



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|---|---|
| <p>Bempton has received the Gold sports mark award for the past 6 years, thus allowing us to achieve platinum for 3 years.</p> <p>Specialized PE teacher in post</p> <p>Participation in PE continues to be high across KS1 and KS2</p> | <p>Getting more/different children involved in extra-curricular sport/activities</p> <p>All staff to access CPD</p> <p>EYFS to access specific resources</p> <p>Playtime equipment</p> <p>Lunch supervisors to access CPD and equipment</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|---|--|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 67% Small cohort - each child is 11% and due to the impact of Covid-19, this is the first time they have had access to lessons. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 67% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 67% |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

| Academic Year: 2020/2021 | | Total fund allocated: £16,810.00 | | Date Updated: | |
|---|--|----------------------------------|---|--|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: | |
| | | | | % | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| An alternative approach to daily mile to all pupils. (Each class has 3 x 5 minute sessions for pupils to complete as many laps as they can, aiming to beat their personal scores each time) | To get all pupils undertaking at least 15 minutes of additional activity per day. | N/A | All pupils involved in 15 minutes of additional activity every day. Pupils are more active in PE lessons - take part without stopping to rest. Attitudes to learning improved - better concentration in lessons and build resilience and stamina | Daily mile firmly embedded in school day. Standards achieved in PE NC are improving with over 75% achieving end of KS attainment target. | |
| Improve pupil’s road safety skills for riding their bikes (Y5) and scooters (Y2) to and from school. | Delivery of Bikeability/scooter training to Y5/2 pupils | £100.00 | More pupils qualifying in Level 2 Bikeability/scooter. More pupils riding their bikes to and from school. Children have increased confidence in road safety. | Any children not completed in year 5/2 to join again year after | |
| SSP | Support and guidance on how to achieve the East Riding Healthy Schools Award: information on specific programmes for targeted groups e.g. less active, SEND, weight management (Healthy Lifestyle Clubs), training for Lunchtime staff available and training for sports leaders | £6500 | Support and guidance to whole school staff to achieve Active 60 in schools. Daily mile implemented and schools sports leaders appointed and trained to hold weekly sports challenges throughout all school years. Competitions and events. Targeted groups programmes and events (eg SEN) | Training for school council and sports leaders to continue promotion of active playground. Training for lunch-time staff. | |

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| To purchase resources and playground equipment to enhance the provision. | To survey the pupils via the sports council. This survey to ascertain the type of equipment that the pupils would use to enable them to increase the time they take part in physical activity | £126 | All Children to undertake at least 30 minutes of physical activity a day in school | Children to actively seek and use the equipment independently to become more physically active |
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Active math | An Active Math module, digital resources, teacher resource guidance document. | Part of SSP | Children more engaged in lessons, learning has improved and concentration increased. Impact can be seen from data | Member of staff to disseminate strategies learnt from course. Resources shared to whole staff and all staff to implement at least once a week |
| Active literacy | An Active literacy module, digital resources, teacher resource guidance document. | Part of SSP | Children more engaged in lessons, learning has improved and concentration increased. Impact can be seen from data | |
| Owen Donavan | Raising standards in PE and specific PE planning | Part of SSP | Children more engaged in lessons, learning has improved and concentration increased. Impact can be seen from data | |
| Schools P.E. conference – raising profile in school for subject lead, head teachers and governors | Getting school ready online, governors role, active schools and sports mark | £75 | | Subject lead to disseminate and updates to staff, close communication with lead governor and head. Action plan with areas of development |
| Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to | Achievements celebrated in assembly (match results + notable achievements in lessons etc). | N/A | Clear way forward and actions needed in school to make an impact. Head teacher and governor | Govenors have seen the benefits of the raised profile and is committed to continuing these |

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| encourage all pupils to aspire to being involved in assemblies. | | | role defined and clear what is expected | areas if the Primary PE and Sport Premium is discontinued. |
| Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero. | To invite a local personality to speak in assembly and to take part in sessions alongside the regular teacher | Part of golf and cricket | An increasing number of pupils at some point in the year have taken part in assembly. Publication of success to be shared via social media | Increased self-esteem/confidence to impact on learning across the curriculum |
| The use of Social Media/newsletters to ensure the whole school community is aware of the importance of PE and Sport and in turn encourage all pupils to aspire to being involved | Achievements celebrated in newsletters / social media/local press (match results + notable achievements) | N/A | Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem. To encourage pupils in attending clubs in the community which is complimenting activities in school and in the curriculum. | Govenors have seen the benefits of the raised profile and is committed to continuing these areas if the Primary PE and Sport Premium is discontinued. Increased self-esteem/confidence to impact on learning across the curriculum |
| Whole school mile and active lunch clubs for the development of children's health, confidence and behavior. Increase their knowledge and understanding of health and active lifestyles | TA to facilitate 2 lunch clubs and organize the lunch supervisors in the development of active playground | N/A | An increasing number of pupils at some point through the year have taken part in a sports club/mile. This is impacting on confidence and self-esteem | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|------------------------|---|---|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Primary Steps PE scheme of work – To provide high quality resources for teachers to feel confident teaching in teaching high quality lessons whilst ensuring whole-school progression. | Developing and upskilling teachers so that they have the knowledge and confidence to deliver high quality, outstanding PE and active learning sessions. | £725 | To provide high quality PE and Active Learning resources and training for schools so that all children develop a love of being active. | Staff have gained new and further knowledge of techniques and have been/ or will be able to apply these to their own teaching. Teachers have also been given high quality resources to refer to in the future. |
| To Improve the quality of existing P.E teaching through continuing professional development in P.E for generalists, so that all primary school pupils improve their health, skills and physical literacy, and have a broader exposure to a range of sports | Specialist PE qualified teacher to teach PE across the KS1 and KS2, specialist teacher to work with and alongside other teachers to build confidence and knowledge | N/A - SSP | To raise the basic skills of catching, throwing and moving and to improve the knowledge and skills of teachers. To develop PE provision to be judged Good by July 2018 | Staff have gained new and further knowledge of techniques and have been/ or will be able to apply these to their own teaching. Teachers have also been given high quality resources to refer to in the future. This will mean that a rolling three year program all children and all staff will have had benefit from the experience. |
| To raise the quality of teaching in Physical Education and Sport. Develop knowledge, skills and confidence to teach the whole child through sport | Staff to have full access to a range of CPD opportunities including training for PE Subject leaders, sports specific courses and whole school CPD courses through your designated SSCO and the East Riding Sport Play and Arts Team. Identify the local centres who are running these courses. A new whole school curriculum programme resource rolled out Nov 2017 | From the £ paid to SSP | Better subject knowledge for TAs to take a more active role in lessons. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. Skills, knowledge and understanding of pupils are increased significantly. Pupils enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve. | Lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. | Undertake all which is offered through the sports partnership/LA/National Associations (YST)/ NGBs/Awarding Organisations with an aim to get more staff and pupils involved. Involve external coaches to work with staff in clubs. | Within £ to SSP | To maintain/ increase the % of pupils attending clubs. A greater range of sports available to pupils. | The school no longer dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen. Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons. 95% of pupils say they enjoy PE and Sport and want to get involved in more activities. Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good. |
| Ensure all children can swim 25m by the end of KS2 – water safety | All children in year 3 and 4 on a 10 week swimming course, also any year 5 and 6 to join in as top up | £2000 | Increased % of children being able to swim 25m | Any children still not meeting the 25m requirement, 'top up' vouchers to be issued |
| Specific gymnastic coach | All children throughout the school will have access to these specific lessons | £4,100 | An increased number of children to take part in extra curriculum activities and out of school clubs. | Upleveling staff, children to gain better quality PE and mental health of children been addressed. |
| Mindfulness coach – post-covid mental health. | Children from EYFS to and Y6 to take part in a 6 week course tailored specifically for mental health and transitions. | £900 | | Children to take up other out of school 'different' sports, increased confidence levels in children therefore behavior gains |

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| PGA Qualified Level 3 Golf Professional to deliver an alternative sporting experience that will engage all pupils, particularly those who can be reluctant to participate in invasive sports that are traditionally on offer. | Every child in KS1 and 2 has spent 6 afternoons developing the skills required to play golf. | £2370 | An increased number of children to access the out of hours Schools Coaching. To continue with the success at the Level 3 Games competition. The school have won the competition for the past 5 years | The school no longer dependent on the Golf Professional coming in to teach as staff are more confident to deliver the sessions themselves – run a lunch club. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| More opportunities in competitive sport within school and inter school | At least 3 whole school 'sports/teams' days – accessible to all children. | N/A | To provide opportunities for all pupils to participate and compete in school competitive sport | Increase the number of intra school competitions and raising the profile or sport |
| To increase participation levels in competitive sport and healthy activity of pupils and maintain these into adolescence. Affiliation to the School Sports partnership | Increased participation/competitive opportunities for ALL young people through the comprehensive calendar of events examples: Football Festival – Girls and boys teams, Year 3&4 Multi-skills, Winter Cross Country – open to all, Boccia Tournament – open to less active/disengaged, Panathalon – SEND, Orienteering open to all, Year 3&4/5&6 Summer multi-sports. This year the BSSP offer allows the school to take more than 1 team to compete therefore allowing more pupils to participate. | From the £ paid to the SSP | To provide opportunities for pupils to participate and compete in school sport to maintain the success in competitive sports – against other children from school (covid restrictions). | Continue to compete at the highest level as possible in a variety of sports. To increase the number of pupils gaining local and county recognition. |
| To provide an incentive to participate in sporting activities by receiving badges and certificates. | Badges and certificates awarded in assemblies | £100 | To at least maintain and where possible increase participation levels in competitive sport. | Consistently raise the number of badges/ certificates awarded |

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| Transport to sports competitions/ festivals events | Increased participation in competitive sport. Children will have the opportunity to compete at local and regional level. | £2260 | To at least maintain and where possible increase the number of events and children taking part in Inter School Competition | Maintain/ increase the number of events accessed and numbers of children taking part. |
| Resources for lessons and extra-curricular activities to enhance provision | Keeping children interested, active and enthused | £697 | To at least maintain and where possible increase the number of events and children taking part in PE, lunch, break and also extra-curricular | Maintain/ increase the number of events accessed and numbers of children taking part. |

Total spent: £18, 153