

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised October 2020

Commissioned by



Department for Education

Created by







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: |
|---|---|
| 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 | 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: 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













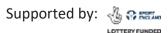
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| Academic Year: September 2020 to March 2021 | Total fund carried over: £ | Date Updated: | | |
|---|----------------------------|---------------|--------|--|
| What Key indicator(s) are you going | g to focus on? | | | Total Carry Over Funding: |
| | | | | £ |
| Intent | Impleme | ntation | Impact | |
| | | | | Sustainability and suggested next steps and how does this link with the key indicators of 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 | : | |
|--|--|--------------------|---|--|
| | all pupils in regular physical activity – east 30 minutes of physical activity a c | | fficers guidelines recommend that | 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: |
| 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 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. | | 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. | |
| To provide more opportunities for active lunchtimes which will engage more children in active activities. To review and created by: | Train and support sports leaders in a range of physical activities. With a view to zoning the yard – this will include CPD opportunities. Supported by: | Covered in SLA | School will be looking to integrate sports leaders into our OPAL strategy from next year. | |

| evaluate current lunchtime and breaktime activities for lunchtime supervisors. • Develop active lessons across the curriculum to engage more children in learning. | Twighlight sessions, and working closely with NPESSS. 39 weeks delivery – ½ day 2 hours PE support plus 30 mins planning | Training covered in SLA. See below for equipment costs. (£500) Covered in SLA Total cost (per week) £62.50 Total cost – 39 weeks £2, 437.50 | 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 | A being raised across the school as a t | cool for whole sch | nool 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: |













| To engage parents and families | By regularly promoting sporting achievements and activities by using the school website, letters home, newsletters and social media | Sporting achievement is celebrated in class and assembly. Lockdown impacted plans for the use of social media to engage | |
|--------------------------------|---|---|--|
| | newsietters and social media | parents. | |



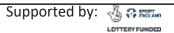






| , knowledge and skills of all staff in t | eaching PE and | u sport | Percentage of total allocation |
|---|--|--|--|
| | | | % |
| Implementation | | Impact | |
| Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| 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 | | Due to lockdown, staff survey delayed. Now diarised and skills audit scheduled for the start of academic year. | |
| Working with NPESSS to realign to existing PE curriculum. | £695 | Purchase of PE passport to enhance both provision and ongoing assessment in PE. Aligned to CPD opportunities | |
| include fundamental skills to be assessed at the beginning of each Autumn | | | |
| | Implementation Make sure your actions to achieve are linked to your intentions: 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 | Implementation Make sure your actions to achieve are linked to your intentions: 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 | Implementation Make sure your actions to achieve are linked to your intentions: 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 |









| 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: |
| Additional achievements: To review the provision of breakfast/lunchtime/afterscho ol clubs. These have, historically, had a low turnout. We intend to take a targeted approach in order to increase the numbers of those attending. | 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 | Covered in SLA | Introduction of weekly breakfast club which has been well attended. To continue next year. | |
| To upskill the LSAs who run breakfast club to encourage an active life. | Offer CPD opportunities to staff who run breakfast club, and work closely with the HAL team. | | | |
| 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. | 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. | | To be issued via Pupil Parliament. This has been delayed due to the lockdown | |
| To develop interventions for non-engagers looking firstly to reated by: Physical Active September Physical Partnerships Physical Partnerships Partnerships | Through monitoring of break and lunchtime activities, as well as Supported by: | | | |

| increase participation in girls | participation in after school | | |
|---------------------------------|-------------------------------|--|--|
| and traditional non engagers. | 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. | | |
| Implementation of OPAL to | Engage children in | | |
| allow the playground to | designing the types of | | |
| become an active place where | areas and activities they | | |
| • | want. Allowing thos areas | | |
| children can engage and learn | to be built safely and | | |
| through a number of different | monitored under the | | |
| activities. | schools play policy. | | |
| | | | |
| | | | |
| Third party coach used to | Children become active for | | |
| deliver fitness and wellbeing | longer leading to increased | | |
| <u> </u> | fitness, they also use | | |
| through yoga to children | techniques to relieve stress | | |
| across the school. | and look towards their own | | |
| | well-being. | | |
| | | | |
| | | | |
| | | | |
| | | | |













| (ey indicator 5: Increased participation | on 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: |
| Look to provide competitive opportunities in a range of sports within the curriculum with the ultimate aim of exposing the children to healthy competition. | We will do this by realigning areas of the PE curriculum to allow children and staff to prepare for inter school competitive opportunities | | Inter school activities restricted by lockdown Link Curriculum, CPD and Club provision to Competitive opportunities. | |
| Continue engage with the School Games Programme | Continue to work with the NPESSS and the School Games Programme | | | |
| <u>Trust</u>: we will continue to engage with our trust partners in sporting competitions. | 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. | | | |

| Signed off by | |
|---------------|--|
| Head Teacher: | |











| Date: | |
|-----------------|--|
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |











