

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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](#) (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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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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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:
<p>All teaching staff deliver high quality PE sessions at BHHIS</p> <p>We have a Sports Coach employed in school that provides active and engaging playtime and lunchtime activities.</p> <p>Children who need support to develop their physical skills take part in 1:1 or small group targeted sessions in school.</p> <p>BHHIS offers a range of extra-curricular sports clubs.</p> <p>Although we promote active lifestyles through our curriculum, annually we dedicate a week to developing our children’s understanding of the benefits of physical activity and a healthy lifestyle in our “Healthy Body, Healthy Mind week”.</p> <p>We employ a PE specialist to work alongside our class teachers so that their specialist skills are disseminated to our teaching staff through demonstrating and modelling good practice.</p>	<p>Continue to provide children with active play and lunchtimes.</p> <p>Provide an active trim trail for children in Foundation 2 as this is the only space in school without opportunities to develop physical skills.</p> <p>Provide further training for staff to develop their expertise of teaching EYFS PE and National Curriculum PE.</p> <p>Offer a wider range of sporting activities to the children in within the school curriculum such as archery, yoga, dodge ball.</p> <p>Increase opportunities for children at BHHIS to participate in competitive sporting events.</p>

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

YES/NO * Delete as applicable

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 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £9,230	Date Updated: November 2020		
<p>What Key indicator(s) are you going to focus on? The engagement of pupils in regular physical activity.</p>			<p>Total Carry Over Funding: £9,230</p>	
Intent	Implementation	Impact		
<p>The % of children working at age related expectations (ARE) in Physical Development on entry to school in Foundation stage has decreased year on year.</p> <p>Only 33% of children entering F2 in September 2020 were working at ARE.</p> <p>To provide an area in Foundation to for Foundation 2 children to engage more fully in physical activity on a daily basis.</p> <p>GLD to increase the % of children working at ARE in Physical Development.</p>	<p>To source 3 quotes for a Trim Trail In Foundation 2 outdoor area. Identify equipment to develop a range of physical skills including gross and fine motor plus core strength.</p> <p><u>EYFS aims in Physical development</u></p> <p><i>Experiments with different ways of moving.</i></p> <ul style="list-style-type: none"> • <i>Jumps off an object and lands appropriately.</i> • <i>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</i> • <i>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</i> 	<p>To increase the % of children working at age related expectations in physical development F2.</p>	<p>Approx £12,000</p>	

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<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.</p>	<p>Not applicable as we are an Infant School</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>Not applicable as we are an Infant School</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>Not applicable as we are an Infant School</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Not applicable as we are an Infant School</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/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: £26,370 Allocation for 2020-21: £16,372 Covid underspend: £9,998 Total Spend for this year: £26,330	Date Updated: November 2020	
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			Spend Total spend for this key indicator: £8,980
Intent	Implementation	Impact	
To continue to provide active play and lunchtimes.	School sports coach to arrange a range of activities for children to participate in for example football, tennis, hockey, obstacle courses etc. Wheelie Wednesdays to be continued with children being able to ride wheeled toys a part of play provision. Sports coach to identify any children or groups (girls, SEN, disadvantaged) not engaging in the provision set out.	Children will engage in a range of physical activities arranged by the school sports coach. Pupils will be engaged in a broad range of sports and activities. The sports coach will measure impact by recording the numbers accessing active play	Sports coach £7,980

		over a sample week.	
For children with SEND/physical disabilities to engage in physical activities and improve their co-ordination, agility, mobility and core strength	1:1 or small group intervention to develop physical skills and promote increased participation in sport across the school.	For children with SEND/physical disabilities to be able to access physical activity and sport.	Sports coach £7,980 Resources and equipment to support sessions.
To engage children with poor confidence, low self-esteem and lack of resilience in physical activity.	Self-development physical activity group.	To increase emotional wellbeing and understand the benefits of physical activity on their bodies and mental health.	External sports coach £1,000
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
			Total spend for this key indicator: £400
Intent	Implementation	Impact	
To ensure that there is a whole school approach to the delivery of PE across the school.	PE subject lead to write a subject intent which is clear to all staff members delivering PE. Scheme of work in place which identifies the development of fundamental movement skills and PE across the school.	Children are accessing a high quality PE curriculum from F1-Yr2. There is a clear progression of skills across the school	Subject leader release time. £400.

<p>To offer a wide range of sporting opportunities for children both in the school day and after school.</p>	<p>To meet the requirements of the EYFS curriculum and NC POS . To audit pupil's views of PE and sport across the school.</p>	<p>Broader experience of a range of sports and activities offered to pupils. Pupil voice in the form of the school parliament will be surveyed to gather their thoughts of the new sports offered to children during and after school.</p>	<p>As above</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Total spend for this key indicator: £3,800
Intent	Implementation	Impact	
Staff CPD to improve the quality of PE lessons across the school to ensure that staff are competent and confident.	<p>PE specialist to work alongside school staff to develop pedagogy in PE.</p> <p>Each member of staff to receive support for at least half a term.</p> <p>Joint observations with PE subject leader and PE specialist teacher.</p> <p>PE Subject leader to monitor and provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</p>	<p>Improve quality of teaching.</p> <p>Staff will be delivering high quality PE lessons to the children. Physical skills will be progressive from F1-Yr2.</p> <p>Staff will feed back to subject leader about whether they feel staff CPD has had an impact on their ability to lead high quality PE sessions with their children.</p>	£3,800
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Total spend for this key indicator: £1,150
Intent	Implementation	Impact	
To promote children understanding of healthy lifestyles and physical fitness.	<p>Healthy Body, Healthy Mind week in June to promote children understanding of the benefits of physical activity and eating healthy food.</p> <p>Hold annual sports event to encourage competition.</p>	<p>Children from an early age are beginning to understand the benefits of physical activity to the physical and mental health.</p> <p>Each class will be asked to feedback on the things they are going to do to improve their own health e.g. eat healthy meals, try a new sport, walk to school.</p>	

<p>Offer children a wider range of sporting opportunities in school and after school for example archery, yoga, dance, mini-golf etc</p>	<p>Offer Sport days where children experience new sporting activities.</p>	<p>Children will experience a broad range of sporting activities at school and in extra-curricular provision. British Values: Children will be asked to vote for the activities they most want to try to develop ideas around democracy and choice.</p>	<p>£400</p>
<p>To provide new and replace worn PE and playground equipment for playtime and lunch activities. Mats, balls, balancing, javelins etc</p>	<p>Children will be physically active at playtime and equipment will promote physical activity.</p>	<p>Children will experience a broad range of sporting activities at school and in extra-curricular provision. As part of our risk assessment, damaged and worn equipment will be identified and replaced.</p>	<p>£750</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>We want our children to know how to take part in a range of sporting activities safely.</p> <p>We want them to experience the range of movement they can achieve and develop their strength, fitness and agility.</p> <p>We want them to experience the satisfaction and enjoyment of achieving a personal best and improving in a new skill.</p> <p>We want them to appreciate how crucial being active is for our mental health and wellbeing.</p> <p>We want them to know how being physically active, eating healthily and looking after your mental health are crucial for your all round health and wellbeing.</p>	<p>Teaching staff will deliver high quality PE sessions. We will have high expectations of all our children in PE lessons.</p> <p>A specialist PE trainer will disseminate good practice through demonstration and modelling.</p> <p>A dedicated Sports Coach will provide active and engaging playtime and lunchtime activities.</p> <p>Children who need support to develop their physical skills will take part in 1:1 or small group targeted sessions in school.</p> <p>We will offer a wide range of extra-curricular sports clubs.</p> <p>We will promote active lifestyles through our curriculum e.g. cross curricular links.</p> <p>We will dedicate a week to developing our children's understanding of the benefits of</p>		<p>A higher number of our children will reach ARE or GLD and this will be measured against their baseline.</p> <p>Children will be asked to comment on what they feel they have improved at?</p>	

	physical activity and a healthy lifestyle in our “Healthy Body, Healthy Mind week”.			
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Signed off by	
Head Teacher:	Julie Morris
Date:	December 2020
Subject Leader:	Sue Honeybourne
Date:	January 2021
Governor:	Abbie Cowan
Date:	January 2021