

# 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



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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	
Total amount allocated for 2020/21	£18,460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,334
Total amount allocated for 2021/22	£18,380 (+ £3,334 carry over)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,924

**BBC National News piece: PE & School Sports Premium Funding**

In May last year we were invited to appear on BBC national news as an exemplar school for a piece surrounding the sustainable impact of the PE and Sports Premium 2020/21. We honoured to share the work of our staff team and particularly excited to showcase the wealth of physically active opportunities in which our pupils can access on a weekly basis. Please see the link below for the piece.

<https://www.youtube.com/watch?v=kLrK3JyYqjk>

**Active Bradford – Finalist for A**

**Creating Active Schools (CAS) project work -**

We have recently had a member of staff appointed in an SLE capacity to form part of a select group of specialists to support other schools to embed physical activity across the school day. The CAS Framework, is a research based profiling, planning and training resource to create sustainable impact. Please see the link below for a video which features some of our work.

<https://www.creatingactiveschools.org/#video>

**Physically Active Enrichment-**

Since introducing whole school active enrichment our pupils have been able to access a range of physical activities. Every Friday afternoon our children are able to select an exciting physical activity to take part in. Some of the opportunities include; cycling, scooting, archery, nature walks on the beck, team building games, traversing, golf, judo and fencing

**Nature Friendly Schools Project-** As a school dedicated to supporting our most vulnerable through exciting outdoor learning experiences, last year we were able to work closely with Nature Friendly Schools. This allowed our staff team to access expert advice on how to support pupil physical and emotional wellbeing through the use of the natural world. Accessing funding and expert advice we were able to spectacularly transform our underused green space as well as access bespoke training from organisations such as the field studies council, young minds and the sensory trust. Please see the link below for more details.

<https://www.naturefriendlyschools.co.uk/>

### **Woodland Trust - Live CPD event on Youtube 'Is education failing our young people and the natural world?'**

As a school who is proud and celebrates our commitment to outdoor learning, we were invited by the WildLife Trust to contribute to a CPD event surrounding the huge benefits of learning beyond the classroom. Our contribution enabled us to be part of a live discussion with over 20,000 views. We were then able to arrange a visit for the Trust Ambassador Dr Amir Khan who agreed to attend and formally open our newly developed outdoor learning space.

<https://www.youtube.com/watch?v=oy4biQ2m3V4&t=1793s>

### **Forest School Development-**

Our dedicated approach to Forest School continues to gain momentum particularly in terms of our outdoor learning spaces. We are immensely proud of how we use this aspect of our provision to support our most vulnerable. We currently offer 6 hours a week in which 4 groups receive 1.5 hour weekly sessions each. Opportunities such as tool work, fire lighting, cooking, orienteering and nature walks in the local community are all experiences in which children can access on a weekly basis. Please take a look at our dedicated PE and Outdoor Learning Twitter account [@PEChurchPrim1](#)

### **Bradford Birth to 19 PE & School Sport Premium Project - funded by Sport England**

A member of our team successfully applied to become an identified PE SLE working on behalf of Bradford birth to 19 teaching schools. This project enabled our school to support a number of other Yorkshire based schools looking at how best to develop their PESSPA policy and provision in line with the ring fenced funding.

### **Yorkshire Sport Foundation PE Conference-**

Last year we were invited to share a case study of work surrounding PESSPA. This was again a very proud moment as we were able to share our experiences, successes and challenges with schools across the county. Being able to have links to active partners such as Yorkshire Sport has allowed our approach to improve in line with excellent support and national guidance. Please see the link below for our CPD workshop contribution,

<https://www.loom.com/share/48eee7da0396452b91ddaf414c30f42e>

### **PE in Education -With The Football Association**

Through our commitment to sharing our approach to curriculum Physical Education, we were invited to contribute to a CPD event with FA's PE in Education team, entitled PE priorities for 2020/21. We felt incredibly privileged to contribute to the session focusing on all things PE after the pandemic struck .

[https://youtu.be/e5Vlq\\_zLyqE](https://youtu.be/e5Vlq_zLyqE)

### **Articles AfPE -**

Last year we put together two separate journal articles for the AfPE journal 'PE matters' & 'Policy matters. Our focus on how we used PESSPA as a response to the Covid-19 pandemic and our determination to support our key worker pupils throughout the first phase of the pandemic. The respective articles were published and shared with primary school settings nationally.

### Active Bradford - Covid Champions-

During the academic year 2020/21 we were shortlisted after producing a case study of our PESSPA through lockdown. We were very pleased to receive our status as Active Bradford Covid Champions.

## 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>Pupils in our current year 6 will be receiving a term block of lessons in Summer term 2022</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>	<p>Pupils in year 4 are receiving one lesson per week for the full academic year. Progress will be recorded in summer term 2</p> <p>TBC %</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>Please see note above</p>	<p>TBC %</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>TBC %</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</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

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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: %6
<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:	
Each class to receive a dedicated playtime equipment pack	Source robust equipment which can be used in a variety of ways to support play/engagement during out of class hours	£1100 (£100 x 11 classes)	Equipment is well used and play levels have significantly increased	Staff members are encouraged to engage in play and model physically active habits through staff meeting agendas. Equipment packs are maintained and additionally funding set aside to update/renew tired equipment.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 22%
<b>Inten t</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:	



<p>Our approach to whole school Friday 'Physically Active Enrichment' continue to ensure as a school we do not become complacent and develop the offer creating further opportunities for pupils to enjoy PA and develop their physical literacy</p>	<p>Monitor which opportunities each class access weekly. Identify new PA based activities which are limited in their planning/organizing to keep staff 'buy in' high. Celebrate our approach on social media with parents and national partners</p>	<p>£1500</p>	<p>Pupils are able to access opportunities which may be limited beyond the school day. Pupils are able to finish their school week positively. Teaching and support staff regularly model good physically active behaviours</p>	<p>Review options available to pupils to ensure that the experiences don't become stale. Invest in new resources to keep the offer purposeful and exciting. Encourage the use of the local green space more frequently</p>
<p>Swimming Top Lessons Pupils to attend swimming lessons in order to have the opportunity to develop water confidence or meet national curriculum aims prior to leaving for secondary education</p>	<p>Identify the provider. Organise staffing and transport</p>	<p>£ 2500</p>		

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>19%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Identify high quality support in the form of a suitable PE scheme of work which consists of modern approaches to purposeful and inclusive physical education. Ensure that face to face CPD is available to support the staff team in their development</p>	<p>Sample the scheme to ascertain it's quality. Arrange CPD to introduce the scheme and it's features</p>	<p>£1500</p>	<p>Beginning academic year 2022/23 PE will form part of the teaching staff development agenda. Training will commence in line with the recently purchased scheme and supporting materials. This will enable a consistent approach across the teaching staff team</p>	

Identify high quality Dance curriculum support. Introduce a Dance unit into the curriculum which makes cross curricular links with a particular focus on international cultures	Speak to quality assured educational providers to look into deliver/cost/time frame. Work with Curriculum lead in school to identify themes which link to year groups focuses.	£2,000	Ensuring our PE curriculum design is broad and balanced. CPD for teaching staff regarding planning and sequencing. Supporting knowledge surrounding religions and cultures. linking to Geography, PSHE & Re
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 25%

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?:
Whole School Class Visits to Nell Bank Outdoor Education Centre.  Curriculum linked outdoor educational visits for all classes	Calculate the residential cost 3 days for whole year 4 + adults Speak to curriculum lead to ensure appropriate links are made to the wider curriculum	£2818.00 (£72.00 per person) TBC  £3326.00  (£1 per adult and £14 per child)	
Jujitsu Lessons for Year 6 pupils in order to achieve grading at white belt. The focus will be on discipline and respect supporting transition to high school	Identify & quality assure provider. Pupils will attend a block of lessons to enable them to successfully perform jujitsu syllabus during a grading ceremony	£840 (3 x 7 week blocks @ £40 p/h)	
Fencing lessons for identified pupils inactive/SEMH. Identify most vulnerable pupils & SEMH as focus	Identify & quality assure provider. Work with teachers, SLT & SENCO to identify pupils who would	£840 (3 x 7 week blocks @ £40 p/h)	

<p>groups to attend.</p> <p>(Linked to KI1)</p> <p>Further develop our Physically Active Enrichment offer to broaden the physical activities &amp; sporting opportunities our pupils access.</p> <p>Form an agenda with school lead to discuss with councillors what activities they would like to see as part of Enrichment</p>	<p>benefit the most</p> <p>Identify &amp; invest in new resources including expansion of our Bike fleet &amp; PPE , traditional and non-traditional modified sporting activity equipment. Develop practice examples to support teacher delivery.</p> <p>Termly meetings with school council to address our Active Enrichment Activity offer.</p>	<p>See KI1</p>	<p>Staff members will be experience regular to access a range of sporting and physical activity based opportunities. This will support familiarity, confidence and competence when organising and delivering. Pupils will receive a greater level of positive early experiences in relation to PESSPA</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Work with BDAT/ school games organisers to identify mass participation events and competitions. Consider PE leads competition time to host occasional events/fixtures	Discuss hosting regular events at the local high school or on our site as a community asset, Use school and partner school mini bus to transport competing schools.	£ 1,500	A calendar with more regular opportunities which is local/walking distance. This will support capacity in terms of staffing and would allow for higher levels of participation	

Total provisional spend: £17,924	
Remaining funding: £396 (+ £3,334 carry over) = <b>£3,730</b>	
Signed off by	
Head Teacher:	Chris Tolson
Date:	
Subject Leader:	Niall O'Brien
Date:	Reviewed 7/02/21
Governor:	
Date:	