

# 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](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. **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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## Details with regard to funding

Please complete the table below.

|   |           |
|---|-----------|
| Total amount carried over from 2019/20  | £1728.48  |
| Total amount allocated for 2020/21  | £17,770   |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £1887.52  |
| Total amount allocated for 2021/22  | £17729.62 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19617.14 |

## 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><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>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 2020.</p> <p>Please see note above</p>  | 97%    |
| <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>  | 90%    |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 77%    |
| <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>   | Yes/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.

| <b>Academic Year:</b> 2020/21  |  | <b>Total fund allocated:</b> £17729.62   |  | <b>Date Updated:</b> 25.7.22 |  |
|--|--|--|--|------------------------------|--|
| <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:<br>£4533.88<br>25.6%   |
| 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 extended opportunities for pupils at break times and lunch times for pupils to be physically active and develop a love of fitness for health and wellbeing, linking to Active 30:30.   |  | Broader range of PE and playground equipment offered to pupils during lunchtime play and golden time as bubble systems ceased. |  | £953.38                      | New sports equipment for pupils allows for a wider variety of choices, leading to more pupils being involved in physical activities for a longer period of time.   |
| All children to engage in 30 minutes of activity within the school day and in lessons (including TeachActive) as part of the Active 30:30 initiative and complete Berkswell Mile at least once per week.                             |  | TA's and Lunchtime PE  |  | £3000                        | Active 30 has become part of the daily ethos of the school with classrooms becoming more active in general. Teachers provide opportunities for children to get up and move around the classroom and make use programs such as Supermovers, Just Dance. They take part in Active Maths, Active English lessons, as well as have |
|  |  | TeachActive  |  | £475                         | Continue to evaluate the impact of TeachActive through pupil and staff voice and encourage the use of the subscription for homework as well as lessons.  |
|  |  | ROSPA play safety  |  | £105.50                      | Reintroduce play leaders to help promote active lunchtimes.<br><br>Reintroduce heat maps on a termly basis.  |

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|  |  |  | more active breaks in between lessons. This is alongside The Berkswell Weekly Mile and more active lunchtimes. Teachers recognise the impact and need for regular active breaks. | Continue to promote active learning and breaks by working with teachers to share and improve what we are providing. |
|--|--|--|--|---|

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| <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: |
|   |  |  |  | £3880                           |
|   |  |  |  | 21.8%                           |

| 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:   |
| A high quality PE curriculum allows the children to develop skills and improve fitness in a range of activities.   | Create Development<br>Primary PE Planning<br>PE equipment  | £495<br>£395<br>As above | High quality PE training through the subscriptions as staff have access to high quality demonstrations in order to teach high quality PE lessons.                 | Continue to maintain the high profile of PE and Sport in school through continuing to provide a wide range of opportunities for pupils throughout the school day, before and after school and by celebrating achievements. |
| To ensure that PE continues to be led effectively at Berkswell through the PE Coordinator and The Competitive Sports Lead working together to ensure the delivery of first quality PE. | Membership SSP:<br>Competitive sports lead and PE lead CPD<br>PB Challenges and Sports Hall Athletics Roadshow | £2040<br>£950            | Profile raised across school due to competition at end of unit.<br><br>Pupils invest in seeing what other year groups have done and becomes a whole school focus. | Ensure intra-house competitions happen at the end of the units through a tracking system.  |
| To achieve the award of the School Games Gold Mark to reflect the opportunities available and for children to be involved. Continue to celebrate and therefore promote                 | Sports Ambassadors in Year 6 – t-shirts.<br>Regular meetings of the council.                                   | £0                       | Sports Ambassador role has been re-established within the school environment and they have  |  |

|   |  |  |   |  |
|---|--|--|---|--|
| <p>sporting success to raise the profile of PE &amp; School Sport and sport in general.</p> <p>Sports Day relaunch to increase opportunities to showcase talents.</p> | <p>Competitions and successes to be celebrated in assemblies and on Twitter.</p> <p>Daily Mile to continue to be embedded across the school.</p> <p>Inter-house activities at the end of every half term.</p> <p>Competitive Sports Lead</p> |  | <p>raised the profile of sports through their roles by helping at sports days, representing the school, writing match reports and been visible during lunchtime play.</p> <p>Achievements have been shared on social media and in celebration assemblies, raising the profile and engagement from pupils across the school.</p> |  |
|---|--|--|---|--|

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                     |   | Percentage of total allocation:<br>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>Staff are confident to teach Real PE sessions, which allows the children to develop skills and improve fitness in a range of activities and pupils are receiving high quality PE lessons.</p> <p>Increased confidence, knowledge and skills of teachers to teach PE &amp; Sport effectively.</p> | <p>Real PE team teach training for all staff</p> <p>Extra training identified for the needs of specific staff.</p> | <p>£0</p> <p>£0</p> | <p>Staff are now more confident in their delivery of the sessions or are now confident that their teaching is high quality.</p> | <p>Continue to monitor staff confidence through feedback termly, including observations and staff voice.</p> |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                     |   | Percentage of total allocation:<br>£3951.08<br>22.3%   |

| 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>Children continue to be encouraged to take part in regular physical and sporting activity by providing a wide range of experiences through competition, extra-curricular clubs, and assemblies.</p> <p>Continue aim of at least 85% of children taking part in at least one extracurricular club.</p> <p>All pupils to have the opportunity to explore and take part in a wide range of physical and sporting activities as part of an active lifestyle. Children aware of the impact on their physical and mental wellbeing.</p> <p>Additional achievements:</p> | <p>PB Challenges and Sports Hall Athletics Roadshow</p> <p>Basketball club<br/>Tennis club<br/>Girl's Football<br/>Rounder's<br/>Netball</p> <p>Provide further opportunities for Physical and sporting activities to be offered to different year groups during the school day to increase a wider range of experiences as part of an active lifestyle.<br/>Opportunities include: swimming, bike ability, cricket coaching, rugby, cheerleading, year 4 and 5 swimming.</p> | <p>Transport to challenges:<br/>£1470</p> <p>£595<br/>TBC<br/>£620.08</p> <p>Catch up Swimming: £825<br/>Swimming<br/>Transport: £441</p> | <p>The Personal Best Challenge was run for KS2 with all children displaying high levels of motivation and enthusiasm to do their best. Results were shared with each class and children were able to see how they had each improved.</p> | <p>Continue to give pupils wide range of club choices and encourage less active pupil to participate by offering club at different times eg. Before/after school and during lunch times.</p> <p>Promotion of clubs during whole school assemblies.</p> <p>Use of Sports Notice Board to promote throughout the year.</p> <p>Continue to ensure we provide catch up opportunities for those pupils not reaching national curriculum levels.</p> |

| Key indicator 5: Increased participation in competitive sport  |   |                      |  | Percentage of total allocation:  |
|--|---|----------------------|--|--|
|  |   |                      |  | £4800  |
|  |   |                      |  | 27.1%  |
| 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 maintain the number of opportunities for children to take part in competitive sport by providing access to a range of level 1 and level 2 competitions to broaden their experiences and levels within different sports to enable them to find their talents and interest and encourage their confidence and resilience. | Ensure a series of whole school Level 1 (Intra) competitions are run.<br>Maintain the number of opportunities for children to take part in competitive sport by providing access to a range of level 2 (inter) competition. |                      | Opportunity to represent their school and experience high quality coaching. Record of pupil participation kept throughout the year and centrally logged. Use of school website including Twitter feed to celebrate school participation and rankings within tournaments. School Participation in regional events supports wider ethos and community association with Berkswell as an ambassador for sport. Stickers and ribbon for trophy to encourage celebration of participation of the day and encourage a positive attitude. Resulted in 100% of KS2 and Year 2 children having the opportunity and who took part in either a PB event, Festival, competition or competitive league. Children enjoy and achieve in physical activity, sport and PE. | Continue to enter competitions and encourage staff to participate.<br><br>Staff who support professional coaches will become upskilled in match/ tournament techniques and knowledge.  |
| Attend competitions available through enhanced membership of SSP Package and Sports Affiliation.   | Covered within Competitive Sport Lead salary  | £4000                |  | Continue maintaining the number of opportunities for children to take part in competitive sport by providing access to a range of level 1 and level 2 (inter) competition to keep them physically healthy, maintain a healthy mind and develop resilience. |
| Increase the number of competitive opportunities during Sports Day for all children to access.   | Enhanced SSP Membership<br><br>School Football Team, coaching and competition   | As above<br><br>£800 |  | Continue to hold sports day each year and display winners on notice board, in assemblies and through use of sticker and trophy.  |



|                 |                     |
|-----------------|---------------------|
| Signed off by   |                     |
| Head Teacher:   | Mr Tracy Drew       |
| Date:           | 15.09.22            |
| Subject Leader: | Andie Price         |
| Date:           | 25.7.22             |
| Governor:       | Mrs Selina Forsythe |
| Date:           | 15.09.22            |