

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

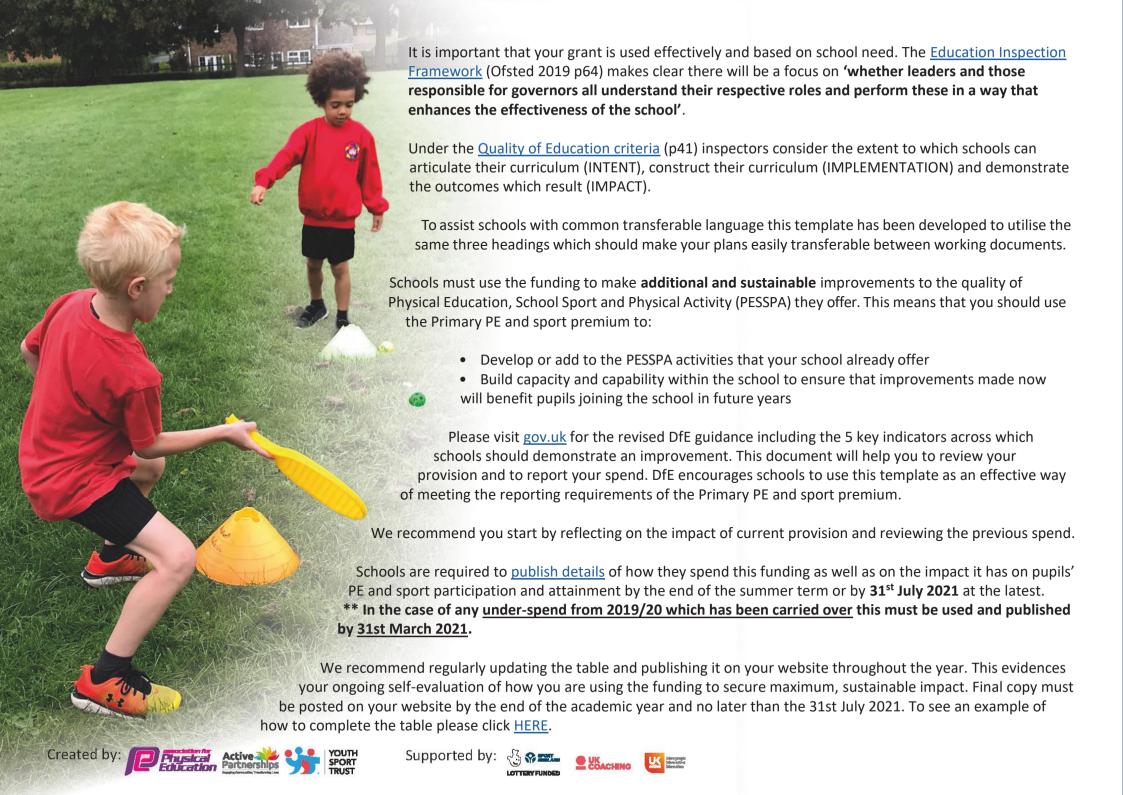


Department for Education

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:
Developing staff knowledge through CPD opportunities related to TGfU and previous Active Maths and English sessions (internal/external)	Continue to provide catch-up swimming sessions and further Bikeability provision to pupils and classes which missed out due to COVID-19
In summer term we offered extra-curricular provision within different bubbles through various clubs and enrichment opportunities (internal/external)	Expand the extra-curricular offer at school so it can return to pre-COVID standards but also be more reflective of pupil needs and pupil voice
Increasingly Key Stage One active play through variety of playtime and lunchtime provision	Expand Key Stage Two active play through new equipment and playground provision ideas (Playground Leaders etc.)
All staff in school introduced to PE Journey curriculum approach by PE Lead Teacher and have piloted them in school during the Summer term projects	Continue to review, refine and develop our use of PE Journeys in the curriculum
All staff in school have attended BUSS CPD sessions. Further CPD for staff around the BUSS Model has been provided to target staff	Staff to continue developing knowledge and application of BUSS Model in school with children benefitting from more targeted and effective PE Provision
Catch-up swimming and Bikeability arrangements planned and delivered (this will continue in September 2021)	

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

NO * Delete as applicable

If YES you must complete the following section If NO, the following section is not applicable to you











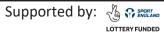


If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020	to March 2021	Total fund ca	rried over: £5,500	Date Updated: 18/06/2021	
What Key indicator(s) are you goin	g to focus on?				Total Carry Over Funding:
					£
Intent		Implem	entation	Impact	
Your school focus should be clear how you want to impact on your pupils. To transform the PE curriculum offer throughout the academy with a particular focus on a model that promotes bodily regulation and developing foundational movement systems.	Make sure you achieve are lin intentions: Head/BHL and research a evidence-based approaches to curriculum prioritises move bodily regula understanding Head/BHL to BUSS practitive experts and p CPD pathway for the could become our PE curricul Run BUSS intertargeted puping studies for whole school change.	the PEL to variety of do deliver a which rement and ation and lan a clear or staff. who BUSS a part of um. vention for its as case delivering	Carry over funding allocated: £4000	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils reengagement with school. What has changed? PE lessons, brain breaks and team builders are delivered with foundational movement at the forefront of teacher practice. PE provision and pupil play is more developed and supported via adults in a guided and enabling fashion. Pupil benefit will be measured via new case study data and pupil profiles as well as curriculum delivery monitoring.	











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.R. Even though your pupils may swim in another year please report on their attainment on leaving primary school.	90%
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 2021.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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.

Total fund allocated: £16,200	Date Updated:	23-07-2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that <u>I</u> primary school pupils undertake at least 30 minutes of physical activity a day in school				
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:	
additional resources from the PE storage cupboard to offer different		the different bubbles and Key Stages. Mixture of activities	provision and develop a plan for wider Playground Change.	
	£500	upon different forms of	Expand extra-curricular offer in line with bubbles breaking and COVID restrictions lifting.	
range of suggestions provided to		regulation and the demands of the brain. Active breaks, team builders etc. are more consistent	sharing of good practice and complete a pupil voice on	
·		and the children discuss their journeys to and from school as well as their level of activity in	Develop activity mapping for across the academy and not just	
	Implementation Implementation Make sure your actions to achieve are linked to your intentions: Purchase equipment and provide additional resources from the PE storage cupboard to offer different bubbles more activities. Choose relevant clubs for different bubbles. Staff CPD on brain breaks with a range of suggestions provided to staff.	Implementation Implementation Make sure your actions to achieve are linked to your intentions: Purchase equipment and provide additional resources from the PE storage cupboard to offer different bubbles more activities. Choose relevant clubs for different bubbles. Staff CPD on brain breaks with a range of suggestions provided to staff. Make sure Travel Tracker is set-up	Ill pupils in regular physical activity – Chief Medical Officers guidelines recommend that ast 30 minutes of physical activity a day in school Implementation Make sure your actions to achieve are linked to your intentions: Purchase equipment and provide £3000 Additional resources from the PE storage cupboard to offer different bubbles more activities. Choose relevant clubs for different bubbles. Choose relevant clubs for different bubbles and Key Stages. Mixture of activities observed. Resources deployed differently to respond to need. Choose relevant clubs for different bubbles and Key Stages. Mixture of activities observed. Resources deployed differently to respond to need. Choose relevant clubs for different bubbles and Key Stages. Mixture of activities observed. Resources deployed differently to respond to need. Choose relevant clubs for different bubbles and Key Stages. Mixture of activities observed. Resources deployed differently to respond to need. Teaching more in line with regulation and the demands of the brain. Active breaks, team builders etc. are more consistent across the academy. Travel Tracker delivered in class and the children discuss their journeys to and from school as well as their level of activity in	

Key indicator 2: The profile of PESSPA	A being raised across the school as a t	ool for whole s	chool improvement	Percentage of total allocation:
				0%
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:
forward.	developing Key Stage One and Key		Children have an idea of the way in which we can improve the playground and offer more active provision and daily physical exercise (through clubs for example). Pupils regularly talk about Playground Change and how we can be more active during the school day.	e Pupil Voice feedback, needs of epupils and prioritise physical activity. Playground Leaders to be developed to run different trigames, activities and challenges eto further expand active play
	for AfPE focused upon PE Journeys		All teaching more purposeful and PE provision linked to project Children talk about learning in P not simply doing things. PE Journeys beginning to be delivered with good examples of PBL links in books and throug classroom displays.	t. provision. Are the sessions Edeveloping skills and offer opportunities to learn to move and move to learn? eReview PE Journeys with all of staff.











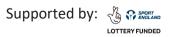


Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and s	sport	Percentage of total allocation:
				44%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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:
All staff to receive training on the BUSS model.	purchase wider reading resources.	£2700 £2000		· · · · · · · · · · · · · · · · · · ·
Target staff to receive additional BUSS training to meet needs of changing EYFS/KS1 curriculum. KS2 staff to be mentored and coached by PE Lead teacher when delivering and teaching PE Journeys linked to PBL curriculum.	position in school and next steps of school development. Purchase new KS1 container for PE. Discuss with all staff in staff meeting curriculum changes and	£1650+£800	Staff ore aware of the value of movement and the impact of effective movement teaching. Staff more fluent in the language of PE Journeys and are teaching PE not just doing PE. Children are enjoying the content as it is more purposeful, project linked and is developing movement skills and competencies.	additional BUSS training. Staff to be mentored and coached and when necessary attend further CPD opportunities.
Key indicator 4: Broader experience o		ered to all pupils	Impact	Percentage of total allocation: 19%
Intent	Implementation	Γ	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:













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Make sure wide variety of provision is	Teachers supported with panning		•	Make sure that taster days and
delivered throughout COVID catch-up	ideas and discussions with PE Lead		opportunities to take part in	
time and through class and team builder activities.	to teach a wide variety of games			external providers can resume
bunder detivities.	and sports during the COVID catch-		physical movements and activities.	to further develop
	up part of the year (between school			opportunities for our pupils.
	closures).		Teachers have become more	
			confident with a variety of	Purchase additional resources
PE Lead to deliver a variety of sessions	Several sessions modelled to staff		equipment and the teaching of	and equipment to broaden the
to support staff in understanding different equipment and approaches	,		different sports and skills.	offer at the academy.
to teaching different areas of the PE			PE Journeys to continue to cover	 Extra-curricular clubs to offer
curriculum.			and deliver a wide range of	
Staff meeting on PE Journeys to ensure	Staff meeting and material for the		physical opportunities and activity	1 '' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
coverage of a range of activities.	TLA folder to support staff in the		r · · · · ·	activities and sports.
coverage of a range of activities.	different teaching components of		Гог рариз.	detivities and sports.
	delivering a PE Journey in different		 Clubs prioritised according to pupil	More children become
Extra-curricular clubs to provide a	sports and areas of physical			competent and road safe on a
wide range of opportunities to pupils.	activity.			bike at the academy.
	activity.			lorke at the academy.
Bikeability provision	Book catch-up courses.	£1500		
Bikeability provision	'			
Provide additional EYFS resources for	 EYFS staff to help choose various	£1200		
staff as well as internal training.	equipment and resources to deliver			
	ELG and required curriculum			
	elements.			
Forest Cohools provision	 Targeted staff to attend online	£1000		
Forest Schools provision	course and purchase resources to			
	establish a Forest Schools and			
	outdoor learning area.			
	putubbi leariilig area.			











Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				2%
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:
Expand cross school competitions when bubbles break after COVID-19 restrictions.	•		Children more aware of ongoing events and understand that competition is important but being a part of the community is more so	informed and relational ethos.
Hold separate sports days for differen bubbles taking into account ou trauma informed ethos and wide relational culture in school.	rschool sports days.		Sports Days delivered with a focus upon community action and activity.	Enhance extra-curricular provision and community club links after COVID 19 restrictions.
Develop links with other schools to conduct some competitive sport wher appropriate.		£150		Become a member of AfPE. Quality Mark PE curriculum.
Extra-curricular clubs can offe competitive sport and provide furthe links for children wishing to joir community teams and clubs outside o school.	deliver extra-curricular provision in		All children took part in Sports Days and PE Journeys etc. which has developed skills in respect of learning to move, moving to learn and soft skills such as confidence, self-esteem and collaboration and communication.	Playground Leaders and Activities to enhance these skills and competencies.











Signed off by	
Head Teacher:	Mrs Elizabeth Cox (Acting Head teacher)
Date:	23-7-21
Subject Leader:	Mr A Pickerden (PE Lead Teacher)
Date:	23-7-21
Governor:	Mrs Jen Lundy
Date:	23-7-21











