

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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](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. **All funding must be spent by 31st July 2022.**

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](#)

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2094
Total amount allocated for 2021/22	£19590
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21684

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	83%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%

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
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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: 35%
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>Access to quality resources and provision for both staff and children. This will improve the quality of PE sessions and break-times by allowing children to participate in a wide-range of physical activities.</p> <ul style="list-style-type: none"> Enables teachers to deliver more precise lessons Contributes towards good engagement Provision for children to play structured games at breaks Increases participation in physical activity Increases interest in sport and healthier lifestyles Safer environment 	<p>Audit resources and equipment and cross reference with the long-term plan to ensure that coverage is COVID safe.</p> <p>Purchase additional PE resources and play resources to support physical activity</p> <p>Regular checks for wear and tear and replenish resources as required. Ensure all gymnastic equipment is maintained and safety checked.</p> <p>Termly subject planning time – Staff use the Long-Term Plan to understand what objectives are to be taught and can therefore make any resourcing needs known to the PE subject leader.</p>	<p>Resources</p> <p>£500</p> <p>£1800</p> <p>£100</p> <p>No cost</p>	<p>Accelerated progress in sessions as teachers have sufficient and quality resources in order to focus on skill development.</p>	<p>Continue to monitor PE resources and build into the budget high quality resources to be maintained</p> <p>Once COVID restrictions allow, a Sports Council to be introduced to lead purposeful lunch time games and clubs. They will build on their leadership skills and will give ALL children the opportunity to be active and have access to a range of activities.</p> <p>Devise a timetable of activities to include EYFS and KS1.</p>
Improving provision for KS1 outdoor	New equipment for new outdoor play		Children will enjoy a wide-range of	Sports Leaders will monitor the

area to raise the quality of physical activity during outdoor learning (including break and lunchtimes)	area for KS1 (New surface to be laid, new play frame)	£3,104	games and participate in a number of physical activities on both playgrounds. They will therefore enjoy happier and healthier break and lunch times.	equipment and report back on equipment that is no longer fit for purpose and needs replacing or introduce new games and request additional resources following on from pupil voice questionnaires.
Access to high quality resources during after school club (White Rose Rugby)	No charge to parents, maximising children's attendance to share an engaging learning experience.	£280	Bringing in trained coaches to teach and develop children's skills and staff CPD.	Building capacity amongst staff to continue developing these skills in the future. Offering children wider opportunities and greater links with community sports clubs.
Play Leader – Gavin Naughton. Facilitates and organises lunchtime play activities and lunchtime staff training.	Lunch time staff lead structured activities for children across school. There is a rota to show dedicated sports areas to ensure a greater range of activities and pupil participation.	£1500	Improved behaviour and engagement in positive play at lunchtime. Children given the opportunity to try something new. Lunchtime supervisors are better able to facilitate active play, promote physical activities and encourage independent participation.	Ensure that the timetable of activities is reviewed to ensure that children are participating and enjoying what is being offered. All new staff to receive training and all staff to have regular refresher training. Devise a pro-forma for staff to feedback on training provided by external staff.
Temporary lining on the sports field to facilitate a wider range of sports and coaching activities.	Lining to be put on the field to support curriculum activities and free play at break times.	Grass cutting and lining £250	A range of sports and physical activities are enabled and supported by appropriate lining.	Develop over time the lining on the field to support a range of physical activities and work towards developing events such as an "Olympic" fortnight in conjunction with Titus Salt Secondary School.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				0.5%
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:
<p>Assemblies/lessons to promote sporting events and achievements and so inspire children across school.</p> <ul style="list-style-type: none"> - Increased knowledge of different sports - Inspirational - Awareness of what is involved in sporting success - Recognition that they possess the qualities and attitudes required to succeed in a sport - Understanding the positive effect on our bodies/social aspects of sport. 	<ul style="list-style-type: none"> • Clips of great sporting achievements shown to excite children. • Attitudes and qualities, which we teach are instilled in our children in school and are linked to and explored through sporting events such as the Euros. • Assembly with player (Rowan Milnes) and mascot from Bradford Bulls our local Rugby League team. 	No Charge	<ul style="list-style-type: none"> • Children's positivity towards and involvement in sport across school. • Reactions in class assembly • Children's involvement in out of school sports clubs. • Children can talk about different sports personalities and their achievements; they discuss equalities and inequalities in sport. 	<p>Continue to plan in opportunities for children to view and be exposed to sporting successes through assemblies and lessons. Invite visitors to school to raise the profile of a sport, teach children about a sport and increase involvement in a sport. Children's knowledge of sport and sports personalities is developed through available texts, whole class reading and the wider curriculum.</p>
Recognising achievements with stickers, certificates, medals and trophies.	Children to be recognised for their achievements, efforts and successes in both PE lessons and school sporting events	£ 150	Children respond well to praise and are inspired by earning a reward.	<p>Continue to recognise children's achievements.</p> <p>Photographs to display on School PE board of teams / fixtures.</p>
Continue to develop new links with local sports clubs.	<p>Children are proud of the clubs that they play for and will share their experiences with their peers in class and during celebration assemblies.</p> <p>Ensure that children are aware of the wealth of clubs and different activities that we have available locally by inviting</p>	No charge.	<p>Children aspire to play for local clubs.</p> <p>Children are more familiar with what sports are available locally and are willing to try a range of sports. Clubs Sandal children attend include:</p>	Children aspire to be professional athletes. Survey children to ascertain which local personalities the pupils relate to and invite them into school.

	clubs in to talk to the children or offer taster sessions.		<ul style="list-style-type: none"> ● Baildon/Esholt Cricket Club ● CC Dance Company ● Kokoro Taekwondo ● Bingley Harriers ● Bradford Ice Skating ● WROSE Boxing ● JT Martial Arts ● Fiscal Sports Coaching 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44.5%
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:
To ensure staff throughout school are teaching skills with the appropriate progression to accelerate children's development of skills in PE.	KS2 Staff to work alongside a Sports Coach(es) or bought in provision to develop their knowledge and skills for teaching quality PE.	£8,200	<p>Children talk about how much they enjoy PE and the sports they have been taught.</p> <p>Staff feedback and reflections of what they have learnt and the influence/impact these sessions will have on their own delivery of PE.</p>	<p>School to continue to support staff with planning for delivery of physical education.</p> <p>School to support the new leader of PE by arranging appropriate CPD.</p> <p>Monitoring of planning to take place in curriculum release time and all staff to use the Sandal PE progression of skills document.</p> <p>Survey staff regarding their confidence when delivering</p> <p>PE lessons with a view to organising appropriate training and CPD.</p>

Planning scheme to support teachers in the delivery of quality PE lessons, ensuring progression of skills across school	Purchase of the PE planning scheme to support staff across school with the planning and quality PE lessons and a variety of different sports.	£1,500	Teachers to feedback on the accessibility of the planning scheme, sequence of learning and that it meets the standards set out in the Sandal progression of skills document. Subject leader to monitor PE planning.	PE subject leader to support staff in school with planning and delivery of PE lessons under the new scheme.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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 provide children with a different activity linked to topics being taught at the time – Spanish Day, Cycling (EYFS)	<input type="checkbox"/> Organisation of event. <input type="checkbox"/> Ensure all children observing and participating.	£ 500 Holmes Dance Academy. Emily Groves, Ready Steady Pedal.	All children across school participated in a session. Positive feedback from children and staff. Evidence from social media tweets, staff and children. Children enrolled to take further dance classes. Increased confidence and self-esteem visible in those children who had never tried it before. Children cycling regularly.	Continue to provide children with a range of different activities linked to our wider curriculum,

Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved	<p>Specific children targeted and encouraged to take up an after school club.</p> <p>Bought music sound system to allow dance to be taught in the gym and outside.</p>	£100	Club registers show consistent uptake of clubs and greater uptake by specific targeted children.	<p>Following COVID restrictions, PE Subject Leader to carry out a survey of physical activity amongst all children and ensure those who are least active have access to attend clubs to increase enjoyment and participation.</p> <p>Ensure clubs are well publicised to parents and children.</p> <p>To look at relaunching our extracurricular offers. Arrange a pupil survey to ascertain what new clubs pupils would like to introduce in school next year.</p> <p>To attend the Brownlee Triathlon</p> <p>To look at the competitions calendar and ensure that time/clubs are given to the teams to prepare them for the competition.</p>
Year 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	2 day course to be completed by all Year 6 children	No charge	Year 6 children to be confident and competent cyclists. Increase participation in cycling and increase the number of children who cycle to and from school.	Leaflets and advice on Road Safety sent home. Links to the proposed Cycle Track project

Offering children opportunities to take part in and develop skills in a range of sports and activities through a rich outdoor learning programme.	<input type="checkbox"/> Full participation in all activities from all children. <input type="checkbox"/> An enjoyment of something new. <input type="checkbox"/> Promote mental health and wellbeing – being outdoors in the fresh air. Give children the opportunity to develop strategies to manage their feelings and emotions. <input type="checkbox"/> Children develop skills of resilience, sportsmanship and team work through activities such as; building shelters, fire lighting, collecting resources, tying knots etc. This will also promote their physical wellness and muscle development.	£2,500	<p>Children enjoy a minimum of one, half day session each fortnight sessions.</p> <p>PP children given the opportunity to complete outdoor nurture sessions.</p>	Review and evaluate impact on children's learning, understanding physical engagement and their enjoyment.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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>Participation within fixture leagues to give our children the opportunity to compete, succeed, improve in sport whilst enjoying themselves.</p> <p>Cross country events Football Tag Rugby Athletics</p> <p>Sports coach to support at events</p>	<p>Timetable fixtures and ensure teachers can support events.</p> <p>Integrate league sports into our long term plan for teaching to ensure children maximum enjoyment and success/improvement in particular sports</p> <p>All children across KS2 are invited and encouraged to take part in cross country races and their participation is celebrated through assemblies and end of term sports reports.</p>	<p>£500</p> <p>Bradford Athletics and other sports memberships (AfPE)</p> <p>£400</p>	<p>Many fixtures have not taken place due to Covid restrictions, however we have taken part in some tournaments:</p> <ul style="list-style-type: none"> North Bradford Schools Cross Country League Y5/6 Girls – winners Y5/6 Boys – winners Y3/4 Girls – runners up Y3/4 Boys – runners up 3x children at Yorkshire Schools event, 2 x children at English school event Titus Salt Rugby Y5/6 – winners Football – KS2 Boys Bradford City Cup Bradford Park Avenue Cup KS2 Girls Euros Festival SEN Penathlon KS2 Brownlee Foundation Triathlon 	<p>Funding identified to participate in fixtures again.</p> <p>Continue to develop PE long term plan to support children in their achievements in fixtures.</p> <p>Promote fixtures within schools through display and a sports council.</p> <p>Funding identified to take part in cross country events next year.</p>

Survey to identify least active children in school – minimum uptake of 15% - Link to School Games Award	Analyse results of survey and identify target groups of children. Develop an action plan to encourage this 15% to become more physically active.	No cost	Increased levels of participation in physical activity for the group identified by survey questionnaires.	Continue with surveys and implement plans to target specific children in order to increase their participation and enjoyment of physical activities.
PE Lead to attend first aid training course to support at sporting events.	Attended the course and passed	£300	PE Lead able to attend sporting events and administer first aid as required	Ensure qualification is up to date

Signed off by	
Head Teacher:	Louise Dale
Date:	26.7.2022
Subject Leader:	Natalie Robertshaw
Date:	26.7.2022