



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Broomfield School 2020-21



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](#).

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LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3100
Total amount allocated for 2020/21	£17708
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4402.55

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 2020.</p> <p>Please see note above</p>	81%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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>	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:	
<p>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</p>				
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 increase the number of pupils taking part in physical activity at lunchtimes and break times.	<p>Employ a specialist HLTA to lead physical play activities for 30 minutes each lunchtime.</p> <p>Employ a specialist sports coach to work with pupils on two lunchtimes each week, to organize and promote active play and to lead intra-school competitions at lunchtimes.</p> <p>Train 8 Wellbeing Champions to promote wellbeing through physical activity throughout school</p> <p>Wellbeing Champions to consult with classes to develop provision for physical activity at break times.</p>	<p>£1000</p> <p>£1840</p> <p>£0</p> <p>£678.90 for sports/play equipment and resources for games for use by each class/bubble</p>	<p>All pupils have increased opportunities for active play and sports at lunch and break times.</p> <p>Increased opportunities for intra-school competitive sport at break and lunchtimes.</p> <p>A wider range of physical games and activities can be offered to pupils at lunchtimes.</p>	<p>Monitor activity by different groups and consider targeting provision on those least active.</p> <p>Use pupil voice to gather information on preferred sports/activities and which are likely to have the biggest uptake.</p> <p>Monitor and support Wellbeing Champions to ensure that physical activity continues to be well resourced.</p> <p>Aim, post covid restrictions, to return to having a larger group of play leaders to lead physical activity with different age groups at lunchtimes.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 promote sports and physical activity through celebration assemblies and communication with parents.	All sporting events to be celebrated in online assemblies each week. Promote and celebrate sporting events via weekly newsletters to parents and on the ClassDojo online platform. Individual sporting achievements always celebrated on ClassDojo Permanent Display in Hall promoting sports activities, local sports clubs and celebrating our School Games Platinum Award. Trophies from previous sporting competitions displayed prominently in our entrance hall.		All sporting events and achievements celebrated fully by pupils and parents each week.	All actions sustainable due to minimal cost. Allow pupils to contribute to newsletters and School Story on ClassDojo.
To engage pupils in physical activity linked to our metacognition programme, ReflectED.	Use Freestyle Football as an engaging physical activity and discipline to relaunch our metacognition programme, ReflectED following Spring lockdown.	£495 for whole day of demonstrations + coaching by world record holding freestyler, John Farnworth	All pupils given expert coaching by an inspirational athlete. All pupils will develop a clear understanding of the link between success and practice/perseverance and having a growth mindset.	Renew use of Koboca online platform for entering virtual competitions aimed at specific group, such as less active or disengaged pupils Continue to use physical activity and sport as a context for promoting growth mindset and metacognition skills through the ReflectED Programme
Identify pupils disengaged from physical activity and sports and put in place specific provision to promote physical activity and wellbeing.	Register for the Koboca system for tracking pupils' physical activity and the associated interventions organised by our SGO.	Koboca system now free to schools within our partnership	Target pupils identified as either disengaged from physical activity, or emotionally vulnerable. Intervention clubs in place run by SGO. These planned intervention clubs unfortunately had to be cancelled due to Covid-19 restrictions.	A wider range of sports for disengaged pupils to be added to our sporting competition calendar next year in partnership with our SGO

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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 increase skills and confidence of all teaching staff in delivering curriculum PE sessions.	Employ specialist sports coach to work alongside teachers in PE sessions. Coach to develop focussed lesson plans and demonstrate effective teaching and assessment strategies.	£5570	All teachers now more confident and knowledgeable about effective planning and delivery of PE lessons – Feedback provided by staff survey and regular discussions with subject leader.	Continue to fund sports coach with increased hours to allow time to work with staff more frequently.
Provide all teaching staff with high quality CPD opportunities and resources to develop their skills and knowledge in PE.	Train all staff on the use of REAL PE resources to teach and assess PE in all year groups. Update PE Policy with focus on safety of all pupils and provide training to all teaching staff. Attend CPD events organised locally by our SGO	£1980 for 3 afternoons of shared teaching and three twilights £495 for one year Real PE membership subscription.	All staff able to use REAL PE scheme of work to enhance their provision of curriculum PE. All staff able to use a consistent framework for teaching and assessing key skills.	Extend the use of REAL PE resources to include Real Gym, Dance and Early Years specific schemes. Continue to provide staff training on the new scheme and especially assessment tools and tracking system.
	Attend LTA training on the use of their new Tennis Scheme for Primary Schools -	LTA Training free of charge	PE Lead now confident with ethos and delivery of new LTA scheme. Still need to pass on training outcomes to wider staff due to School closure.	Share LTA scheme and resources with teaching staff for use in curriculum PE sessions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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 use specialist coaches to introduce pupils to an increased range of sporting activities.	Invite coaches to give taster sessions and lessons to introduce new sports and activities to pupils.	£325 for 'Chance to Shine' coaching	Sessions delivered in cricket (Chance to Shine), Judo, Cycling and archery. All very popular with pupils and several pupils have signed up with local clubs or purchased their own equipment.	Continue to seek out new and interesting sports and introduce to pupils via taster sessions at school. Continue to develop links with an increasing number of local clubs.
To take part in an increased range of inter-school competitions to offer wider opportunities for pupil involvement.	Introduce New age Curling and Tri golf competitions to the inter-school sports calendar to be aimed at involving less engaged pupils	£258.34 Tri golf equipment set £245.95 New Age Curling Set	Pupils able to take part in inter-school competitions in new sports designed to appeal to pupils less engaged in physical activity previously.	Continue with these new competitions going forward and aim to add further sporting opportunities to the calendar each year.
To offer all pupils the opportunity to take part in high quality outdoor and adventurous education.	Arrange visit to Marrick Priory Outdoor Centre for Y4 pupils to compensate for missed residential visit earlier in the year.	£590 to subsidise visit and transport to ensure the opportunity is made affordable for all pupils	All pupils in Y4 given to opportunity to take part in climbing, high ropes and archery activities to build self-esteem and confidence	Aim to re-establish, post covid restrictions, regular residential outdoor education visits for all Y4 and Y6 pupils
Use pupil voice to inform decisions about future provision for sports clubs and events. Use pupil preferences to identify popular sports and activities currently not provided for.	Use data from Koboca surveys to identify new provision likely to be popular with pupils and therefore likely to have the greatest impact on activity levels.		Pupil preferences and choices clearly identified and used to provide new opportunities for clubs and competitions.	Continue to use pupil voice to gather pupils' views on how we can extend our provision. Use this to inform decisions on future clubs and competitions.

Key indicator 5: Increased participation in competitive sport				
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 maximize opportunities for interschool sports competitions.	Buy into local sports cluster competition framework organized by our SGO. Attend as many events as possible and involve the maximum number of pupils at each event. These are almost all planned as virtual competitions due to Covid.	£1260 fees to SGO	All pupils in FS and KS1 taking part in at least one interschool sporting competition during the year. 85% pupils in KS2 taking part in at least one interschool event and an increased number of opportunities overall from last year. School Games Mark Platinum Award achieved.	Continue to discuss maximizing opportunities for interschool sports with SGO and PE leaders from cluster school at termly network meetings.
Ensure all pupils have sufficient high quality resources and equipment to practise and participate in inter and intra school sports competitions	Update and replace sports equipment as required	£539.94 for replacement foldable multi-sport goals £390 for mobile sureshot netball goals £74.32 for other sports equipment, replacement balls etc	All pupils able to access good sports equipment for practising at breaktimes, PE lessons and training for sports events.	Continue to monitor equipment stock with support from teachers and sports coach. Replace and enhance equipment available as required.
To increase opportunities for intraschool sporting competitions	Organise sporting competitions linked to curriculum PE between classes or within classes using School Houses. Continue to organise specific School Sports Days in National Sports Week for both FS/KS1 and KS2.	£700 for replacement gymnastics mats	An increased number of pupils involved in intraschool sporting competitions in Tchoukball, Rounders, Football (Girls and Boys leagues) and athletics.	Sign up to local partnership competition calendar for 2021-22 Introduce new sports plus enter local non-pathway events within our local cluster to maintain traditional sports competitions