

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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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](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:
<ul style="list-style-type: none"> • Introduction of mental health and well-being activities, such as yoga and mindfulness activities, to support children's return to school and to give them strategies to cope when they are struggling to articulate the difficulties they have experienced. • Range of sports being taught to children on a regular basis and staff have all received CPD in the past 2/3 years. Staff CPD has only been available due to sports premium funding, meaning we have sustainability if it is taken away now due to all staff receiving so much CPD – most of which has been active – e.g. witnessing their own class being taught and seeing this live. This ensures the quality of PE and sports teaching is what we expect at Boldmere. • Children continue to learn about living a healthy and active lifestyle so they can see the benefits of living a healthy lifestyle and the impact it has on the body and mind. • Increasing the provision and strategies taught to children through sports to help them overcome adversity by increasing their resilience. 	<ul style="list-style-type: none"> • Introduce new gymnastics scheme as this has been delayed this year due to COVID restrictions. This will also link to fully utilising our REAL LEADERS package. • Support teachers with the CPD in swimming

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 £8 000

+ Total amount for this academic year 2020/2021 £19 600

= Total to be spent by 31st July 2021 £27 600

<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>	89 %
<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>	89 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86 %
<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:	
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:
				16%
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>To ensure all children are participating in at least 30 minutes physical activity a day</p> <p>To give children a wide range of sports and activities to participate in</p> <p>Ensure a consistent approach through school so children can build on skills. This will be taught sequentially so build and develop from prior knowledge.</p> <p>To ensure children participate in mental health and well-being activities – such as yoga, dance, meditation etc. – to support health and well-being too.</p> <p>Ensure children are receiving the best teaching possible</p>	<p>Purchasing of new resources and equipment</p> <p>Using lunchtime equipment to keep children active throughout the day</p> <p>Using sports coaches and outside agencies to give the children the best teaching possible, whilst also ensuring sustainability so teachers can teach this in future.</p> <p>REAL PE scheme for indoor PE allows all children to follow the same programme throughout their time at the Junior School</p> <p>Use of Physical Educator to support delivery of PE lessons and up-skill staff</p> <p>Mile-a-day</p>	£4500*	<p>Children have participated in a wider range of sports and a wider variety of sports</p> <p>Pupil voice has ensured children are doing PE regularly and enjoying lessons and PE time</p> <p>Pupils have acquired skills to support their well-being</p> <p>Children have a greater understanding of how participation in sports helps to develop a healthy mind-set and lifestyle choices</p> <p>Increased opportunities and participation rates in sports</p>	<p>Up-skilling of teachers ensures sustainability and that good/outstanding lessons are taught more frequently</p> <p>As well-being and mental health is such an important issue at the moment, we are trying to make children aware of their well-being and give them strategies to cope when they are struggling</p> <p>Next steps → Pupil voice to see how children are using strategies than have been introduced this year. Are these being used long term?</p> <p>Fully implement REAL LEADERS package from next academic year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				54%
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>Ensuring children have a positive attitude to sport</p> <p>Up-skilling staff to support their CPD to ensure all teaching is good/outstanding.</p> <p>Link PE cross-curricular – in particular with Science – where we look at muscles in body; which muscles are which and why it is important to be healthy; teeth and how to keep them healthy and active; and healthy eating – and PSHE – where we look at keeping healthy and active.</p> <p>To ensure all children have health and well-being activities on return to school from COVID, which can be implemented across the curriculum.</p>	<p>AVFC coach teaching healthy eating lessons</p> <p>Healthy Eating Lessons to show children how to live healthy and active lifestyles and the benefits of this.</p> <p>PE display to raise profile of PE in school</p> <p>New resources & equipment to ensure children can participate in a range of sports and activities – including lunchtimes where equipment has been purchased to keep children fit and active</p> <p>Mile a day to keep children active on a daily basis.</p> <p>Health and well-being associated activities through staff provision in addition to curriculum provision</p> <p>Using sport as a tool to describe feelings and emotions</p>	£15 000	<p>Children have a solid understanding of keeping healthy and active and the impact diet and exercise has on the body. This has been evidenced through pupil voice.</p> <p>Children have had a wide range of health and well-being activities due to lost time with COVID. We felt this was an essential area to support children with their return to school. This meant they have been supported through a range of activities across the curriculum.</p> <p>We have utilised cross-curricular opportunities such as teaching maths through sports, which aids as a mechanism for addressing any barriers to learning that have been identified</p> <p>Increased confidence of children who are successful and actively engaging in more PE activities</p>	<p>Equipment can be used long term to ensure all children can be active during lunchtime. New equipment also means more sports can be taught and with more children active due to more resources.</p> <p>School staff CPD so more confident when teaching healthy eating lessons. This allows sustainability as it can be used for years to come</p> <p>All staff have an enhanced awareness of a healthy mind-set and how to effectively look after our own mental-health and well-being</p> <p>Increased participation rates for children</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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>To up-level staff by offering CPD opportunities</p> <p>Allowing staff to witness outstanding PE lessons with their class to see how it is taught and ensure sustainability</p> <p>Improving staff confidence for additional outdoor learning</p>	<p>Using outside agencies – AVFC coaches and KSA – to support teaching and improving staff CPD. This is across a wide range of areas such as curriculum skills and Boldmere curriculum – such as healthy eating, active lifestyles and well-being</p> <p>Using a Physical Educator allows staff to work alongside someone with their class to see this done in real time. This is beneficial as we feel staff CPD's is better when working alongside someone with their own class and they can see good practise. This allows staff to witness outstanding PE lessons with their class to see how it is taught and ensure sustainability</p>	<p>£5 000* (Physical Educator = £8000 but will be split (£4000 each) over indicator 1 and 3)</p>	<p>Staff confidence when teaching PE have increased due to working with sports coaches and company facilitators.</p> <p>More staff have been trained in a wide variety and range of areas of the PE curriculum.</p> <p>Children are receiving a much better quality of PE teaching, which is sustainable as staff can witness this and repeat it once funding is no longer with us</p> <p>Children have the opportunity to be inspired by the specialist delivery of alternative providers</p> <p>Greater opportunity for children to demonstrate success in sport</p>	<p>Staff are able to witness and the in-turn replicate outstanding PE lessons as they have witnessed them with their own class.</p> <p>Staff skill set have been up-levelled with CPD opportunities to improve their teaching of PE</p> <p>Increased knowledge of health and well-being in children, enabling them to make better choices associated with being healthy</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
To introduce children to a wide variety of sports and physical activities. Additional achievements:	Sports coaches and outside agencies involved in offering pupil the opportunity to participate in a wide range of additional sports or activities	£1000	Children have been able to participate in a wider range of sports, being taught by specialists to ensure the best teaching possible Dissemination of good practise has increased exposure to higher quality teaching and learning in this area	Children/parents effectively signposted to additional sports provision that is available in our local community

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
Encourage as many children as possible to participate in competitive sport.	<p>Fully utilise WSAS package + enter competitions (travel costs)</p> <p>Sports crew + bronze ambassadors to be trained to lead these (real leaders) + help organise events in Infants to get a cross-federated sport.</p> <p>As we have been unable to attend competitions this year, due to COVID-19 restrictions, we have completed additional house events, which our Physical Educator has helped to implement.</p>	£2000	<p>Children supporting house events</p> <p>Set up of sports crew</p> <p>Effective peer to peer collaboration</p> <p>Opportunities to build peer to peer relationship through sports</p> <p>Sharing of skills through peer to peer assessment</p>	<p>Ensure we fully utilise this package next year, when competitions will hopefully be running again</p> <p>Share the future successes to motivate and inspire the next cohort of children.</p>

Signed off by	
Head Teacher:	C. Glasgow
Date:	30/06/21
Subject Leader:	R.Uppal
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