

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- 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 by the end of the summer term or by **31st July 2021** at the latest.

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:
<p>KS1 Distinction Award Sports Award 19/20 Continued varied PE curriculum/break/lunchtime activities offered Active Lessons apparent throughout school Continuous links with outside providers/schools Headteacher Mrs Timbers achieved High Commended Award in the category of Leadership in an Active School at the Sheffield Active Awards 2018. Teachers fully engaged with team teaching in PE Successful funding bids eg. National Lottery funding for play equipment Engagement consistent for home learners in terms of physical activity</p>	<p>To maintain KS1 Sports Award each year Continue to have Physical activity as a main part of of the school ethos through active play, forest schools, PE, break and lunch, interventions etc. Re engage with physical attendance at competitions and events outside of school when restrictions allow</p>

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £16,771
= Total to be spent by 31st July 2021 £16,771

<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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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 - No swimming has taken place this year due to Covid restrictions, in previous years additional swimming provision has been used for Y1/Y2 groups.

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

Academic Year: 2020/21		Total fund allocated: £16,771		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: 27.6%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?		
All children to receive 2 hours of timetabled curriculum PE per week	<ul style="list-style-type: none"> - School to continue to deliver at least 2 hours of PE per class on a weekly basis throughout the academic year - PE plan to provide wide variety of sports and progressions shown for each year group - Work closely with Faye from Arches School Sport Partnership 	Arches Bronze Package - £208 Day of Arches member of staff - £1260 PE Kit Tshirts - £125 Active TA position - £2977 Equipment - £62.50 Income separate to Sports Premium £10,000	<ul style="list-style-type: none"> - Children have at least 2 hours of structured PE lessons per week - Children have experienced a wide variety of sports which they may choose to continue out of school setting - Have had access to specialised coaching i.e. Gymnastics & dance with Arches Coach - Those learning from home during Covid received weekly PE lessons over Google classroom 	<ul style="list-style-type: none"> - Maintain work with Arches and team teaching to ensure curriculum offer always available through all staff - Ensure all future sports funding opportunities are explored and utilised 	
School to have both active break	- TA employed to deliver			- Active break and	

<p>and lunchtimes every day</p>	<p>outdoor Wobble Workshops at break times and structured 30mins of activity in yard at lunch time</p> <ul style="list-style-type: none"> - New outdoor equipment (obstacle blocks) in place on climbing frame yard used at break/lunch and during active play throughout the day (National Lottery funding) - Activity timetable in place on football yard of which sports/equipment are out each day to vary children's experiences and choice 	<p>National Lottery Funding</p>	<ul style="list-style-type: none"> - Specific target children are continuously improving coordination, gross/fine motor skills through wobble workshops/targeted interventions - Safer and higher supervised activities offered to whole school at break and lunch times. - Lunchtime Supervisors/TAs improved knowledge of games/activities giving more choice at break/lunch - Children are alot more active due to the new obstacle equipment developing their core strength 	<p>lunch times to continue with full support of lunchtime supervisors and TAs</p> <ul style="list-style-type: none"> - Monitor activity timetable and adapt accordingly - Y2 Leaders to be reintroduced and appointed for new academic year due to relaxed bubbles - Children's questionnaire of what they enjoy as lunchtime activities
<p>To encourage and increase out of school physical activity involvement and parent engagement</p>	<ul style="list-style-type: none"> - Regular Physical Activity Tasks for home learning sent out during lockdown - Active Travel Initiatives encouraged - Engagement in 'Beat the Street' project - Parents engagement in sporting events through google classrooms etc due to Covid restrictions 		<ul style="list-style-type: none"> - Very positive response with Beat the Street project - Active Travel Charts and rewards in place - Parents very happy to be still involved as best as possible in difficult times 	<ul style="list-style-type: none"> - Continue providing tasks for children and families to engage with sport out of the school setting - Continue Active travel week and encourage throughout year - Reintroduce parents in sporting events/trips etc.
<p>An increase in active lessons through the whole curriculum</p>	<ul style="list-style-type: none"> - TA employed specifically to deliver active 		<ul style="list-style-type: none"> - Children showing 	<ul style="list-style-type: none"> - Continue to have active lessons as a

	<ul style="list-style-type: none"> interventions - Outdoor learning sessions used throughout school - Home learning active tasks during COVID-19 - Forest schools utilised more (each class has a whole day every week) 		<ul style="list-style-type: none"> improved gross/fine motor skills - Active lessons are proving very effective in children's learning - Response from parents of engagement of active home learning 	<ul style="list-style-type: none"> core part of curriculum - Keep up with the home learning ideas for school holidays etc. - Forest schools plan in place to continue for next year with a member of staff employed to run a day a week for each class
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	27.6%

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:
Physical Activity to be a high priority for both pupils and staff both in PE lessons and part of whole school ethos	<ul style="list-style-type: none"> - School to have a clear physical activity outline available to all staff/pupils/parents - Ensure PE coordinator allocated curriculum time to develop PE throughout school and support from Arches SSP - Successes and sporting events to be celebrated in assemblies/newsletter/website - Display boards and TV screens up to date with 	<ul style="list-style-type: none"> Arches Bronze Package - £208 Day of Arches member of staff - £1260 PE Kit T-shirts - £125 Active TA position - £2977 Equipment - £62.50 	<ul style="list-style-type: none"> - School Website offers an outline of the ethos of Physical Education and documents showing the clear progression of a child's active journey through school - Pupils encouraged to celebrate sporting achievements outside of school in 'Achievement Assemblies' giving pupils the important of 	<ul style="list-style-type: none"> - Continue to maintain website, display boards, newsletters etc to ensure high profile of success and importance of PE and sport is highlighted to school community - PE coordinator to continue strong relationship with headteacher and Arches SSP in terms of sport being a tool for whole school

<p>TA employed specifically to raise profile of physical activity through interventions/break activities to aid whole school improvement</p>	<p>relevant information</p> <ul style="list-style-type: none"> - Broomhill PE t-shirts purchased and given to all children - New outdoor equipment utilised during learning time - PA is a main part of forest school for whole school improvement <ul style="list-style-type: none"> - TA to continuously work to link physical activity with whole school improvements - SEN provision is one of schools high priorities and improving activity for these pupils is to be incorporated within the school day - TA provides provision at lunch and breaks 		<p>sporting successes in and out of school</p> <ul style="list-style-type: none"> - PE lead strongly supported by the Headteacher in allowing curriculum planning time which allows the profile of PE and sport to continuously be raised - Children feel pride wearing PE t-shirts - Targeted pupils showing improvements from accessing interventions - Children accessing activity as part of whole school day 	<p>improvement</p> <ul style="list-style-type: none"> - Maintain PE management time available for PE coordinator - This role is changing to a Forest School leader which will give children more structured PA each week - Record of pupils receiving support and evidence of improvement
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8.8%
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>Outstanding Physical Education provided to all pupils at Broomhill</p>	<ul style="list-style-type: none"> - School staff to attend CPD training sessions provided by Arches SSP - Team teaching in place once a week for all class teachers by member of staff from Arches SSP - Planning for PE topics is accessible to all staff - PE coordinator to observe staff lead lessons to ensure consistency in PE lessons 	<p>Arches Bronze Package - £208</p> <p>Day of Arches member of staff - £126</p>	<ul style="list-style-type: none"> - Children thrive in PE lessons and are very engaged and active throughout - Staff are more confident and very active during team teaching therefore children receive better quality of PE provision and knowledge is improved - Planning is stored centrally and evidence of learning is in PE portfolios in each class - School staff will be more confident in delivery - New activities/games for children to access 	<ul style="list-style-type: none"> - Continue team teaching weekly and offer CPD opportunities where available - PE coordinator to use networking events to share good practice to rest of staff on a regular basis at staff meetings - Monitor staff confidence/knowledge through annual self audits
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

26.9%

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>Link with community to provide range of alternative sports and activities within school</p>	<ul style="list-style-type: none"> - A range of alternative fun days/activities/sports timetabled annually are offered to whole school by outside providers - Link with S10 schools to attend at least competitions throughout year - Continuous links with Arches SSP to attend as many events as possible <p>(This have been impacted by COVID restrictions/lockdowns instead we have used our links to attend competitions/events virtually)</p> <ul style="list-style-type: none"> - Donation from community tennis club of tennis balls 	<p>Arches Bronze Package - £208</p> <p>Day of Arches member of staff - £1260</p> <p>Active TA position - £2977</p> <p>Equipment - £62.50</p>	<ul style="list-style-type: none"> - Children have taken part in virtual events such as Sheffield Skipathon - Pupil Premium and gifted and talented children have been targeted for certain events - Links to outside providers through termly newsletters etc. eg. Allstars Cricket - New equipment such as tennis balls for children to use in PE and play 	<ul style="list-style-type: none"> - Continue these links and research in offering new exciting local sports and activities to both pupils and parents - Maintain link with local schools ensuring a range of pupils are targeted ie. Pupil premium and gifted and talented
<p>Pupils to have a wide offer through curriculum plan for PE</p>	<ul style="list-style-type: none"> - 2 year Curriculum timetable in place to offer variety of PE sports/clubs as children move through the school - Curriculum accessible on school website - Curriculum has been followed through lockdowns with home learning lessons replicating those in school 		<ul style="list-style-type: none"> - Children enjoy the variety of sports/physical activity offered and enjoy the competitions they can attend through learning in PE and lunch clubs i.e. dodgeball - Range of activities at Broomhill accessible to view for parents 	<ul style="list-style-type: none"> - Continue with 2 year curriculum timetable to enable children the experience of more than 6 different PE sports in their time at Broomhill - Pupil survey of which sports/clubs they have taken part in/enjoy most at them time at Broomhill
<p>Extended active provision offered to whole school</p>	<ul style="list-style-type: none"> - Teatime club take part in regular active activities such as cosmic kids 		<ul style="list-style-type: none"> - These children have access to extra activity outside the school day 	<ul style="list-style-type: none"> - Maintain and continue to introduce active ideas in teatime club

<p>Continued investment in equipment/resources to benefit pupils</p>	<p>yoga, outdoor play, climbing frame, Go Noodle dance etc.</p> <ul style="list-style-type: none"> - Sports and PA after school clubs available all year round and offered to all children recently increased the number of children taking part by doing slightly smaller blocks - Active TA offering a range of interventions/break and lunch time activities <p>Fundamental equipment updated</p>		<ul style="list-style-type: none"> - Different sports and activities experienced in these clubs compared to their PE curriculum in order for children to have a taster of a range of activities - Due to the smaller blocks a lot more children across the school had access to the clubs - Children are given a broad range of structured PA <p>Children able to access all of curriculum & extended provision as equipment available to use</p>	<ul style="list-style-type: none"> - Keep track of numbers at clubs and assess which children access the most - - Continue with the more frequent smaller blocks to allow for wider access - Forest Schools plan will also increase the active provision - Continuous equipment/resource audit
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.1%
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:
Increased opportunities for children to participate and be confident when attending competitions out of school	<ul style="list-style-type: none"> - PE curriculum and clubs to link with Arches SSP competition schedule - Arches SSP Package buy in to include access to competitions/festivals - Release staff/ encourage parent volunteers to attend competitions - Budget in place for transport to attend further afield events (restricted due to Covid this academic year)	Arches Bronze Package - £208 Day of Arches member of staff - £1260 Equipment - £62.50	<ul style="list-style-type: none"> - Children have been unable to attend competitions but have continued to work the skills needed in PE which will increase confidence for future events - Taken part in virtual events/competitions to try replicate competitive scenarios as close as possible - Children placed 1st place in South Yorkshire virtual Gymnastics competition 	<ul style="list-style-type: none"> - Continue working closely with Arches SSP to enter and prepare for competitions/festivals - Continue to fund release staff and travel to sporting events - Continue with physical events as restrictions allow next academic year
Link with local schools established to attend easy access competitions targeting majority of Y1/2 pupils	<ul style="list-style-type: none"> - Link with S10 cluster and actively involved in all infant competitions/festivals throughout year (On hold due to Covid restrictions)		<ul style="list-style-type: none"> - All children are experiencing competitive elements of the curriculum 	<ul style="list-style-type: none"> - Continue to develop link with Cluster schools to ensure regular competitive opportunities and target those less likely to participate in these events

<p>Ensure competitive elements are offered within school through curriculum, clubs and active break and lunches</p>	<ul style="list-style-type: none"> - PE curriculum has team sports included and gives competition elements and personal challenges within lessons - Lunch/Break Supervision and After school sports clubs allow for matches to be played/competitions to be held against each other ie. Best dancer contests etc. - Lunchtime activities rota in place to offer set competitive sports as a choice each day - Whole school to take part in annual Sports Day, due to restrictions this was held in school and new activities were added 		<ul style="list-style-type: none"> - Clear enjoyment from the extrinsic rewards ie. stickers given in lunchtime contests - Rota allows for continued safe competitive sports - Annual sports day very successful where children enjoy the opportunity to take part against other teams (this year 2 events with bubbles Red/Yellow, Blue/Green) 	<ul style="list-style-type: none"> - Continue competitive elements where possible in PE lessons/clubs - Monitor use and success of lunchtime activities rota - Sports Day to continue annually and each year evaluate the activities involved
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Signed off by	
Head Teacher:	Catherine Timbers
Date:	16/07/2021
Subject Leader:	Gail Hutt
Date:	16/07/2021
Governor:	

Date:	16/07/2021
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