

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
TRUST

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 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£17,821
Total amount allocated for 2020/21	£20,130
How much (if any) do you intend to carry over from this total fund into 2021/22?	None
Total amount allocated for 2021/22	£20,130
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,130

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>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>	97% (64/66 pupils)
<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 2022.</p> <p>Please see note above</p>	97% (64/66 pupils)
<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>Front crawl 97% (64/66 pupils)</p> <p>Backstroke 97% (64/66 pupils)</p> <p>Breaststroke 80% (53/66 pupils)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97% (64/66 pupils)

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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?

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: £20,130		Date Updated: July 2022	
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: £4,748.09 23.50%
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:
Continue to promote children to be active throughout the school day and at home.	<ul style="list-style-type: none"> Renew subscription for 5-A-Day Fitness to include home access and share access details with parents and staff. Promote movement throughout the school day by using free resources such as BBC Smart Movers and Go Noodle which are curriculum-linked resources which get pupils moving as well as supporting them with learning. Enhance wellbeing by learning the catchy songs and dance routines. 		£318.00 (5-A-day fitness)	All pupils involved in daily exercise which has increased energy levels, better engagement and improved behaviour within lessons.	Promote to staff the free to-download physical activity interactive programmes such as Super Movers, Jumping Jack and Go Noodle. Teachers to run 'free' sporting clubs during the school day or after school and use equipment already provided within the school, for example, BoxFit club.
Continue to embed and promote the skipping programme 'Skip2BFit' and 'Daily Mile' to all pupils within Key	<ul style="list-style-type: none"> Ensure that each half term the Daily Mile running 		£360.00 (skipping ropes for Yr 1)	Pupils from Years 1 to 6 have enthusiastically participated each half term in either the 'Daily Mile' or 'Skip2BFit' 2-	Carry out pupil surveys asking them how they could adapt or improve the 'Daily Mile' so that it continues to be

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<p>Stage 1 and 2.</p> <p>Improve the quality of engagement in physical activity within lessons and at playtimes with new sports equipment.</p>	<p>programme and the Skip2BFit skipping programme are alternated and promoted throughout the school.</p> <ul style="list-style-type: none"> • Ensure that the Skip2BFit challenge sheets are displayed and updated in every classroom from Years 1-6. PE subject lead to update weekly pupils from each class with the highest skipping scores and display on the whole school challenge sheet in a prominent place in school. • Purchase Skip2BFit ropes so that Year 1 can be included in the programme by the summer term. • Audit and list equipment already purchased. Identify any further equipment needed for teaching units of work and desirable equipment for the playground at playtimes. • Order equipment including that which is broken and order appropriate storage for this equipment. 	<p>£3,697.64(equipment for units of work, equipment for playground such as wooden stilts and storage units for resources such as gym mat trolleys and metal sheds)</p>	<p>minute challenge. The result of this being improved overall fitness of pupils and improved stamina. The programmes have encouraged pupils to develop a 'Growth mindset' where pupils have strived to beat their personal best skipping scores each week. Many pupils are beginning to make the connection between effort and improvement. A number of pupils are now keen to continue with improving their skipping technique at playtimes where skipping ropes are available.</p> <p>Pupils are more active at lunchtimes as they have greater access to high-quality equipment. Pupils have had the opportunity to learn new skills and refine skills such as balance, co-ordination and agility. PE lessons are well resourced which ensures that pupils are active for longer periods of time and are not waiting for their turn to use equipment.</p>	<p>challenging and rewarding to participate in. Enrol in the Daily Mile national events in the coming academic year.</p> <p>Review lunchtime provision and look to provide a range of competitive activities for Key Stage 2 pupils so that they are engaged and active. A Key Stage 2 'Sports Crew' would run and manage these activities on a weekly basis.</p> <p>Continue to embed the play leader programme for Key Stage 1 pupils so that more Key Stage 2 pupils volunteer and lead the sessions. In the Autumn term use this year's playleaders to train the new playleaders. Introduce a rolling programme each half term so that a greater number of year 5 pupils have the opportunity to volunteer over the course of the year.</p>
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<p>Further develop the Playleaders programme to ensure that younger pupils are being encouraged in safe, active play and older pupils have the skills and confidence to lead sessions.</p>	<ul style="list-style-type: none"> • Early in new academic year invite all Year 5 pupils to apply to become a play leader. • Member of the Health Team to select pupils for the play leader training. • Review resources already purchased and, with play leaders' support, order any new equipment. Include a new storage shed. • Play leaders to support younger pupils in safe, active playtime activities once a week. • Review programme regularly throughout the year. 	<p>£238.45 (play leaders' equipment for active activities, for example, cones, balls, beanbags, etc)</p> <p>£134.00 (storage shed for equipment)</p>	<p>Over the year 15 Year 5 pupils have volunteered and lead physical activities for Key Stage 1 pupils at lunchtimes. The activities have been well attended by the Key Stage 1 pupils resulting in a larger number of pupils being active which has improved behaviour between peers and when on the playground. The Year 5 pupils have developed confidence with planning, setting up and leading a variety of physical activities with some adult guidance but have also learnt skills such as being responsible, reliable and mature when working with the younger pupils.</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</p>	<p>Percentage of total allocation:</p> <p>£6,184.84</p> <p>30.72%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear on 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>Continue to enhance the quality of PE and PSHE provision through Subject Leader Management upskilling and whole staff CPD.</p>	<ul style="list-style-type: none"> • PE & PSHE staff representation at subject leader forums led by London & SE Primary PE, Health & Wellbeing 	<p>£615.00 (London and SE Primary PE, Health and Wellbeing)</p>	<p>Members of the Health team have been upskilled and made more knowledgeable in regards to developments within the subjects of PE and PSHE. All staff</p>	<p>Continue to share key updates with colleagues through staff meetings.</p> <p>Apply for grants and to</p>

<p>Further enhance the PSHE curriculum and provision to pupils through workshops delivered by CORAM Life Space.</p> <p>Continue to raise the profile of PE to staff, pupils and parents.</p>	<p>Development Association.</p> <ul style="list-style-type: none"> • Release PE and PSHE leads to develop, monitor and evaluate subjects across the school. • Identify CPD needs for teachers through PE skills and knowledge audit. • PE and PSHE leads to attend termly twilight subject leader forums run by Bromley Primary School Sports & Clubs Development Association to hear updates and share good practice with staff. • Subject leader to review curriculum provision in PSHE. • Renew CORAM annual subscription and upgrade to include a day and a half visit by the Life Space. • Book date for workshops to visit the Life Space for all year groups. • Purchase new PE uniform for all members of teaching staff. PE kit to be worn when teaching PE and when attending sporting events and competitions. 	<p>Development Association)</p> <p>£ 598.50 (Supply cost for 3 days release)</p> <p>£ 610.00 (Coram Life Education; SCARF subscription with Life Space visits)</p> <p>£637.10 (Uniform from Graduates)</p>	<p>have had access to the London & SE PE primary website which has supported them with teaching high quality PE lessons and providing physical activity.</p> <p>All pupils have benefitted from the PSHE provision provided over the year. The Life Space workshops delivered a unique and memorable experience and supported pupils with developing an enhanced knowledge and understanding of mental and physical health, relationships and emotional wellbeing.</p> <p>Teaching staff continue to promote PE and activity through being suitably clothed when teaching PE lessons. They are growing in confidence with being able to demonstrate and model physical activities to the pupils they are teaching.</p>	<p>charities where sports equipment or money for equipment is provided, for example, The British Heart Foundation.</p> <p>To raise funds for equipment by introducing fundraising events across the school, such as, skipathons.</p> <p>Continue to provide parents links to physical activity opportunities via the school website, half termly newsletters and Parent Mail.</p> <p>Create a rolling programme within school for Life Space workshops.</p>
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<p>Embed the importance of outdoor active learning by using the nature reserve to its full potential by delivering Forest School sessions for all pupils.</p>	<ul style="list-style-type: none"> • Purchase membership to the council for learning outside of the classroom. • Member of SLT and Forest School lead to attend induction and enrolment to the LOtC mark. • Download criteria for the LotC mark national accreditation and work towards attaining the bronze level. • Purchase equipment to support outdoor active learning. • Devise 'Forest School' scheme of work units that encourage being physically active and learning knowledge through practical skills. 	<p>£74.24 (Resources to enhance outdoor active lessons)</p> <p>£95.00 (one years membership to the LotC mark)</p>	<p>The Forest school lead has begun to work towards attaining the bronze level for the Lotc mark national accreditation, although this work must continue into the following academic year. The Forest school lead has also created and taught a scheme of work from Reception to Year 3 on a weekly basis. Pupils in Years 4 to 6 have also attended Forest School sessions each half term. New resources have ensured that Forest School sessions are engaging and fulfil the six guiding principles of Forest Schools. Pupils have benefitted from acquiring a wealth of skills including self-belief, improved communication, greater physical and motor skills, increased emotional intelligence and resilience to name but a few. All teaching staff and pupils from years 4 to 6 participated enthusiastically in the Tagtiv8 training day which highlighted how to make core subjects such as English and Maths more active through the use of simple games. Pupils demonstrated a range of skills such as collaboration, problem solving, creativity and increased concentration. Teachers clearly saw the benefits of providing active lessons that</p>	<p>Consider training more staff to deliver Forest School sessions.</p>
<p>Develop and promote cross-circular links with physical activities and other subject areas.</p>	<ul style="list-style-type: none"> • Arrange staff training in OAA as identified on staff audits (Arranged to take place in September 2022) • Implement training by incorporating OAA lessons into PE curriculum for 2022-23. • Arrange CPD for staff that encourages them to use the outdoor learning environment with a focus 	<p>£2,905.00 (OAA training and resources)</p> <p>£650.00 (Tagtiv8 training)</p>	<p>Pupils demonstrated a range of skills such as collaboration, problem solving, creativity and increased concentration. Teachers clearly saw the benefits of providing active lessons that</p>	<p>Continue to promote cross-circular links with physical activity. Create a bank of physical activities for each year group and include resources from 'Tagtiv8' training to ensure that all areas of the curriculum are as active as possible for all pupils. Purchase the Tagtiv8 tag bands to support future active lessons which in turn support other curriculum areas.</p>

	on teaching Maths and English through making the pupils be physically active learners by using games.		also support other areas of the curriculum.	Review the current Physical Education curriculum map and incorporate OAA lessons into the map for all year groups. Review success of OAA provision after first term. Look to set up an OAA lunchtime or afterschool club where pupils can further develop their skills in this area.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	£6,182.00 30.71%

Intent	Implementation		Impact	
Your school focus should be clear on 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:
Following staff audit about teaching PE and Sports. Target and further develop staff expertise and confidence with teaching; <ul style="list-style-type: none"> Korfball Tennis Which will in turn improve progress and achievement of pupils.	<ul style="list-style-type: none"> Identify and buy in quality assured specialists' providers to work alongside staff to improve their knowledge and skills with a view also to encouraging and promoting school club links within these areas of physical activity to our pupils. Renew the subscription to the quality assured, high quality PE Hub scheme of 	£735.00 (Park Langley tennis) £4,740.00 (Teach sport Korfball) £350.00 (PE Hub Scheme of work)	Teachers from years 1 to 6 have increased their subject knowledge and have more confidence to deliver high quality Korfball lessons. Both boys and girls have enthusiastically engaged in lessons taught and have developed the fundamental skills of improved balance, body direction and co-ordination. Scheme of work ensures continuity and the progression of skills being taught over time. Built	Ensure that Korfball is incorporated into the main physical education curriculum overview from years 1 to 6. Teachers to use the training they have received and planning to ensure that pupils over time develop the necessary skills in order to play Korfball; pupils will be more inclined to attend the extra-curricular club. Promote the re-introduction of the Korfball after school club for

<p>PE activities based on the major disciplines of gymnastics, games, dance and athletic activity.</p>	<p>work and share log-in details with staff.</p> <ul style="list-style-type: none"> • Purchase 'Dance Notes' subscription which will support teachers in planning and teaching dance lessons which link to the new wider curriculum themes introduced this academic year. Share log-in details with staff. • Review dance provision for EYFS classes. • Purchase virtual Chinese New Year and Pirates themed dance workshops which link to Wider Curriculum planning in Reception and share access with staff. • Book a dance workshop to come into school for EYFS pupils to raise interest in dance and support teachers with teaching dance effectively. 	<p>£216.00 (Dance notes subscription)</p> <p>£45.00 (virtual dance workshop)</p>	<p>in to every unit is assessment for learning. Teaching staff are more confident to teach a wider range of areas within the PE curriculum. They know the pupils' starting points and, after 6 lessons, the progression they should have made.</p> <p>Dance Notes and the virtual dance workshops have enabled pupils to gain a greater depth of understanding from the wider curriculum topics within the classroom by allowing them physically to engage and explore ideas. Dance has helped to boost creativity, social interaction, teamwork and problem-solving skills.</p>	<p>KS2 pupils and enquire about starting a KS1 Korfbal after school or lunchtime club.</p>
<p>Provide First Aid training for PE lead to ensure that safe practice is being followed on and off the school site.</p>	<ul style="list-style-type: none"> • Enrol PE lead in the St. John's ambulance paediatric first aid training days. 	<p>£96.00 (first aid training)</p>	<p>A greater number of teaching staff are now First Aid trained and qualified which ensures that any incidents which may occur on the school site or when attending sporting competitions off the school site are dealt with effectively and in a timely manner.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1,901.00 9.44%
Intent	Implementation		Impact	
Your school focus should be clear on 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:
Ensure that pupils with SEND are fully supported within the PE curriculum making sure that sports and activities are inclusive.	<ul style="list-style-type: none"> Health team and PE lead to review and revise the current provision in the PE curriculum to include a number of inclusive sports and activities. Outsource company to support with team teaching support staff with teaching Boccia. Target specific year groups with SEND pupils. Access 'Top-Up' swimming lessons for Year 5 pupil with SEND who is unable to attend the swimming curriculum lessons. 	£1,859.00 (Teach sport Boccia) £42.00 (Top-up swimming lessons)	All pupils in Reception (53 in total) have attended and benefitted from the Boccia provision. All pupils that have attended the Boccia sessions have been fully included within sessions and have developed many skills such as teamwork, problem solving and improved co-ordination. This year all pupils from years 4 to 6 have had the opportunity to meet the DfE end of KS2 target for swimming 25m independently.	Review the after-school sporting clubs' provision for academic year and ensure that pupils with SEND are fully included within provision. Through signposting to parents, a greater number of pupils will attend the clubs outside of school and will have the opportunity to develop their skills further.
Introduce a new sporting activity at lunchtimes which will engage pupils in Key Stage 2 who find it difficult to work alongside others when on the playground at lunch times.	<ul style="list-style-type: none"> Identify those pupils in year 4 who find it difficult to engage positively with sporting activities at lunch times. Offer a free lunch time club for identified year 4 pupils who can learn to develop skills within the sport of Korfball but also learn to develop skills such 	No cost	24 year 4 pupils have been chosen to attend a Korfball lunch time club. This club has run for one lunch time a week for the half term. The pupils have participated enthusiastically within the sessions and have demonstrated an improved attitude when	Set up a Korfball after-school club to run for Key Stage 2 pupils. Encourage those pupils who attended the lunch time club to attend the after-school club.

	as a team work and co-operation.		playing with others. They have been supported with playing by rules and developed good sportsmanship. Showing increasing respect and fair play to opponents and graciousness in both victory and defeat.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1,114.07
				5.53%
Intent	Implementation		Impact	
Your school focus should be clear on 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:
Continue to raise the number of pupils representing Unicorn at inter-school competitions and festivals with a focus on selecting more pupils with SEND.	<ul style="list-style-type: none"> Buy in to School Games competition package and review which competitions and festivals can be attended by a range of pupils across the school. Ensure that pupils with SEND are identified within each year group and are chosen to participate in festivals and/or inter-school competitions provided through the School Games organisers. Monitor which pupils attend which competitions and ensure that a range of festivals and competitions are attended throughout the year. Audit equipment needed to attend each festival and competition and purchase any missing equipment/clothing. 	£550.00 (School Games package) £214.50 (Supply cost for releasing staff to attend events) £63.96 (gymnastic leotards for Key-Steps competition) £33.00 (Goalie kit and gloves for football team) £50.00 (referees for Compass Cup competition)	This year pupils from Reception to Year 6 have represented Unicorn in 10 competitions and school fixtures across the Borough of Bromley. These competitions have included; 2 Cross Country races, girls and boys' football, SEND football, inclusive 10-pin bowling, key steps gymnastic, an Easter Bunny Run and Athletics. Over the course of the year 104 pupils have competed in a range of sporting competitions. This includes 4 pupil premium and 15 SEND pupils being part of this total.	Continue to build upon the success of the 'Compass Cup' competition. Thus, incorporating a range of sporting activities where pupils can compete against the other schools within our Academy Trust which will alleviate the obstacle of removing pupils during curriculum time and releasing staff to attend borough events. Continue to develop relationships with local schools in order to organise additional friendly competitions and fixtures. Continue to develop and embed inter-house competitions within Key Stage 2, between year groups, so that all pupils have the experience of competing in a

	<ul style="list-style-type: none"> • Release staff to attend competitions. • Participate in the Borough Primary Schools' Cross-Country Competition for years 3,4, 5 & 6 pupils. • Support setting up and running the 'Compass Cup' football competition between the four Academy Trust schools. 	<p>£192.00 (Cross Country races)</p> <p>£5.65 (hammer for cross country flag)</p> <p>£4.96 (ice packs to take to competitions)</p>		range of sports.
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Signed off by	
Head Teacher:	Miss V Elvines
Date:	20.7.22
Subject Leader:	Mrs N Crow
Date:	20.7.22
Governor:	Mr M Moin
Date:	20-Jul-2022