

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



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](#) 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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£2,495
Total amount allocated for 2021/22	£17,790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£405
Total amount allocated for 2021/22	£20,285
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,880

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 2021.</p> <p>Please see note above</p>	85%
<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>	84%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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

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: 2021/22	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: 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:
Inspire children to use skipping as a way to engage them in more physical activity. Give them the opportunity to skip regularly through the school week and stay inspired all year.	Book two Dan The Skipping Man workshop events to maintain interest and teach new skipping skills. Update rope supply for each child to ensure they all have one for breaktime use.	£805	Children’s interest and engagement in skipping at breaktimes has been consistently good throughout the year. Skipping has encouraged targeted individuals to engage more in active play each week.	Book further DTSM event workshops for next year. Consider whether awards through the year and ‘shows’ in assemblies would raise engagement further.
Offer children a variety of opportunities to engage in physical activities at breaktimes and at forest school through a range of games and equipment.	Gather feedback from pupils regarding current breaktime resources and purchase new equipment to inspire and engage more pupils in ‘craze of the week’. Maintain the Sports Flash and Bash wall for breaktime games. TA to support some forest sessions to model and encourage active engagement in a range of activities.	£2700	A greater number of children are engaging with these a breaktimes. However, for longevity, it must be inspired through assemblies and potentially play leaders.	Announce ‘craze of the week’ in celebration assembly each week to promote their use. Ensure mid-day supervisors and TA’s are knowledgeable and confident in their use.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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:
Improve the opportunities and experience for pupils and families at Sports Day and other special events at Brooklands.	Greenfield specialist to support P.E. coordinator in redesigning Sports Day and other sporting events across the year. Build a culture of accessibility for all, teamwork and a love of sport for all pupils.	£835	Sports Day was reviewed as more inclusive, enabling more to succeed and giving a greater range of opportunities by pupils, families and staff. The use of events such as Santa Run and Fitness Fun have raised the profile across the academic year and helped to embed our culture.	New P.E. coordinator to meet with CG and Greenfields specialist to review these events and where to grow them further next year.
Increase the profile of cycling to pupils at school and encourage more engagement of children cycling to and from school safely as well as in the local area.	Offer Bikeability to one year group as a sequence of learning and as part of a whole school encouragement to cycle to and from school. Promote this as part of a healthy active lifestyle in assemblies.	£1080	Further evidence needed to see impact due to lose of bike shed during our new school building project.	Oversee the instalment of a new, larger bike shed. Gather data in September on pupil travel choices.
Give more pupils the opportunity to compete competitively in inter-school tournaments and celebrate their sporting achievements across the school to raise the profile.	Pupils in KS2 to be given the opportunity to enter tournaments through the year through OTWS and Westbourne Sports. Purchase a trophy cabinet / display area for showcasing awards and other pupil achievements.	£2072	Since COVID, more pupils have been returning to sporting competitions and seeing a wider purpose of sports. Pupil achievements have been put on display and their successes have been shared in assemblies. Pupils	Aim to join further events through Westbourne Sports such as Netball, basketball and tennis. Continue to share pupils' success in assemblies and point out the display cabinet to raise profile.

			are aspirational in speaking about seeing others' achievements.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 24%
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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?:
Improve teacher confidence, knowledge and skills in teaching PE and sport with the support of Greenfields.	With the support of a Greenfields specialist, identify current teacher confidence and knowledge, plan and implement 6 staff meetings across the year targeting specific teacher needs and whole school patterns. For example: dance and gymnastics knowledge, structuring a PE lessons and use of new planning resource.	£4175	From learning walks and pupils 'book' studies the structure of PE lessons have improved across the school, resulting in safer, more challenging and more effective learning for pupils.
Improve the curriculum being taught in P.E. lessons across the school and support teachers in the application.	Implement new curriculum planning and assessment tool, The PE Hub. Introduce during a staff meeting and monitor its use through learning walks and pupil studies. Ensure staff are knowledgeable and supported to teach from this robust and broad	£500	The new curriculum has been taught efficiently and identified as hugely supportive by teaching staff. Learning walks have shown relatively consistent use of the plans and the pupils learning is beginning to raise.
			Sustainability and suggested next steps:
			Continue to monitor teaching and learning next year. Greenfields to support new P.E. coordinator in sustaining and continuing to grow teaching and learning through staff meetings such as use of assessment.
			Continue to monitor teaching through pupil studies, learning walks and staff meetings to discuss how we teach PE at Brooklands and make next steps.

	curriculum.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
34%

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?:
Offer pupils the opportunity to try squash lessons, clubs and trips and link them to local clubs that can support this long term.	Off The Wall Squash coaches to teach a sequence of lessons and offer an after-school club for Y1-6. Inspire children with a sport that they cannot access currently with a trip to squash courts and free taster sessions for them to join the OTWS club.	£4130	All pupils from Y1-6 have experienced high quality squash lessons and played on real squash courts, broadening their experience of sport. More children have taken up squash with OTWS since the beginning of the year.
Offer pupils the opportunity to try gymnastics at a venue with much greater equipment and opportunity, with professional coaches. Help to make a connection to local gymnastics clubs.	Give Y5 the opportunity to visit Piper's Vale Gymnasium and have lessons with qualified coaches. Children and families to be made more aware of this connection to a local club with support of Piper's Vale.	£314	Year 5 have build a more positive outlook of gymnastics and some children have joined the Piper's Vale club since. Other year groups now wish for this opportunity next year.
Offer pupils the opportunity to	Give Y5 and 6 a sequence of	£2373.50	Increased the number of children
			Following the success of this

<p>develop their swimming abilities at a venue with much greater equipment and opportunity, with professional coaches. Help to make a connection to local swimming clubs.</p> <p>Additional achievements:</p> <p>The return of inter-school competition enabled us to begin giving more pupils once again the opportunity to compete and experience new things.</p> <p>Three year group teams won at squash tournaments and our boys' cross-country runners came in 1st as a team.</p>	<p>swimming lessons, targeting the national curriculum requirements. Split children into two groups based on ability and target teach with coaches. Target those children who could not engage in outer school swimming due to COVID restrictions.</p>		<p>meeting the national requirement who were impacted by covid restrictions on schools and pools. Use of additional instructor targeted at those not able to meet national requirements. Two pupils are representing the county in swimming, going above and beyond.</p>	<p>year's provision, swimming lessons will continue to be funded by school budget next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
<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>Increase the quantity and range of competitive events, both inter and intra-school, engaging a greater number of pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Continue membership with Westbourne School Games and sign up for a greater range of inter-school competitions that will allow a broader range of children to participate. Allow P.E. lead to be released to take and coach children for events.</p> <p>Sign up for Y3,4,5 and 6 squash tournaments (Roman Cup), taking different children to compete competitively. Release P.E. lead to take and coach children to events.</p>	<p>Funding allocated:</p> <p>£500</p> <p>£1288</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>More children took part in competitive inter-school events than previous year and since the lifting of COVID restrictions. Significantly, our Y6 boys team won the RHS Cross Country event.</p> <p>32 children took part at the Roman Cup across three dates. Brooklands pupils won 3 trophies in 2021-22, more than any previous year.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue membership and take part in all events that we took part in this year, plus basketball and QuadKids. Develop relationship with local schools to compete in football and netball games more consistently.</p> <p>Choose a wide selection of children next year to broaden the scope of children participating. Continue to link the school with the outer school club hosted by OTWS.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	