

# 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:

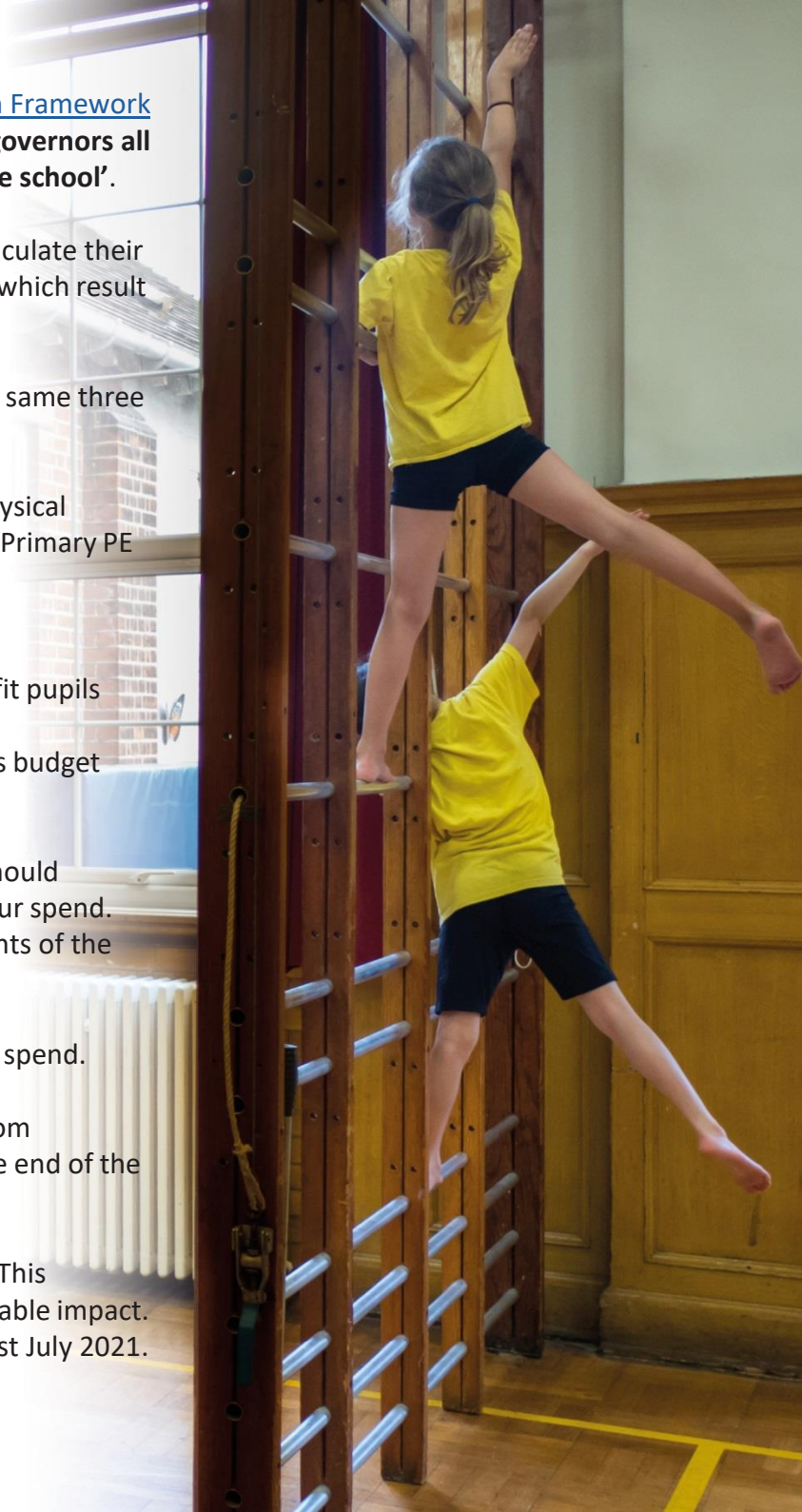
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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"> <li>- A vastly improved range of high quality after-school clubs.</li> <li>- A good culture of understanding the importance of Physical Education and having a healthy, active lifestyle. Achieved through an improvement of Teams and Team Captains, Fitness Fridays and cross-curricular links.</li> <li>- An increased amount of active minutes opportunities for all pupils in the school day through break, lunchtime and lesson opportunities.</li> <li>- Pre-Covid – an increasing amount of inter and intra-school competitions, including the introduction of ‘Festival’ style, inclusive events.</li> </ul>	<p>From staff and pupil P.E. audits and lesson observations we have identified clear areas to improve P.E. at Brooklands:</p> <ul style="list-style-type: none"> <li>- Adjust the concentric P.E. curriculum plan to create more balance between team sport and individual sport.</li> <li>- Increase teacher subject knowledge and confidence in gymnastics, dance, assessment and with behaviour management in lessons.</li> <li>- Implement and monitor that all staff are teaching lessons that are active, with high expectations for pupils and in a clear sequence of learning.</li> <li>- Ensure Early Career Teachers are supporting in the planning, teaching and assessing of pupils.</li> </ul>

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

**Total amount carried forward from 2019/2020      £3,366**  
**+ Total amount for this academic year 2020/2021    £16,750**  
**= Total to be spent by 31st July 2021                £20,116**

<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><b>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.</b></p>	<p><b>No assessment due to COVID-19</b></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><b>N.B.</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>	<p>Not assessed</p>
<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>	<p>Not assessed</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Not assessed</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

## 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: £20,116		Date Updated: 13.07.21	
<b>Key indicator 1:</b> 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: 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:
Increase the range of different active opportunities for children during lunch and break times so they can undertake more active minutes in their school day.	Continue to maintain and promote the use of Flash and Bash wall sports activity. Continue to raise profile of F&B through assemblies.	£500	Pupils, often who do not usually engage actively, have used Flash and Bash during their break times.		Maintain health of Flash and Bash with annual maintenance. P.E. coordinator to host assemblies promoting its use.
Increase the range and quality of provision available during breaks, lunches and in P.E. lessons.	Purchase new equipment for Craze of the Week (break/lunch), Fitness Fridays and P.E. lessons.	£607	Pupils have had opportunities to engage with new sporting equipment. The increase in resources have led to lessons being more active as the equipment to pupil ratio has increased.		Team Captains to support P.E. coordinator in maintaining good condition of equipment.
Increase the quantity of Forest School sessions available for all pupils across the school. Pupils should progress through our tool, risk and learning progression goals.	Increase the quality and quantity of trained support staff available to enable more high quality Forest sessions to run.	£2935	All pupils have had regular Forest School sessions and progressed further up our school goals.		Maintain progression document is clear and accessible for new staff to continue learning on from.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Improve attitudes towards fitness and have positive role models to guide pupils into participating in more sport with enthusiasm.	Increase the profile of skipping through termly events with Dan The Skipping Man (supported by virtual events throughout the year also). DTSM to host three day events, progressing skills and motivating children to keep skipping. Buy individual ropes so that pupils can practise skipping during any break or lunchtime.	£2212	Pupils are using ropes regularly at break and lunchtimes. They are progressing their skills and fitness but more importantly have hold a higher importance of fitness	Pupils' individual ropes to be passed down to next year group and relabelled. Continue to work with Dan The Skipping Man to keep continuity and respect.
	Ensure staff all are able to present as positive role models towards sport by wearing suitable clothing and sports gear that reflect Brooklands team values.	£578.50	Staff are presented as prepared sportsmen and women, further modelling to pupils the importance and positive attitude towards fitness and sport.	Clothing and equipment to be maintained and returned by any staff leaving.
Improve the quality of support for teachers to plan and teach high quality lessons and clubs.	Invest in access to The P.E. Hub to support the building of our P.E. curriculum and give all staff support in planning and teaching lessons and clubs.	£500	Planning scheme introduced in Summer term. Initial feedback is positive but further assessment of its impact will need to be done in Autumn 21/22.	Assess the impact of the scheme through observations and feedback in Autumn term 21/22.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				22%
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 P.E. coordinator and teachers' confidence, knowledge and skills in teaching a range of P.E and sport to enable pupils to have high levels of learning in lessons and clubs.	P.E. specialist from Greenfields to support P.E. coordinator and teachers in identifying weaknesses in current P.E. curriculum and implementation.	£600	P.E. coordinator and teachers have a better understanding of their current practice and their next steps towards improving lessons for the pupils. This began in Summer term 20/21 and by Autumn term 21/22, pupil impact should be seen.	Continue to support teachers with Greenfield specialist, monitoring impact on teachers and pupils regularly.
	All teachers to team teach squash sessions with one or two Off The Wall coaches for half a term. Teachers to apply learning to other sports, continuing the high standard of teaching.	£2000	Teachers are increasingly more confident with delivering high quality racket sports lessons. Pupils are engaging well and making connections with skills and game strategy from this.	Monitor how teachers are using this to benefit their own teaching across other units in P.E.
	Two teachers to undergo Forest Leader training to enable more classes to frequently access high quality OAA.	£1800	Two new to undergo training over summer holidays, before teaching Forest sessions from September.	P.E. and Forest lead to monitor and support quality teaching of Forest and OAA sessions.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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:
Give all pupils the opportunity to engage with a broader range of sports that are supported by the local area.	Off The Wall Squash coaches to teach a unit of lessons to all age groups across the school. Off The Wall Squash will offer pupils opportunities and financial support to join squash clubs in the local area.	£1715	Year 1-6 all received high quality, inspiring squash lessons (EYFS cancelled due to COVID). Pupils have improved their skills and understanding of the sport. More pupils are enthusiastic about joining local clubs. Local squash clubs were unable to run due to COVID.	Continue to run OTWS lessons for all age groups. P.E. coordinator to work alongside coaches to encourage and support more children to join a local club.
Give pupils the opportunity to develop skills that suit their needs growing up in the local environment.	Invest in high-quality, longer lasting football posts for break, lunch, clubs and lessons. Use of wheels will allow for sustainability as the school develops. Football is by far the predominant sport in our local area.	£2794.08	More pupils engaging with physical activity at break and lunchtimes. Pupils have a greater understanding of local football opportunities through a higher profile we have created.	P.E. coordinator to maintain goals. Plan for Norwich FC Girls to run after-school club again post-COVID.
	Offer the Bikeability scheme to Year 5/6 children to complete over a week. Children to become road safe to encourage cycling to school and improve fitness.	£540	<b>Postponed due to COVID-19.</b> Pupils to take part in the program in Autumn term 21/22.	P.E. coordinator to monitor how EYFS Balancability is supporting Bikeability. Consider more bike to school programs.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Increase the number of children engaging in inter-school competitive sport opportunities – raising aspirations, opportunities and abilities.	Enter Westborne Sports Partnership (School Games) to gain access to a range of inter-school competitions.	£500	All pupils took part in virtual events across the year - giving opportunity to participate competitively and develop sportsmanship. <i>All in person events cancelled due to COVID-19.</i>	Events are due to start back up for next academic year. Increase the amount of tournaments entered for all age groups.
Increase the number of children engaging in intra-school competitive sport opportunities.	Host termly events through all age groups in a variety of sports. Use their houses/teams to earn points. P.E. coordinator to be released from teaching by HLTA or Supply. Team Captains to support the running of events.	£1410	All pupils participated in intra-school tournaments and events. The profile of Houses/Teams has been raised for pupils.	Continue termly tournaments led by Team Captains. Use this approach to host other intra-school tournaments each term such as netball in Autumn term.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	