

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Leeds and Broomfield Primary School
2020-2021

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 2020** 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 2020. 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New PE Leader from March 2020 • Implementation of Greenacre PE scheme of works • TLS partnership – CPD and curriculum support 	<ul style="list-style-type: none"> • Focus on inter-school competition • Raise the profile of ALL children participating in ASPIRE cup held every two terms • Increase participation in physical activity with less active children • Develop extra-curricular activities through lunchtime and after school clubs in partnership with PE HQ • Employment of 'Physical Activity Development Lead' to develop active intervention to impact on whole school improvement. <p>Roll over funding from academic year 2019 – 2020 to be used to pay for Amy C – HQ PE intervention plus resources and top swimming (indicator 1/5) Funding this academic year (majority) to be used on Active leaders across ASPIRE federation – to raise attainment and progress of children by engaging in active learning, (maths / English / write dance / BEAM), indicator 2)</p>

Meeting national curriculum requirements for swimming and water safety.	Covid restrictions in place. Sep 21 swimming to start again Y3/4 and Y6 catch up.
<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>	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	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.

Academic Year: 2020/21		Total fund allocated: £16,000 (+£10 per child) Plus roll over £4,762.50		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
Intent	Implementation		Impact		20%
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:
Whole school focus on ALL children being physically active for at least 30 mins every day. Regular physical activity to increase alertness and the positive impact upon health and wellbeing	<ul style="list-style-type: none">Continue to implement whole school daily exercise, mile of the dayTermly challenges (skipping, catching, jumping etc) suggestions from children after first challengePlayleader trainingBikeability trainingRoad safety training	Part of Amy HQ £2,437.50	Dec 20 - Pupils take part in the daily mile. Active lunch times – hockey / tennis. March 21 - Virtual – pre-recorded and Life PE sessions. Provided by HQ PE through google classroom platform. Pupils really engaged with these lessons – kept pupils active during lockdown.		July 21 To continue: Daily Mile Challenges – led by PE lead Bike ability training to begin after covid year
Increase daily physical activity for less active children to promote the importance of leading a healthy and active lifestyle	<ul style="list-style-type: none">Development of active learning opportunities across curriculum (active maths etc)Use of data to identify who we need to develop activity levelsIdentify children who are not	Part of Amy HQ £2,437.50 Active Maths £500	Dec 20 – PE is now assessed. Pupils are identified and next steps put in place. March 21 - Virtual – pre-recorded and Life PE sessions. Provided by HQ PE through google classroom		Continue with survey in Sep – what would children like on the playground? Look at who is not active – how can we engage them? Act on Survey in Sep 21.

	<p>engaging in after school activities and invite directly to after school clubs and engage with parents</p> <ul style="list-style-type: none"> Lunch time club run by AC – HQ PE 	<p>Aspire Active Lead ET £3000</p>	<p>platform. Pupils really engaged with these lessons – kept pupils active during lockdown. Use of active maths.</p> <p>HQ PE – Y5/6 engaged in speed stackers competition – engaged all pupils. Improved concentration and fine motor control.</p> <p>Provision Maps – showing groups of pupils and progress made towards small steps progress.</p>	<p>Look at lunch time clubs.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	40
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:
Whole school collaborative approach to raise the profile of PESSPA across the school	<ul style="list-style-type: none"> Sports lead in each school – HOS – CK Platts Heath Each class to have PE book to evidence progression in PE – show planning/success criteria for term, pictures, pupil voice School website to be kept up to date with PE information PE board in school showing 	Time for HoS to make this happen. 3*day at £250.	<p>Dec 20 – Sports Lead started on 4th dec due to COVID restrictions. To be in place by Jan 2021 and embedded through term ¾.</p> <p>PE board updated regularly with achievements – shared in weekly newsletter.</p> <p>Mar 21 All schools have a PE board – which shows pupils</p>	<p>PE board up and running – photos taken and stored electronically.</p> <p>PE active lead has been advertised to hopefully have someone in post to support active interventions.</p> <p>PE lead to be released in 21-22 to support active lead.</p>

	PE values, what children are learning, interactive with children with ideas for clubs etc.		progress in learning / development of fundamental key skills. Pupils enjoying celebrating each others and their own achievements. PE is a tool used for school improvement – builds self-esteem and self-confidence.	
EYFS focus on the development of fine and gross motor skills through targeted programmes, aiding their development of transferable skills through the curriculum and progression through school.	<ul style="list-style-type: none"> All Reception/Year 1 children to access BEAM/Sensory Circuits in terms 2,3,4 giving opportunity to identify any additional needs and referral to occupational therapy. 	£75 BEAM £100 Write Dance and resources	BEAM used across school as an assessment tool and then a programme put in place to support pupils fundamentals and development. Aspire active leaders role. Pupils developing core muscles groups – enables them to stay focused / write for longer.	BEAM and write dance resources purchased and both schemes running successfully at school. To continue in Sep 21.
Engagement with physical activities to contribute towards whole school improvement by engaging children across the curriculum positively impacting behaviour and attainment	<ul style="list-style-type: none"> Active maths Participation in ASPIRE Cup Sports Week to promote leading healthy and active lifestyle, raising profile of PE and sport through various curriculum subjects 	Part of new Active leaders role – £3000	Provision Maps – showing groups of pupils and progress made towards small steps progress.	New active leader role to continue in Sep 21. Great level of impact 0 on PP plans. Active learning phonics / active maths.
Development of cross curricular skills through PE – leadership. Resilience, determination, team work	<ul style="list-style-type: none"> Children to engage in peer assessment developing use of key words and correct terms within PE Children to develop self-assessment through personal Healthy Living Journal to be completed termly 	Part of new Active leaders role - £3000		New active leader role to continue in Sep 21. Great level of impact 0 on PP plans. Active learning phonics / active maths.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	9
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 improve the overall leadership and management of the delivery of the physical education curriculum within school, to enable the PE lead to support and upskill other colleagues in teaching the physical education	<ul style="list-style-type: none"> PE Subject Lead to complete Level 5/6 Award in Primary School Physical Education Subject Leadership 	5 days supply - CK- HoS to support. 2 days supply £500	Dec 20 – PE deep dive has been completed by FS across the federation. Rolling record with strengths and actions have been sent. L&B working well.	Continue to mentor PE lead as have not had a full year.
Increase confidence, knowledge and skills of all staff in teaching and supporting PE to promote the positive progress of all children	<ul style="list-style-type: none"> PE Lead and FS to monitor quality of PE lessons PE Lead and FS to monitor effective use of Greenacre Scheme of work Audit of teaching staff confidence and knowledge PE Lead to implement and monitor effective assessment of children Purchase staff PE t-shirt and fleece 	6 days supply CK and HoS £1000	Dec 20 – FS to work with CK when she returns at the end of Jan 2021.	Continue to mentor PE lead as have not had a full lead.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	11
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:
Additional achievements: Provide a broad range of sports and activities to engage all pupils within school ensuring focus upon less active and different groups (SEN, GRT, PP)	<ul style="list-style-type: none"> Amy from PE HQ to provide lunchtime, intervention and after school clubs Employment of whole school coach to provide lunchtime, intervention and after school clubs Audit of existing equipment, replace any broken equipment, buy equipment needed to match PE SOW Contribution towards minibus 	£2437.50	<p>Dec 20 – Amy HQ has been in. Completing speed stacking with badger's class to develop fine motor and co-ordination. Intra competition organised between the four federation schools. Continue in Jan 2021.</p> <p>March 21 Virtual – pre-recorded and Life PE sessions. Provided by HQ PE through google classroom platform. Pupils really engaged with these lessons – kept pupils active during lockdown. Use of active maths.</p>	Active lead – continue to run interventions as PE HQ ending.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20
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 raise participation in competitive sport ensuring that all groups of children have the same opportunities ALL children given the opportunity to represent their school in inter school competitive sport	<ul style="list-style-type: none"> ALL children to participate in ASPIRE cup Actively promote and engage children in inter school sports competitions 	CK supply time – 3 days – ASPIRE cup £500	Dec 20 – To continue Jan 2021 – Speed stacking and athletics has taken part intra league between the four federation schools. March 21 - Many challenges given including the rainbow challenge to increase social skills and work on fundamentals when returning after lockdown March 21. Impact pupils develop those social skills / build up stamina of fitness ready for T5 curriculum.	To continue and raise profile of competition through ASPIRE cup and now out of Covid. PE lead to lead.

Signed off by	
Head Teacher:	F.Steer
Date:	Sep 2020 (Updated March 2021) Review July 21
Subject Leader:	Claire Killick / F. Steer
Date:	07/07/21
Governor:	
Date:	