

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.



Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships
Inspiring Communities, Transforming Lives

Please visit [gov.uk](https://www.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:
<ol style="list-style-type: none"> 1. School House system introduced through PE which has now been incorporated within a whole school rewards system. 2. A broader range of outside providers covering a wider scope of sports and activities supporting staff CPD. 3. Children offered a more diverse range of sport and activities to enthuse and engage, with focus on less active children, and promoting healthy lifestyles. 	<ol style="list-style-type: none"> 4. New sports and activity clubs to be introduced. 5. Playground challenge boards: Where fitness challenges will be added each half term, monitored by sports leaders and rewarded within praise assemblies. 6. Relaunch of sports council with responsibility for PE and school sport to promote pupil participation, ownership and voice (restrictions dependent).

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

Delete as applicable

Total amount carried forward from 2019/2020 £ 3155

+ Total amount for this academic year 2020/2021 £20700

Total to be spent by 31st July 2021 £15381

<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>	44%
<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>	44%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	44%
<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

Academic Year: 2020/21		Total fund allocated: £17,600		Date Updated: July 2021	
<p>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</p>					Percentage of total allocation:
					9.4%
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"> Increase the activity level of all children. Broaden the offer of after school club provision with a focus on children becoming more physically active and enjoying exercise. Increase opportunity for increased activity levels of pupils in lessons. 	<ul style="list-style-type: none"> After school fitness clubs provided (class bubbles) for KS1 and 2. Targeted on pupils being more active. Pupils use standing desks in lessons. Go Noodle and Super movers used in the classroom for class fitness assembly and learning breaks. 	Sports leader outdoor supervision £720 £748 standing desk	<ul style="list-style-type: none"> 70 pupils across KS1 and 2 attending weekly fitness session as after school club offer. Feedback from staff and pupils indicated that pupils found the desk helped with concentration and neatness of work. Pupil feedback was positive about opportunities to be more physically active 		<ul style="list-style-type: none"> Clubs to be expanded to phase groups once restrictions are lifted. Broaden the range of activities to offer pupils. Targeted invitations based on fitness assessments Individual pupils are identified and assigned a desk to help improve activity levels and concentration. Impact monitored through pupil progress meetings and sports assessments.

<ul style="list-style-type: none"> • Pupils take part in challenges set by school PECO and SGSO • 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. 	<ul style="list-style-type: none"> • Pupils take part in SGSO challenges in PE lessons, class and as part of home learning offer. • PECO provides challenges for class home learning planning sheets using a dedicated YouTube channel and link. • Equipment purchased to support activities at playtimes and lunchtimes for keys stage 1 and 2. • Pupils take part in Circus skills and playground games workshops. • Deployment of sports coach to coordinate, monitor and ensure physical activity at lunchtimes. • Sign up for any national events which link pupils to promoted exercise sessions. 	<p>Playground workshop £200.40</p> <p>Total- £1668</p>	<p>whilst working.</p> <ul style="list-style-type: none"> • Children have taken part in regular exercise challenges and are encouraged to beat their personal best, whilst becoming more active within home learning. • Pupils are more engaged in games at break times having a positive effect on activity level and behaviour. • School has taken part in the Sports direct Monster kick about. 	<ul style="list-style-type: none"> • Challenges to be incorporated into active playtime provision with rotation of different themes and challenges. • Classes have equipment monitors who are part of the sport council. • Fitness challenges and specific stations in the playground for children to engage with. • Achievements promoted and celebrated through whole school praise assembly. • Keep up to date with any nationwide campaigns and widen participation.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.5 %
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"> • Increase awareness of the importance of PE and sport for mental wellbeing and a healthy and active lifestyle. • Pupils given regular opportunities to beat their personal best. • Launch a School House system using PE t-shirts purchased last year, to increase pupils' sense of being part of a team. • House system to link into school values, reward systems and behaviour management to embed working together ethos. 	<ul style="list-style-type: none"> • Launch days to include sports and fitness activities. • Personal Challenges sent home to students via home learning platforms. • All children provided with a PE t-shirt split into four different house teams (Washington, Benedict, Michael and Germain). • Teachers to be put into house teams as leaders. • Tokens will be given out within reward system and link to the school games ethos: Passion, Self-Belief, Respect, Honesty, Determination and Teamwork. 	<ul style="list-style-type: none"> £500 coaching support for pupils £234 Hoodies for house leaders £600 House Tokens and display boxes. 	<ul style="list-style-type: none"> • Pupils understand why taking part in PE and exercise can have a positive effect on health. • Pupils have taken part in various fitness challenges throughout the year. • Pupils are now working in teams and improving communication and collaboration skills. • Pupils respond well to house point tokens as a reward system. • Trusted adults and school family systems are strengthened through closer links within School Houses. 	<ul style="list-style-type: none"> • Imbed the importance of a healthy lifestyle choices and links with sport throughout school. • Further develop fitness challenge stations within playground provision. • Continue to develop the School House system and incorporate into school games events. • Have set half termly themes linked to school games ethos.

<ul style="list-style-type: none"> Promote sports diversity and participation within coaching sessions and activity club provision. 	<ul style="list-style-type: none"> Links established with a range of different providers who have come into school and led sessions. 	Total- £1334	<ul style="list-style-type: none"> Attendance of the sport or activity either as an after-school club, playtime provision or community provision. 	<ul style="list-style-type: none"> Set up different clubs next academic year. Develop use of wider range of sports, games and providers.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23.3%
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 raise the quality of PE teaching and sport in school, ensuring that curriculum progress is at least good at Barlby Bridge Primary School. Outside providers work with classes and class teachers, to offer staff the opportunity to increase knowledge of different PE and sport activities to support planning. 	<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. Focus placed upon developing the practice of teaching staff delivering PE through collaborative working and in house CPD. Staff observe trained outside providers deliver different activities. (Futsal, Dance, Sport Stacking and 	£4104	<ul style="list-style-type: none"> Monitoring of PE indicates that teaching of 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 school games. Staff increase sports knowledge and are more confident when planning, delivering and evaluating. 	<ul style="list-style-type: none"> Continued development of specialist sporting coaching in 2021-22. Continued development and enrichment of the PE curriculum. Monitor teaching quality. Continue to provide specialist support to teaching staff through shared lesson planning,

	Circus Skills.)			observations and CPD.
		Total £4104		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 37.4%
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 offer a broader range of activities to all pupils. New equipment to be purchased for new activities within the curriculum. Opportunities provided for all pupils to participate in a wider range of sports and activities. Specific staff CPD training sessions, including team teaching opportunities, led by 	<ul style="list-style-type: none"> New equipment brought in GOLF Curling Archery Book providers with the aim to capture the imagination. Sessions booked: Futsal Street Dance Sport Stacking Speed gun sessions Specialist Forest Schools coach now Level 3 trained. Introduced blocks of Forest 	<p>£1543</p> <p>£3441</p>	<ul style="list-style-type: none"> Pupils have been given opportunities to try activities that previously we couldn't provide, due to not having correct resources. Forest School is an inspirational process that offers ALL learners regular opportunities to achieve, 	<ul style="list-style-type: none"> Broaden the range of clubs offered, purchasing and utilising new equipment next school year to increase experience and enjoyment of a wider range of games and sports. Increase links and relationships with outside providers. Maintain staff skills and identify training needs. Ensure new equipment and resources

<p>the sports lead.</p> <ul style="list-style-type: none"> To develop areas of teaching practice, through observations of specialist Forest Schools sessions. 	<p>Schools sessions for all learners in Rec- Year 6 led by Level 3 trained specialists.</p>	<p>£1600 supply cover to release staff</p>	<p>develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment.</p> <ul style="list-style-type: none"> Forest School provides opportunities for environmental, science and outdoor education, whilst also promoting healthy life choices. In addition, encouraging all children to be active; and assisting the development of physical activity. 	<p>purchased to support and further develop, Forest Schools next academic year.</p>
		<p>Total £6584</p>		

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>9.6%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what Can they now? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To work with the local community and in partnership with other schools in the area, to extend the sporting opportunities for all children at Barlby Bridge with specific focus upon SEND and 	<ul style="list-style-type: none"> Barlby Sports Cluster membership. Access the online opportunities within the sport cluster 	<p>£1691</p>	<ul style="list-style-type: none"> Children take part in sports and inter and intra competitive games, to achieve their personal best. 	<ul style="list-style-type: none"> Once restrictions allow- to take part in competitive fixtures against other schools.

<p>disadvantaged pupils.</p> <ul style="list-style-type: none"> Pupils to compete in chosen sports in house teams against each other in Intra school events. 	<ul style="list-style-type: none"> Scheduled time in PE timetable and specific tournament planning. 	<p>Total £1691</p>	<ul style="list-style-type: none"> Pupils compete against each other and get rewards for positive sporting behaviours within these games. (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.) 	<ul style="list-style-type: none"> Increase competition with Inter school events once restrictions are lifted.
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Signed off by	
Head Teacher:	
Date:	22.7.21
Subject Leader:	Simon Wood/Gavin Dyer
Date:	22.7.21
Governor:	
Date:	