

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by





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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • During Lockdown, managing to engage pupils in PE activities and record evidence on SeeSaw. • Implement the daily mile across the school. Children are beginning to challenge themselves to achieve a PB. • Raising awareness & celebrating sport as a school • CPD & developing Active Lessons • Engage with School Games Programme 	<ul style="list-style-type: none"> • Use social media to promote sport in school • Celebrate sporting achievement in assembly • Sports Leaders to be identified and trained in the next academic year. • Use outcomes of PE Assessment to inform lesson plans so enable children to progressively • Use Assessment Data to highlight pupils that would benefit more focused work – PE boosters • Monitor attendance of breakfast club: <ul style="list-style-type: none"> ○ Measure impact – attendance, fitness, behaviour ○ Obtain views and opinions of children – Student voice on a regular basis, use to inform Club Timetable

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
			£
Intent	Implementation		Impact
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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?	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.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
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:
				%
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 encourage and engage children in the daily 30 minutes of activity required and seeking to embed in the school the Daily Mile. Develop a capacity within the school for sports leaders and playground leaders from our UKS2 children. To provide more opportunities for active lunchtimes which will engage more children in active activities. To review and 	<ul style="list-style-type: none"> To track and monitor the active 30 minutes activity within the school day and to collect data to inform future plans. Train year 4/5 children to become sports leaders. Train and support sports leaders in a range of physical activities. With a view to zoning the yard – this will include CPD opportunities. 	Covered in SLA	<ul style="list-style-type: none"> A process has been established whereby teachers have taken ownership of the Daily Mile, they monitor and celebrate achievement in class. Due to lockdowns this process was not achieved. School will be looking to integrate sports leaders into our OPAL strategy from next year. 	

<p>evaluate current lunchtime and breaktime activities for lunchtime supervisors.</p> <ul style="list-style-type: none"> Develop active lessons across the curriculum to engage more children in learning. 	<ul style="list-style-type: none"> Twilight sessions, and working closely with NPESSS. 39 weeks delivery – ½ day 2 hours PE support plus 30 mins planning 	<p>Training covered in SLA. See below for equipment costs. (£500)</p> <p>Covered in SLA Total cost (per week) £62.50 Total cost – 39 weeks £2, 437.50</p>	<ul style="list-style-type: none"> NPESSS provided support and training on Fundamental Movement Skills and ongoing assessment in PE. Lockdown prevented taking this further. 	
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	
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 engage parents and families 	<ul style="list-style-type: none"> By regularly promoting sporting achievements and activities by using the school website, letters home, newsletters and social media 		<ul style="list-style-type: none"> Sporting achievement is celebrated in class and assembly. Lockdown impacted plans for the use of social media to engage parents. 	
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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:
<ul style="list-style-type: none"> ONGOING ANNUALLY: To carry staff confidence survey, to audit the results and identify gaps in competence and to provide appropriate CPD opportunities for staff. To review the current curriculum plan and to adjust where necessary and link to CPD opportunities To build on PE assessments for fundamental movement skills which will raise attainment and progression of all children 	<ul style="list-style-type: none"> Survey to be undertaken before the end of the school year. Identified gaps will be closed by twilight sessions and CPD courses in conjunction with NPESSS Working with NPESSS to realign to existing PE curriculum. The new curriculum will include fundamental skills to be assessed at the beginning of each Autumn term for all year groups in KS1 and KS2. Initially NPESSS will provide the support to work alongside teachers as a CPD opportunity. 	£695	<p>Due to lockdown, staff survey delayed. Now diarised and skills audit scheduled for the start of academic year.</p> <p>Purchase of PE passport to enhance both provision and ongoing assessment in PE. Aligned to CPD opportunities</p>	
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> To review the provision of breakfast/lunchtime/after school clubs. These have, historically, had a low turnout. We intend to take a targeted approach in order to increase the numbers of those attending. To upskill the LSAs who run breakfast club to encourage an active life. To issue a questionnaire to children and families asking for their opinions about clubs, seeking views on the types of clubs or activities they would like to see and support at Broadwood Primary School. To develop interventions for non-engagers looking firstly to 	<ul style="list-style-type: none"> We will look to do this by introducing a physical activity to one breakfast club per week (a change for life club). We will then monitor and review this on a regular Offer CPD opportunities to staff who run breakfast club, and work closely with the HAL team. Devise and issue a survey to parents and to children, with the goal of providing the school community with the activities they want to see. Through monitoring of break and lunchtime activities, as well as 	<p>Covered in SLA</p>	<p>Introduction of weekly breakfast club which has been well attended. To continue next year.</p> <p>To be issued via Pupil Parliament. This has been delayed due to the lockdown</p>	

<p>increase participation in girls and traditional non engagers.</p> <ul style="list-style-type: none"> • Implementation of OPAL to allow the playground to become an active place where children can engage and learn through a number of different activities. • Third party coach used to deliver fitness and wellbeing through yoga to children across the school. 	<p>participation in after school clubs engage with non engagers to find out what clubs they would like to join. Working closely with parents and the wider sporting community signpost activities.</p> <ul style="list-style-type: none"> • Engage children in designing the types of areas and activities they want. Allowing thos areas to be built safely and monitored under the schools play policy. • Children become active for longer leading to increased fitness, they also use techniques to relieve stress and look towards their own well-being. 			
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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:
<ul style="list-style-type: none"> Look to provide competitive opportunities in a range of sports within the curriculum with the ultimate aim of exposing the children to healthy competition. Continue engage with the School Games Programme <u>Trust</u>: we will continue to engage with our trust partners in sporting competitions. 	<ul style="list-style-type: none"> We will do this by realigning areas of the PE curriculum to allow children and staff to prepare for inter school competitive opportunities Continue to work with the NPESSS and the School Games Programme Sports Premium will be used to cover transport and any required supply cover to develop our staff and implement this plan to support our provision. 		<p>Inter school activities restricted by lockdown</p> <p>Link Curriculum, CPD and Club provision to Competitive opportunities.</p>	

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	