

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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

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 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 2023** at the latest.

**\*\* In the case of any under-spend from 2022/23 which has been carried over this must be used and published by 31st March 2023.**

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.

- Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Continued participation in the School Games competitions.</li> <li>- Continued participation in Special Schools Football League</li> <li>- Participation in events for Gymnastics, Panathlon, Tri Golf</li> <li>- KS2 Pupils Participating in All Bromley Schools Athletics competition.</li> </ul>	<p>Continue to participate in a wide variety of school games competitions. Extend the variety of competitions/ experiences in which pupils participate.</p> <p>Continue to raise the attainment of all children in KS2 swimming.</p> <p>Further develop playtime activities to ensure 30 mins of physical activity for each child per day.</p>

Did you carry forward an underspend from 2022-23 academic year into the current academic year? NO

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2022/23 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2023.

<b>Academic Year: September 2021 to March 2022</b>		<b>Total fund carried over: £</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023.	88% of children can swim 25 metres
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £8000		<b>Date Updated:</b> 17 <sup>th</sup> July 2023		
<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: 70%	
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?:		
<p>Active travel through OPAL</p> <p>Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity.</p> <p>We are signed up to the Special league football and School games events and attend a variety of sporting events throughout the year. Active travel through OPAL</p>	<p>Equipment and resources to be put into the shed on the playground for children to play with during morning break, lunch break and silver time.</p> <p>Continue to participate in all sporting events through the special league football association and the school games association.</p> <p>OPAL Training for staff OPAL lead</p>		£3,500	<p>Since using OPAL the behaviour levels during playtime have dropped and we have seen children working together as a team to build structures.</p> <p>Special league football and school games awards events allows the children to participate in sports they may not be able to outside of school and it gives them a sense of being part of a team and being able to co-operate through teamwork. It has also shown resilience and helps build their self-esteem giving them a sense of belonging.</p>		<p>The equipment will remain available to the students during all playtimes and silver time.</p> <p>Continuing to take part in the special league football and school games awards events.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:
KS1 P.E Hub lesson planning scheme	Give teachers confidence to lead regular PE sessions.	£0	To improve the confidence and therefore quantity of teacher led sessions during and throughout the year. Average hours exercise per week (sports coaching AND teacher taught sessions) based on last year's data collection: <ul style="list-style-type: none"> <li>• Y3 access 2.5+</li> <li>• Y4 access 2.5+</li> <li>• Y5 access 3+</li> <li>• Y6 access 3+</li> </ul> Increased use of gym apparatus 100% chn' reaching national average amount of exercise per week.	Continued auditing of pupil engagement and attainment. Continued support for teaching staff and coaching staff. Continued provision of high quality coaching: Netball, Cricket, gymnastics, hockey, tennis and athletics. 20+ children accessing weekly high level lessons. Raising participation of Bromley Primary Schools competitions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>All pupils' will receive 2 hours high quality activity every week.</p> <p>100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>Improve confidence in PE across the school.</p> <p>To ensure all children are participating in two hours a week of high-quality activity the quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers on inset days.</p> <p>PE Lead release time</p>	<p>JB attended the Inclusive and Adaptive YST course which improved how to deliver to those children with needs.</p> <p>PE accessible to all staff, provided instruction on how to use the complete PE programme, including following Curriculum map, action planning, assessment criteria, all of which aid in the delivery of high quality PE.</p> <p>Joined a PE (school membership) to ensure access to specialist and experts thus keeping the school up to date. Quality and quantity of resources for lessons purchased to allow for high quality Physical Education and pupil attainment.</p> <p>Cover costs to release teacher in order to implement action plan.</p>	£1000	<p>PE lead has been tasked with the implementation of many of the responsibilities highlighted within this document.</p> <ul style="list-style-type: none"> <li>- Planning and implementation of 'Month of Sport'</li> <li>- Planning and implementation of all extra-curricular clubs on offer throughout the year.</li> <li>- Adaptation of the PE long term plan.</li> <li>- Ensuring participation in competitions both virtual and in-person</li> <li>- Setting up and maintaining the rotation of playground activities and equipment.</li> </ul>	<p>To continue with the day-to-day running of PE and school sport throughout the year.</p> <p>To act on feedback and make improvements to the offer of Physical Education at BTA Midfield.</p> <p>To review the PE LTP to include indoor and outdoor activity to maximise the use of space in school. To review medium-term planning to ensure that planning and teaching matches the vision and intent of the Curriculum.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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>Additional achievements:</p> <p>All pupils' will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week. Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	Additional Sports on offer – curriculum time to engage all pupils – Athletics, Rounder's, Netball, Football, Dodgeball, Boccia and Cricket.	£0	By being able to access more sports during playtime and PE the children have learnt a wider range of skills such as: Throwing, catching, hand-eye co-ordination, hurdles and much more.	<p>Children can access the equipment at all times throughout the year.</p> <p>Next steps to maintain and improve on variety of equipment available.</p>

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:
SGO buy in	To allow children to participate in high level inter school competition	£150	Children pride themselves on succeeding in tournaments. KS2 accessing regular inter-sport competitions. <u>Sports tournaments entered into through SGO:</u> Tri-Golf Athletics Special school Football league Curling Panathlon Gymnastics Bowling Bunny run	Would be paid for from school budget if no Sport Premium.
South London Special League	To allow children to participate in high level inter school competition	£150	Taking part and working as part of a team in competitive football matches. Developing self-esteem. Team leadership. Working in different groups.	Would be paid for from school budget if no Sport Premium.

Transport	Transporting children to different events and staffing.	£200	If transport isn't available we wouldn't be able to attend the events.	Would be paid for from school budget if no Sport Premium.  Site has obtained its own minibus for usage.
-----------	---	------	--	---

Signed off by	
Head Teacher:	Rob Freeman
Date:	27 <sup>th</sup> September 2023
Subject Leader:	Jaime Binder
Date:	27 <sup>th</sup> September 2023
Governor:	
Date:	