

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

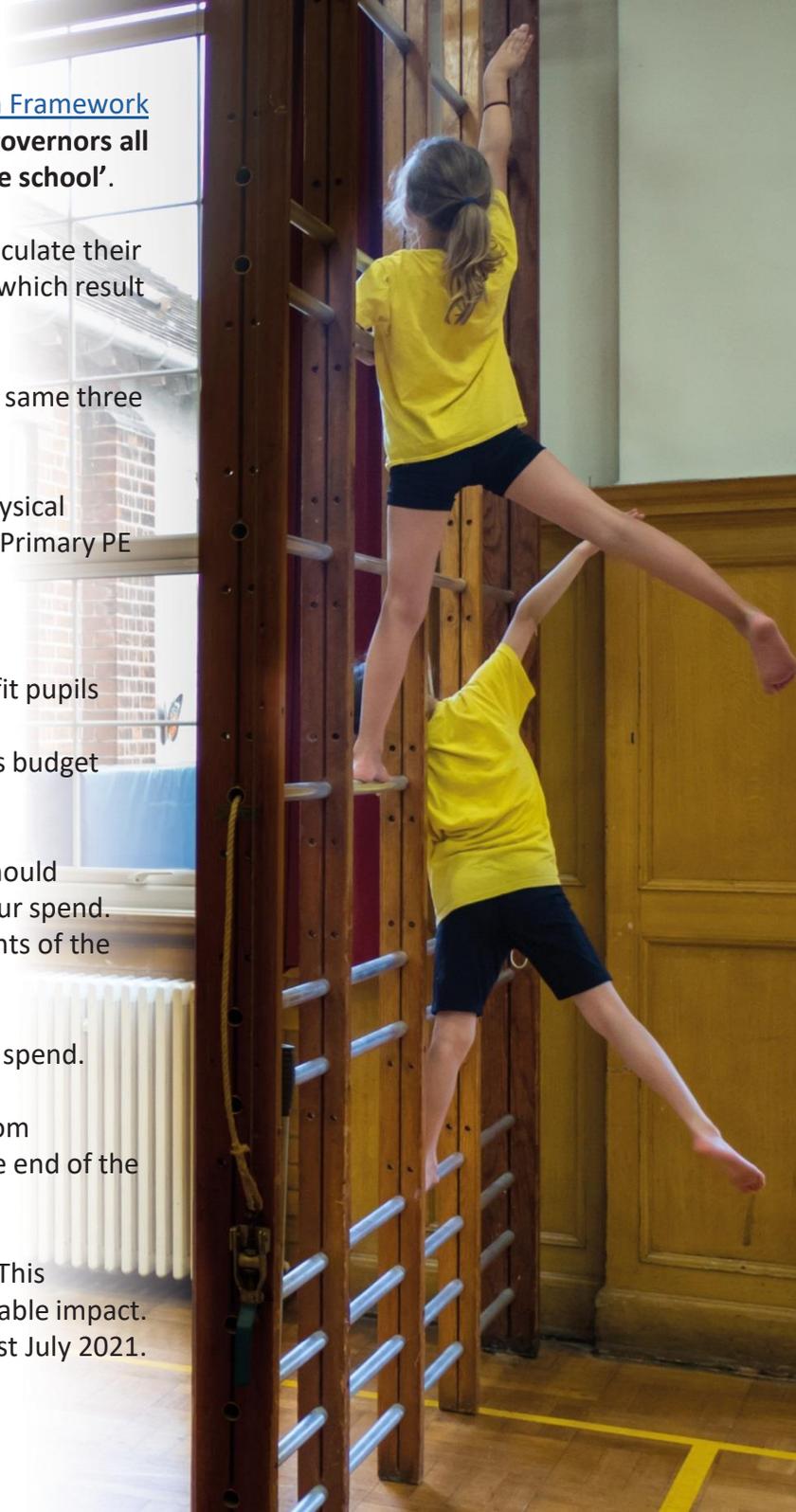
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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.

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"> • House system introduced through PE which has now been incorporated into a whole school rewards system. • Equipment purchased to update teaching resources. All children provided with a logoed PE T Shirt in house colours. • Increased number of outside providers leading sports and games sessions. • Sports Leader employed to support quality sports teaching and provision as well as supporting staff CPD. • Children offered a more diverse range of sport and activities to engage the less active. • Forest schools established with trained lead 	<ul style="list-style-type: none"> • Increase the percentage of children achieving the swimming pass • Introduce a wider variety of extracurricular sports clubs with specific focus on disadvantaged groups, girls and KS1. • Playground to feature challenge boards and stations. Fitness challenges will be added each half term, led by playleaders and rewarded in praise assemblies. • Develop the role of play leaders and sports council to give pupils more of voice around PE and school sport. • Increase the number of competitive inter and intra school matches • Raise the profile of PE and competitive sport with dedicated display boards and assemblies.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £3155

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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 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 2021.</p> <p>Please see note above.</p>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	32%
<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/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:	Percentage of total allocation:	
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			£3528 %	
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><i>Sustainability and suggested next steps:</i></p>	
<p>Focus: The engagement of all pupils in regular physical activity of 30 minutes a day.</p> <ul style="list-style-type: none"> • Increase the enjoyment of sports and the activity level of all children through the provision of focused sports and fitness after school clubs. • Increase opportunity for a greater activity level of pupils within classroom lessons: Children are able to take part in active brain breaks and go noodle sessions within classroom • Pupils take part in challenges set by school PECO and SGSO. 	<ul style="list-style-type: none"> • A range of after school clubs provided. Focus on different sports and activities. Multi skills, yoga, football, forest school, rounders, York City (girls) football and netball. • Go Noodle Super Movers assembly weekly. Jump Start Johnnie, Go Noodle daily brain breaks, and Super movers used in the classroom. Participation in daily mile activities. • Pupils take part in PE lessons led by teachers and sports leaders and class SGSO challenges. • Challenges given high profile across school through 	<ul style="list-style-type: none"> • Sports leader hours £2800 • External providers £528 • £200 toys and games for active playtimes. 	<ul style="list-style-type: none"> • Pupils across 5-year groups attending weekly after school clubs. These are a wider variety and allow for skills progression. • Pupils are increasing their heart rate within lessons and maintain activity levels more frequently. • Children have taken part in exercise challenges with the opportunity to beat their personal best whilst becoming more active. • Pupils are more engaged in games at break times with a 	<ul style="list-style-type: none"> • Feedback on clubs to be taken from pupil questionnaire in Autumn term. Club variety to be expanded. Targeted groups and classes. • Challenges to be linked to house points and incentives. • Further training for school playleaders and MSA's to broaden range of games. • Differentiated challenges for inclusive participation. • Classes have equipment monitors who are part of

<ul style="list-style-type: none"> • More active playtimes and lunch times. Pupils are given more ideas about how they can use active play every day. • Take part in national initiatives which promote exercise. • To ensure that children are able to access outdoor play equipment as part of active 30 provision. 	<p>assemblies and newsletters.</p> <ul style="list-style-type: none"> • Equipment purchased to support activities at playtimes and lunchtimes for keys stage 1 and 2. • Deployment of sports coach to oversee playleaders role and ensure physical activity at lunchtimes through organised games and sport sessions (5 a side football). • 5 a side football pitch marked out on field along with running oval. This is included in play leader activities. • Coaching sessions and organised intra school matches lead by PECO. 		<p>positive effect on activity level and behaviour.</p>	<p>the sport council.</p> <ul style="list-style-type: none"> • Fitness challenges in the playground for children to achieve. • Keep up to date with any nationwide campaigns. Look for clear links to locality and school context
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: £6781 %</p>
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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>

<ul style="list-style-type: none"> • Focus: The profile of PESSPA being raised across the school as a tool for whole school improvement • Dedicated sports lead HLTA to assist with curriculum delivery and provide CPD to staff. • To raise the level of staff CPD through the implementation of a designated scheme of work, led and monitored by SLT and sports lead HLTA. • Outside providers provide CPD opportunities for school staff. • School sports leader attends training to enhance skills and delivery and delivers training to teaching staff. 	<ul style="list-style-type: none"> • Theme weeks and specific events raise the profile of sports across the school and wider community. • Sports leaders run activities during playtimes to raise awareness of fitness and personal challenge • Sports lead HLTA teaches 1x PE session across each class per week. • Qualified sports coach HLTA employed who takes an active role in teaching and leading sports provision across the school. Focused placed upon developing the practice of teaching staff delivering PE through collaborative working and in house CPD. • PE planning is implemented and linked to LTP. Children follow a sequence of lessons that include multi skills, games with rules and specific sports skills. • Staff observe trained outside providers deliver different activities. 	<ul style="list-style-type: none"> • Sports HLTA costs £5500 • Training events for sports lead £1281 	<ul style="list-style-type: none"> • Sports profile is raised with children, parents and staff, following a range of different events across the school calendar. • Pupil sports leader role has a raised profile across school and is something that children want to aspire to. • Availability of sports lead HLTA at lunchtime raises profile of sports and fitness as part of playtime provision. • Sports events and competitions are promoted through school media platforms and newsletters. • School Houses promote sports competition and raise profile of sports across school and wider community. 	<ul style="list-style-type: none"> • School sports lead to assist with staff training to support curriculum delivery. • Establish a sports council to support with future planning and delivery of events and school sports, active 30 etc. • Increase opportunities for promotion of school sports events across school media platforms. • Sports events are included in an event overview
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£660 %
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>
<ul style="list-style-type: none"> Focus: To increase confidence, knowledge and skills of all staff in teaching PE and sport. To raise the quality of PE teaching and sport in school, ensuring that at least 70% of children at Barlby Bridge Primary School are working at ARE. Purchase new PE planning scheme to ensure consistency of approach and increase skills and confidence of teachers. Outside providers working with classes and class teachers, to offer teachers the opportunity to increase knowledge of different PE and sport activities. 	<ul style="list-style-type: none"> Qualified sports coach HLTA employed who takes an active role in teaching and leading sports provision across the school. Focused placed upon developing the practice of teaching staff delivering PE through collaborative working and in house CPD. PE planning is implemented and linked to LTP. Children follow a sequence of lessons that include multi skills, games with rules and specific sports skills. Staff observe trained outside providers deliver different activities. 	<ul style="list-style-type: none"> PE planning scheme £165 per year. PE equipment £495 Outside providers trial basis no cost. 	<ul style="list-style-type: none"> Monitoring of PE indicates all areas of the PE Curriculum are at least good. Staff are more confident in the planning and delivery of PE using progressive lesson plans from the PE planning scheme. Staff increase knowledge of the curriculum and a range of activities and approaches to support pupils to work at the expected standard. Outside providers support school staff CPD within sessions. 	<ul style="list-style-type: none"> Continued development of curriculum. Sports lead HLTA is able to monitor curriculum delivery in line with school curriculum monitoring schedule. Continue to provide specialist support and coaching to teaching staff through shared lesson planning/ teaching and CPD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1843 %
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>
<ul style="list-style-type: none"> • Focus: To offer a broader range of activities to all pupils. • New equipment to be purchased to support planning and lesson delivery within the curriculum. • Opportunities provided for all pupils to participate in a wider range of sports and activities led by sports lead and external providers. • Encourage more sporting participation by girls in KS2 	<ul style="list-style-type: none"> • Resource cupboard is well stocked to ensure all children can participate in PE lessons. • Equipment is organised and accessible. • Health, Sports and Wellbeing week launched to bring a wider variety of sports and providers to the school. • Sports providers and speakers (female athlete) targeted at specific groups. • York City girls football training weekly. 	<ul style="list-style-type: none"> • Netball Posts £223 • £1125 external coaches and sessions for sports week. 	<ul style="list-style-type: none"> • New and additional equipment ensures that pupils have been given opportunities for deeper learning within sports and games sessions. • External coaches run lesson and after school sessions that broaden the sports offer at BBS. • Increased participation in sports and games by girls and disadvantaged groups. • Increased uptake of sports activity as part of playtimes. 	<ul style="list-style-type: none"> • New equipment supports the delivery of clubs and sessions 22/23. • Add additional stock on a rolling programme to ensure constant update • Increase links and relationships with outside providers. • Re-establish forest school curriculum and after school club offer

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£460 %
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>
<ul style="list-style-type: none"> ● Focus: Increase participation in competitive sport ● To work with the local community and in partnership with other schools in the area, to extend the sporting chances for all children at Barlby Bridge. ● Provide opportunities for all children to take part in competitive sport events. ● Organised inter house team games used as part of PE lessons and planning. ● Increase awareness of the importance of PE and sport for a healthy and active lifestyle. ● Use house system throughout school to promote health and wellbeing. 	<ul style="list-style-type: none"> ● Local sports cluster membership and involvement in local school games events. ● Purchase of bibs and other equipment to support team competitions. ● Pitch marked out to host inter school matches and competitions. ● Purchase of net ball nets and equipment ● House sports afternoon and potted sports events competitions in summer term. ● Competitive games within planned PE sessions. ● Tournaments and matches with local schools. 	<ul style="list-style-type: none"> ● Inter school football tournament-transport costs £360 ● Cost of running track and football pitch markings £100 	<ul style="list-style-type: none"> ● All children, including disadvantaged and SEND included in school team and sports festival events. ● All children able to contribute to house points total, fostering a sense of belonging and achievement. ● Pupils compete against each other and get rewards for positive behaviours within these games. Passion, Self-Belief, Respect, Honesty, Determination and Teamwork ● Pupils understand why taking part in PE and exercise can have a positive effect on health. ● Pupils are now working in teams and improving communication and 	<ul style="list-style-type: none"> ● Increase participation and number of competitive fixtures against other schools. ● Scheduled time into PE timetable and planning to play tournament. ● Increase competition with Intra school competitions and events as landing activities for PE curriculum. ● Imbed the importance of a healthy lifestyle throughout school and promote to parents. ● Hold an activity morning for parents to attend with classes. ● Have set themes for certain half terms to

<ul style="list-style-type: none"> • Ensure sufficient stock of house t-shirts including spares and for new starters. • Redesign school sports day event to be more inclusive and to be a landing point for athletics unit taught through summer term. • Sport to have a focused week along with health and wellbeing 	<ul style="list-style-type: none"> • Tokens link into the school games ethos Passion, Self-Belief, Respect, Honesty, Determination and Teamwork. • Launch days to include sporting and fitness activities. • Running oval painted on field. Used in lessons and as part of active 30 playtime games provision. • School houses used to add competitive element to sports day. • Winning House to receive a trophy and this to be engraved yearly. • Sports week to feature a range of different sports and activities led by internal staff and external sports providers. • Stacey Howard to attend to launch. • Potted sports activities to be organised by year 6 children and all children to compete in a sports morning as part of health and wellbeing week. This is linked to taught sports 		<p>collaboration skills.</p> <ul style="list-style-type: none"> • Profile of houses raised through assemblies and school initiatives. • School houses used to support competitive aspect of PE lessons. • Children have greater awareness of competitive aspect of athletics. • Greater participation across all classes and groups. 	<p>promote specific school games ethos and school values through sport.</p> <ul style="list-style-type: none"> • Evaluate sports day and run again in 22/23 • Evaluate sports week and run again 22/23 • Use feedback on sports and providers to inform provision for after school clubs.
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	units and house points system.			
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Head Teacher:	Claire Hughes
Date:	15.7.22
Subject Leader:	Gavin Dyer/Alicia Sykes
Date:	15.7.22
Governor:	Stephen Walker
Date:	15.7.22