Real PE coaches on how to use assessment to further children’s progress in having an

		PE Resources: £1798 PE equipment £279 PE leadership time: £88	and lockdowns restricted some training). <ul style="list-style-type: none"> Sports project has increased children's physical activity in school each week whereby children have an additional 2 30 minute slots additional to the 2 PE sessions planned by teachers. 	active lifestyle. <ul style="list-style-type: none"> Future Stars to be used again next year. This could be to develop Real PE teaching and/ or encouraging active lifestyles through sports and games and interventions.
--	--	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%

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:
<ul style="list-style-type: none"> Ensure all teaching staff are able to articulate the principles and value of PE and physical activity 	<ul style="list-style-type: none"> Whole school to follow the pilot programme of Real PE, including teaching assistants PESSPA as a concept – model of what we are trying to do 	Sports project: £2162 Swimming: £1104 PE kit: £968	<ul style="list-style-type: none"> PESSPA – Physical education: two PE sessions per week one inside (Real PE) one outside (games focus) School sport: in terms 5 and 6 multiple after school clubs are happening daily. Funk it up Dance sessions, mudpies explorers Physical activity: parents have access to Jasmine online platform. Sports project encouraging all 	Raise the profile of PESSPA in our school, with a focus on parental involvement. This will include parents taking a more active role in physical activity, linked to competitions, family life, online platform (Jasmine) etc. There is also a possibility for parents to come in and take part in an intervention PE lesson with their child as part of Real PE. To talk to teachers about the separate areas of PESSPA and

			children to participate and learn new sports/ discipline. Swimming for years 5 and 6.	how this can help to increase children's access to physical activity and sporting opportunities.
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
25%

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:
<ul style="list-style-type: none"> Training for all staff in PE is based around improving knowledge and skill base against PESSPA across the whole school in order to increase children's access to physical activity and sporting opportunities 	<ul style="list-style-type: none"> Future Stars meeting to implement the training for staff REAL PE Inset Days and training sessions Real PE training for subject leaders (Friday 8th October 2020) 	Real PE legacy project (2-year support and subscription): £3000 Future Stars: £3500	<ul style="list-style-type: none"> Having spoken to two year 4 TAs who are beginning the training it was clear how enthusiastic they both were. Both TAs took their own warm up in week 2 of their Real PE training (coach has said how confident they both are with Real PE already) TAs have continued to lead their Real PE lessons throughout Term 1. Positive feedback from both TAs and Future Stars coaches. Majority of TAs have had their Future Stars Real PE training as well as the Real PE coaches training. The format of the training is a 	<ul style="list-style-type: none"> Real PE legacy – this is a two year support plan to continue the training needs of new staff as well as support current staff in the teaching of Real PE, the learning cogs and the core skills. (through INSETS, observations etc) To ensure all current staff maintain their confidence, knowledge and skills from the previous training, with up-to-date training (refresher sessions where requested).

			progressive scheme to ensure the TA builds up to taking a lesson on their own at the end (if confident to do so).	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To encourage and engage more children in a range of sports, including unusual sports. To help aid children in keeping active and healthy lifestyles. Additional achievements: What is going to be introduced and why? We want to do fencing Tennis UOB Rugby Street dance MH company Opportunity for all children to access	<ul style="list-style-type: none"> Through the competitions training with Future Stars we want to introduce minority sports so children are experiencing them in the curriculum which will encourage them to start joining clubs that will be implemented by term 4 	<p>Nordic walking: £450</p> <p>Sports project: £2163</p> <p>Mudpie explorers: £154</p> <p>Funk it up dance: £54</p> <p>Fencing: £1500</p>	<p>Term 1/2 – Future Stars are leading the following clubs:</p> <ul style="list-style-type: none"> Netball Multi-sports Football Gymnastics <p>Future Stars are intending to introduce minority sports later on in the year.</p> <p>T3/4 – no clubs due to lockdown</p> <p>Term 5/6 clubs Future Stars – summer sports/ athletics Funk it up Dance Sports project: foot golf, tag rugby, cheerleading, speed and agility, athletics</p>	<ul style="list-style-type: none"> To continue offering a wide range of clubs including unusual sports.

			Football Nordic walking Mudpies Mojo active (Year 1 and 4) Fencing (to start introducing through top 10 KS1 T6)	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6%
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:
<ul style="list-style-type: none"> To create a local network of primary schools who collaborate in creating competitive opportunities for the primary age range 	<ul style="list-style-type: none"> NW24 – create a local network group Plan key events from term 4 onwards Ensure a range of age groups get access to this 	Future Stars: £1000 Bristol together championship £400 Cricket tournament: £260 (coaches)	<ul style="list-style-type: none"> Bristol together championships Cricket competitions x2 Wesport virtual winter games Lapland challenge (links with parents) Walking challenge Future stars competitions based lessons 	Create stronger links with PE leads in Bristol schools, through Leonie Wade. This will hopefully increase our competitions with other schools. Internal competitions across year groups and hubs to also be encouraged.

Signed off by	
Head Teacher:	David Forrester
Date:	21/7/2021
Subject Leader:	Megan Benfield

Date:	21/7/2021
Governor:	Bridget Daves
Date:	21/7/2021