



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised May 2021

Commissioned by the
Department for Education
Created by



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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Key improvements have been made to the playground to support an increase in physical activity. We have a Daily Mile track that all children use each day to work towards achieving the 30 minutes a day of physical activity. • We have an orienteering track that has been set up around the perimeter of the school to support the teaching of Outdoor Adventurous Activity (OAA) in KS2. • We have purchased skipping ropes for each bubble to support active playtimes. • New equipment has been purchased to support the teaching of PE and sport such as netball and gymnastics. • EYFS have enrolled on a year of Real PE which has seen an increase in their physical development data. • 78% of Reception pupils achieved Expected in Moving and Handling at the end of their reception year. 8% achieved Exceeding at the end of their reception year. 96% of pupils made accelerated progress in physical development. • EYFS have been doing Bike Ability lessons during the summer term and this has had a positive impact on physical development. • Throughout lockdown, we have held virtual sports weeks to increase physical activity. • Target fitness groups have been set up since lockdown to increase physical activity. • A focus during PE and PSHE lessons has been on mental health and ways to support your mental health. • Our dance teacher has continued his work from last year and has taught a 	<ul style="list-style-type: none"> • Continue to raise the profile of the Daily Mile by introducing half termly competitions and challenges. • Adapt next year's long-term plan so every class can take part in a half term's teaching of OAA in KS2. • Deliver staff CPD on teaching high quality OAA. • Purchase more skipping ropes to increase the amount of physical activity throughout the day. • Get specialised coaches in to teach a range of sports next year. • Get after school sports clubs back up and running for all children (use the eHNA pupil survey for their interests) • Children to begin to attend sports competitions again and to increase the number of participants as the year progresses (including those with SEND) • Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours. • Further use Sports Premium to enhance children's mental health and well-being. • Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports. • Continued investment in resources for after school clubs. Maintain a good level of high-quality equipment whilst

<p>different unit for each year group. This supports staff CPD for future planning.</p> <ul style="list-style-type: none"> • Fantastically organised sports day where all children take part in a non-competitive and competitive fashion. 	<p>broadening the resources so we can offer a wider range of sports.</p> <ul style="list-style-type: none"> • Continued staff training and awareness of high-quality P.E teaching. • Continued staff training in facilitating active playtimes and purchase of further resources to support this. • Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. • To start school swimming for Y5 in the autumn term and target specific children for further top up sessions. • To begin Cross-Trust sporting fixtures for a range of sports and activities throughout the year.
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 £10,076.74.

+ Total amount for this academic year 2020/2021 £10, 797.76

= Total to be spent by 31st July 2022 £10,797.76

<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 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 2021.</p> <p>Please see note above.</p>	47%
<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>	42%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	44%
<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 due to COVID

Due to COVID-19, our swimming data has dropped since last year due to closure of swimming pools. We will use a high proportion of next year's funding to support missed learning.

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: £20,020 + £10,076.74 = £30,096.74		Date Updated: 8.7.21	
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					Percentage of total allocation: 14%
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?	
To increase the number of children taking part in the Daily Mile.	<p>To create a Daily Mile track around the classroom using playground markings (Nov 20)</p> <p>To introduce the Daily Mile to Year 2 in the summer term</p> <p>Register with Youth Sports Trust for Daily Mile resources [Sept 20]</p> <p>Set termly challenges for each year group to enhance motivation (run to a specific country etc.)</p>		£1,431	<ul style="list-style-type: none"> Children take part in timetabled Daily Mile at least 2x a week (on the days when they do not have PE). Children have a painted route to follow on the playground – which helps them keep track of the number of laps they have run. Year 2 now take part in the Daily Mile as they have been trained in the summer term. Children now understand the importance of pacing themselves around the track and showing perseverance. Termly challenges have enabled children and staff to keep motivated throughout the year. 	
				<ul style="list-style-type: none"> Continue to raise the profile of the Daily Mile in the autumn term. Set half termly challenges for the most active class (awarded a class trophy) Use the Daily Mile track for cross-country training to support children in the competitions. Target the less active and they can complete the Daily Mile at different times to the whole class. 	

			<ul style="list-style-type: none"> Children have been identified for next year's cross-country competitions. 	
Establish active play during break times and lunchtimes	<p>To purchase skipping ropes for each class bubble and adults on break duty to promote skipping games</p> <p>Gather skipping resources for support staff to use at break times.</p> <p>Adults to identify the least active and use PE equipment to play games and practise their Real PE skills.</p>	£1,768	<ul style="list-style-type: none"> Each class bubble has a set of skipping ropes to promote physical activity at break times. In the autumn term, 23% of pupils could skip across the school, but now it is up to 56%. It has increased children's perseverance levels and formed new friendships. 	<ul style="list-style-type: none"> Continue to promote skipping at play times. Purchase longer skipping ropes for each class so they can take part in group skips. Have a 'skipping day' next year where the whole school will skip and learn new skills and routines.
Provide targeted activities to engage and support the least active pupils	<p>During the first term, class teachers to monitor which children are the least active and report the Head of PE.</p> <p>In addition, teaching assistant to target physical activity games during playtimes.</p>	£1,000 (resources)	<ul style="list-style-type: none"> Children take part in a baseline fitness assessment, and this is measured on a termly basis. Results show that children's stamina, strength, and flexibility. The leader will liaise with class teachers to tell them their progress and if any new members need adding. 	<ul style="list-style-type: none"> To use the Daily Mile track more to promote aerobic fitness and stamina. To purchase new equipment of their choice to increase motivation and enjoyment. To invite these children to compete in school competitions next year.

Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary	When it is safe to do, using the pupil survey data, new physical activity clubs will be set up as well as different engaging sports		<p>Due to Covid, we have not been able to run any after school sports clubs.</p> <p>The money will be brought forward into next year's budget</p>	
Educate children in the value and benefits of a healthy active lifestyle.	Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness, and well-being		<ul style="list-style-type: none"> • During PE lessons, children are educated about the importance of leading healthy lifestyles. • Data from the eHNA pupil survey showed that 93% of pupils say that teachers support our wellbeing, 89% of pupils say there is at least one adult that cares about their wellbeing and 98% of pupils say that all adults are there to look after them and keep them safe and happy (eHNA survey 2021) • Each year group have had a PSHE unit around 'Healthy Me' which has educated the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health. 	<ul style="list-style-type: none"> • During the autumn term, organise workshops for KS2 around well-being and leading a healthy life. • Look closely at the eHNA survey and increase the percentage of children who are active for 30 minutes a day in school. • Introduce further opportunities for pupils to be physically active throughout the school day.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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:
Create an orienteering route around the school playground	Enrich will create a digitalised school map and provide fittings that will be secured around school. Two schemes of work will be provided for the teachers to use during orienteering lessons. Compasses will be provided too.	£2,500	<ul style="list-style-type: none"> Year 6 have trialled the new orienteering track and now understand how to orientate a map, use a compass, and began to develop leadership skills. Children's understanding of reading maps have increased which has supported cross-curricular learning in geography. 	<ul style="list-style-type: none"> To ensure each year group in KS2 have one unit of OAA planned into the PE curriculum. EYFS and KS1 to be introduced to the phonics OAA track to support their learning of sounds. To deliver staff CPD on using the OAA track and what the scheme offers.
Provide children with mental health workshops, activities, and support for ALL pupils.	<p>Organise mental health workshops (virtually), for KS2 pupils.</p> <p>Identify those pupils who need extra support for targeted sessions</p> <p>Organise mental health days for ALL pupils (complete activities and gather evidence towards the Carnegie Mental Health Award)</p>	£1,200	<ul style="list-style-type: none"> We held 'Yellow Day' to support children's mental health charity 'Young Minds' Children took part in a range of activities to promote positive mental health (physical activity, arts & crafts and personal challenges) Due to Covid we have not been able to hold workshops 	<ul style="list-style-type: none"> To ensure CAHMS deliver pupil workshops throughout the year on self-esteem, self-worth, exam stress and body changes. To ensure learning mentors are in the sessions for CPD purposes.

Embed physical activity into the school day through active travel to and from school, active breaks, and active lessons/teaching	Encourage pupils to walk/cycle to school Encourage all staff to include active lessons in other subjects Meet with all lunch time supervisors/Teaching Assistants to explain active breaks (skipping etc)		<ul style="list-style-type: none"> 59% of year 5 and 65% of year 6 walk to school. 10% of year 5 and Year 6 pupils come to school on a scooter or bike. Skipping has been popular amongst the whole school as a way of increasing daily physical activity. 	<ul style="list-style-type: none"> To collect data from the whole school and put in new strategies to increase the percentages of active travel. To introduce new activities to promote physical activity at lunch times (dodgeball, multi-sports and climbing)
Enable KS2 pupils to take on sports leadership roles to promote physical activity within KS1	During the Spring and Summer Term, identify Sports' Leaders to help lead the Daily Mile and skipping games to promote physical activity		<p>Due to Covid we have not been able to have children mixing bubbles.</p> <ul style="list-style-type: none"> Introduce sports leaders as part of the school council next year to promote physical activity at break times, help with after-school clubs and intra-competitions. 	
Introduce Real Gym into the PE curriculum	PE lead to deliver a staff meeting showing all staff Real Gym. Introduce 'Must-Knows' for the unit so teachers are aware of key vocabulary that they will share with their pupils.	£500 annual subscription to Real PE	<ul style="list-style-type: none"> Each year group has taught at least one unit of gymnastics. Children's knowledge around specific gym vocabulary has improved (pupil voice interviews) 	<ul style="list-style-type: none"> Purchase new gymnastics equipment (large apparatus) to support the teaching of gymnastics. Provide CPD to new staff at school.
Create PE displays around the school	PE lead to create a display in the hall and in the corridors displaying each year groups' 'Must-Knows' and end of Key-Stage expectations		<ul style="list-style-type: none"> There is a PE display in the corridor showing the 'Must-Knows' for each year group for children to refer to when they're walking down the corridors each day. This has helped them to retain key vocabulary and information for their 	<ul style="list-style-type: none"> To ensure 'Must-Knows' are reinforced every lesson and back in the classroom. To ensure 'Must-Knows' are on each class' Seesaw at the beginning of each half term and referred to before each lesson (lesson visits)

			lessons.	
PE resources purchased for nursery and reception (EYFS)	EYFS lead to create a list of resources needed to enhance personal development in their cohort	£1,500	<ul style="list-style-type: none"> 96% of pupils made accelerated progress in physical development. 78% of Reception pupils achieved Expected in Moving and Handling at the end of their reception year 	<ul style="list-style-type: none"> To continue to monitor the impact this is having on physical development. To liaise with the EYFS lead on improvements that could be made further to their provision.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
Provide staff with professional development mentoring, training, and resources to help them teach PE and sport more effectively.	<p>Autumn 1- staff meeting showing how to teach PE using Real PE (assessment). PE shadow to attend Real PE 3-day training</p> <p>Spring 1 – staff meeting on linking Real PE and school sport</p>	£500	<ul style="list-style-type: none"> Both staff meetings were filmed using IRIS for teachers to refer to throughout the year. Staff survey results show that staff confidence has increased in teaching PE from 29% saying that they were competent teaching Real PE in the autumn term to 66% competent in the summer term 	<ul style="list-style-type: none"> CPD to be led by the PE lead for new staff in the autumn term. Staff surveys to be carried out in the autumn term for baseline data. PE lead to work with the least confident throughout the year and pair them up with more competent staff.

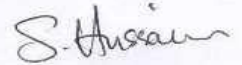
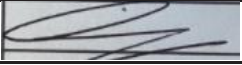
Increase staff's knowledge and understanding around planning a unit of dance and assessing against the skills document.	Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance	£4,500	<ul style="list-style-type: none"> Each year group have had one half term of quality dance teaching. Dance planning saved on the school system for future reference. 	<ul style="list-style-type: none"> Dance teacher to teach a different unit of work, to build banks of planning for the future. Real PE to deliver staff training for a refresher (autumn term).
Increase staff's confidence in teaching PE	Teachers who need extra support, the PE lead will team teach a lesson each half term. Continue to embed RealPE scheme within school through deliver of weekly PE lessons & ongoing purchase of online learning platform – Jasmine Active.	£495	<ul style="list-style-type: none"> Throughout the year, the PE lead has team-taught PE lessons with the least experienced which has had a positive impact on teacher's confidence (staff survey) Staff are now confident at using the Real PE software and understand the philosophy behind it. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				48%
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>Introduce new sports/activities on offer for all children using the 'Pupil-Voice' survey</p>	<p>Pupils to complete the survey in the Autumn term and the PE lead to organise the implementation.</p> <p>Invite specialist sports coaches in to deliver sports and activities for ALL pupils</p>	<p>£2,000</p>	<ul style="list-style-type: none"> • Before school closures, we introduced new activities such as boccia and dodgeball. • Sports coaches have delivered new activities for the children which have included boccia, multi-sports, cycling and athletics. • Pupil engagement levels significantly increased as well as enjoyment (see survey data) 	<ul style="list-style-type: none"> • Using the eHNA survey results, hire specialised sports coaches to deliver new sports and activities for the pupils.
<p>Purchase an outdoor PA system (summer term)</p>	<p>Purchase an outdoor PA system to deliver whole school fitness initiatives such as Wake Up Shake Up and H.I.I.T sessions</p>	<p>£2000</p>	<ul style="list-style-type: none"> • During the summer term at break times, children are engaged in 3 x a week Wake up Shake up and for KS2 H.I.I.T training. • This has had a positive impact on both physical activity levels and a reduction in behaviour. 	<ul style="list-style-type: none"> • Devise a timetable for the upcoming year to provide a range of physical activity initiatives for the whole school including EYFS.
<p>Liaise & maintain links with external/local sport organisations to provide a variety of extra-curricular activities.</p>	<p>In the Spring Term, invite KS2 pupils to Queens Tennis club for coaching</p> <p>Invite sports coaches in from the local cricket teams to deliver a block of coaching</p>	<p>£500</p> <p>£250</p>	<p>Due to Covid we have not been able to attend the Queen's Tennis club.</p> <p>Due to Covid we have not been able to have coaches in school.</p>	<ul style="list-style-type: none"> • After school sports clubs to start again from September • Coaches to be invited in from September to deliver cricket training to prepare our children for competition. • Queen's club to start

				again in the Spring Term to get the children ready for competitions.
Resources to be purchased for break times and PE lessons	Complete an audit to see what we need and ensure it is kept safe in the PE container. PE lead to monitor the resource cupboard on a termly basis.	£5,000	<ul style="list-style-type: none"> Audit was carried out in the autumn term and new equipment was purchased for class bubbles to use to increase physical activity during break times. PE lessons have been enhanced considerably with children having more resources to support their physical development. 	<ul style="list-style-type: none"> Gymnastics equipment to be purchased in the autumn term. Using the eHNA survey, new resources to be purchased for new activities (see survey results).
Forest School improvements	To make necessary changes to Forest School to improve their facility to ensure all pupils can attend.	£600	<ul style="list-style-type: none"> More children being able to access Forest School and take part in a range of activities which include OAA, map skills, problem solving and developing their teamwork. 	<ul style="list-style-type: none"> Continue to use Forest School throughout the year for all pupils including EYFS. Monitor the impact it is having in other subjects.
Playground improvements	Using the pupil voice survey, improve parts of playground to increase the opportunities for all pupils to be physically active and engaged in sport.	£4,000	<ul style="list-style-type: none"> More children being active than previous years (see survey results). More range of choice for pupils at lunch and break times. 	<ul style="list-style-type: none"> Use pupil survey results to adapt anything to the playground to help increase physical activity levels. Introduce lunch time competitions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Increase pupils' participation in the School Games	When it is safe to do so, invite children who have never competed for the school to engage in competitive sport.	Brooksbank School Games Partnership membership - £250	Due to Covid we have not been able to compete against other schools in the cluster	<ul style="list-style-type: none"> We have registered to be part of the School Games for the next academic year. We will take part in as many sporting competitions as possible and target the least active, SEND and those who have not had the opportunity to represent the school.
Organise sporting competitions within school & across our cluster.	Each term, organise competitions within each class bubble (football, netball, athletics, tag-rugby and cricket).		<ul style="list-style-type: none"> We have held class competitions within bubbles this year which have included netball, football, tag-rugby and cricket. 	<ul style="list-style-type: none"> To have an intra-school competition each term (Autumn Term – netball, Spring Term football and Summer Term cricket) To start back competing against Dean Field (Trust

				school) on a termly calendar in a range of sports.
Sports Day	In the Summer Term we will organise a sports day for each year group bubble. They will compete against other children in their class and year group.	£100	<ul style="list-style-type: none"> Sports day was a huge success where children competed as a class in their year group. Children took part in a range of activities on a carousal format and winning classes were announced on Seesaw. 	<ul style="list-style-type: none"> To organise a cross Trust Sports Day again To invite parents back again to support their children. To use the parent survey from previous year to ensure improvements are made.

Signed off by	
Head Teacher:	
Date:	20.7.21
Subject Leader:	Lewis Hoyle
Date:	08.07.21
Governor:	
Date:	21.7.21