

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Sports Day – two separate day events in order to meet safe Covid 19 restrictions/school guidance. Sports days were run in a ‘Hub’ system. - In house sports competition – NSSPEA led Pentathlon (KS2) - Whole school dance ‘a’thon with Bristol Bears (end of year celebration). - Hydrotherapy pool has been reopened and used on a daily basis by classes - since closing due to the pandemic. - Resource/broadening provision: we sought feedback from staff and pupils and have invested in new equipment as a result to their responses – key link with wellbeing, sport and physical activity. - Recently achieved Healthy Schools Mark. - Storage for outdoor equipment has been bought to enhance break and lunchtime participation in sport and physical activity. - Sensory therapist visits and creation, refreshment of sensory diet documents – Isobel Ball. - Sensory integration spaces have been planned and are due to be completed by Sept 2021 in both lower and upper school. - During school closure (Lockdown one, two and three), postural management equipment was provided for individuals alongside personal physio plans so that provision continued at home – therefore mobility wasn’t impacted due to covid. <p>The use of community areas and visiting professionals has been limited and or not possible due to the covid pandemic. Activities that were directly affected were: rebound therapy, swimming, visiting sport experts and other professionals, horse riding, Hutton Moor gym and competitions.</p>	<ul style="list-style-type: none"> - Provide and sustain after school provision (driven by learners’ interests) - Establish and maintain SSOC (school sport organising committee) - Develop and support a ‘structured play lead’ during break times. - Rebound therapy CPD and staff training (summer 2021 training opportunity). - Swimming/hydrotherapy (seeking alternative places to use). - Seek CPD hydrotherapy – Hallowick - Local horse riding opportunities – accessible and inclusive stables - Accessible cycling groups

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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

If YES you must complete the following section

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £9,870	Date Updated: 16 June 2021	
What Key indicator(s) are you going to focus on? - Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total Carry Over Funding:
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. <i>Accessing the community and participating in special events – annual visit to Calvert Trust (challenging disability through outdoor adventure)</i>	Make sure your actions to achieve are linked to your intentions: Residential trip for learners (postponed due to covid).	Carry over funding allocated: £7500	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Annual trip links with progressive curriculum at Baytree: Knowledge and Understanding of the World in EYFS, outdoor learning and forest school in KS1 and KS2 and then Duke of Edinburgh Award in KS4/Post 16.

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	%
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: £16,283		Date Updated: July 2021	
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: 37%
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?:
Independent Occupational Therapist Isabel Ball - <i>The ability to access their community in a variety of ways</i>		Whole class and individual learner focus – sensory diets. Looked at the wider school environment for improvements and support for all learners (sensory and subject specific).		£3024	Completion of sensory inventory, observations, professional discussion regarding environmental adaptations, strategies to trial and sensory diet activities (meeting emotional and physical individual needs). Staff training – supporting class team to meet the sensory needs of the learners, reduce anxieties and increase readiness to learn.
Occupational Therapist sensory equipment (in response to Occupational Therapist observations and school visits)		Equipment to support sensory diets of individual learners		£1000	Increase in learners' readiness to learn, evident in Pupil Progress Report. Reduction in incidents of challenging behaviour, evident in Behaviour Report. Increase in access to daily physical activities
					Updated sensory diet documentation and staff CPD. Continued professional relationship – review new learners' as and when appropriate Continue to ensure meeting our learners' sensory and physical needs remain a high priority Playground timetable of events and sport focuses on a rota basis to keep resources and sport equipment interesting and exciting – increase interest and engagement.

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<p>Increase sports equipment available at break times</p> <ul style="list-style-type: none"> - <i>Enjoyment through physical activity.</i> - <i>The knowledge to exercise safely</i> 	<p>Sport and exercise equipment (lower and upper school and moveable storage solution (transferring easily between outside and indoor spaces – to be available to all).</p>	<p>£2026</p>	<p>New equipment has been modelled and used during outdoor activities (still awaiting some equipment and storage systems to arrive). Increase in physical activity and engagement of learners’ (independent and peer/peer) during break times. Learners have shown increased interest and control over new equipment – using this with more awareness and purpose.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement <i>*Physical education, school sport and physical activity*</i></p>	<p>Percentage of total allocation: 21%</p>
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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>Bristol Bears Community Foundation: weekly lockdown challenges (wellbeing and fitness).</p>	<p>Challenges shared with in-school and home learners throughout lockdown period</p>	<p>£0</p>	<p>SEMH impact: Encourage daily exercise, movement and maintain a healthy lifestyle during the Covid 19 pandemic. Increased wellbeing and morale for all learners – in school and home learners (connected learners and families with our wider community).</p>	<p>Continued professional relationship and engagement with Bristol Bears Community Foundation</p>

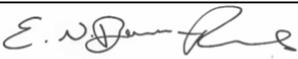
<p>Establishment of an EYFS/KS1 sensory den area</p> <ul style="list-style-type: none"> - <i>Gross motor skills to develop body and special awareness</i> - <i>Fine motor skills to develop hand eye coordination and dexterity</i> - <i>Enjoyment through physical activities</i> 	<p>Regular timetabled - class and individual - sessions in the sensory den</p> <p>Also so be used with reference to individual learner sensory diets – supporting individual learners’ sensory and physical needs</p>	<p>£1500</p>	<p>With reference to both EYFS/KS1 and KS2/3 sensory den areas: Increase in learners’ readiness to learn, evident in Pupil Progress Report.</p> <p>Reduction in incidents of challenging behaviour, evident in Behaviour Report.</p> <p>Increase in access to daily physical activities</p>	<p>Regular review and assistance with focus shared with Sensory Occupational Therapist</p>
<p>Review and update of equipment for main school sensory den area</p> <ul style="list-style-type: none"> - <i>Gross motor skills to develop body and special awareness</i> - <i>Fine motor skills to develop hand eye coordination and dexterity</i> - <i>Enjoyment through physical activities</i> 	<p>Regular timetabled - class and individual - sessions in the sensory den</p> <p>Also so be used with reference to individual learner sensory diets – supporting individual learners’ sensory and physical needs</p>	<p>£1000</p>		
<p>Key Stage 4 and Post 16 completion of Duke of Edinburgh Bronze Award</p> <ul style="list-style-type: none"> - <i>Skills to work as a team and participate in appropriate events.</i> - <p>** Covid restrictions have affected the following:</p> <p>Continue to actively expand the physical and sporting opportunities for all learners</p> <ul style="list-style-type: none"> - <i>The ability to access their community in a variety of</i> 	<p>Timetabled activities, experiences and session have been delivered to best support learners to achieve their award.</p> <ul style="list-style-type: none"> - Weekly swimming opportunities for all pupils EYFS – KS4 	<p>£138 (£23 per pupil - 6 pupils have completed)</p> <p>£380</p>	<p>Six students have completed their Bronze Duke of Edinburgh award (4 in Post 16 and 2 in KS4). This award provided an increased opportunity for physical activity as well learners’ confidence.</p> <p>All pupils have regular timetabled physical and sporting activities throughout the week</p>	<p>Annual DofE challenge for KS4 pupils.</p> <p>Continue to ensure meeting our learners’ physical needs remains a high priority within the curriculum</p> <p>Continue to ensure meeting our learners’ physical and SEMH needs remains a high</p>

<p>ways</p> <ul style="list-style-type: none"> - Skills and knowledge to make healthy life choices 	<ul style="list-style-type: none"> - Weekly leisure opportunities for KS5 learners accessing a local leisure centre - Weekly opportunities for KS3-5 to use the school flat (independent living skills: cooking, exercise, cleaning). 	<p>£400</p>	<p>All pupils been exposed to a variety of physical and sporting activities including entrance level and enhancing swimming, water safety and confidence.</p> <p>Pupils to have regular timetabled independent living experiences – for example planning a meal, visiting the shop to buy ingredients for a healthy meal and then preparing it.</p>	<p>priority within the curriculum</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%11
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:
Bristol Bears Community Foundation sessions	Bristol Bears led sessions for Post 16 learners (sport specialists)	£0	Positive effect on learners' wellbeing and physical activity. Hugely successful. Learners engage brilliantly with these sessions.	In discussion with Kris Tavender – discussing a more permanent agreement for next academic year (progressive curriculum)
Rebound Therapy Training for 3 x staff CPD. - <i>Gross motor skills to develop body and spatial awareness</i>	Rebound Therapy training and CPD (3 x staff to lead in-house Rebound Therapy for learners).	£750	Increase number of learners accessing rebound therapy - staff team delivering sessions to be confident and competent in knowledge, understanding and skill.	Annual CPD opportunity – provide most up-to date training to ensure rebound therapy can be offered to all relevant learners.
Hydrotherapy training CPD - <i>Gross motor skills to develop body and spatial awareness</i> - <i>The knowledge to exercise safely</i>	Weekly hydrotherapy sessions to be delivered, specifically tailored to pupils' individual sensory and physical needs.	£1000	Personalised delivery from trained staff team. Meaningful and personalised delivery of hydrotherapy for learners – developing and maintaining physical skills through personalised plans.	Annual CPD opportunity and review of hydro plans.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements:</p> <p>Outdoor adventure residential at Calvert Court.</p> <p>** Covid restrictions have affected the following:</p> <p>Urchinwood Manor Stables: horse-riding and stable management</p>	Rescheduled visit – previous trip had to be cancelled due to covid.	<p>Accounted for in forwarded funding</p> <p>£2,520 (£72 per session x 35 weeks)</p> <p>£630 (£3 per head, hiring equipment)</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Enable staff access to NSSPEA: access future community competitions, CPD and continue to interact and receive support.</p> <p>NSSPEA led virtual pentathlon: in house competition.</p> <p>Feel fab feb challenge (February half term challenge) set out by NSSPEA</p> <p>2 x In house sports day</p>	<p>Joins North Somerset Schools PE Association</p> <p>Delivered through timetabled formal physical education sessions with KS2 learners.</p>	£1600	Engage with online booking system, zoom meetings and emails	

Signed off by	
Head Teacher:	
Date:	21.07.21
Subject Leader:	Kate Willoughby
Date:	21.07.21
Governor:	To be signed off at next board
Date:	