



# 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](http://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](#).



Bromesberrow St Mary's Primary School Swimming data **2020-2021**

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 meters?	43 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	43 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Bromesberrow St Mary's Primary School Sports Funding 2021-2022

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £16580	<b>Date Updated:</b> October 2021		
<b>Key indicator 1:</b> 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				
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Build on our “Active Playgrounds” initiative – more children taking part in activities at break and lunchtimes.  A range of playground equipment to entice children to be more physically active.	All classes – ensure Trim Trail and Adventure Playground are timetabled for all classes to use.  Class 2 and 3 timetable of activities on notice board in corridor and on shed. This details the activities each class can access each day at break and lunchtimes.  Midday supervisor to initiate playground games, challenges – Engage vulnerable groups, children to be motivated and to use.  PE lead in liaison with School Council to decide on types of equipment/playground markings.  Research different playgrounds – visits to other schools, online etc.	£500  £1140  £200	Each class will access to Trim Trail or activities each day on a rota. A happy playground is created because no one group of children dominates the playground.  Children’s stamina levels to have visibly increased during PE sessions.  Fewer incidents of children falling out. Children exhibiting purposeful play with little adult intervention to resolve disputes.  Children to be more involves and motivated to use playground areas to increase children’s movement.	Permanent structure so it is embedded into the school day. Next steps – Pupil survey to understand interests and motivations.

<p>Increase the number of children attending after school clubs in a variety of sports and healthy eating.</p>	<p>Worcester Warriors 'get children into rugby' offer to come in a teach rugby and provide an after school club for 6 weeks.</p> <p>Non active children identified through survey to attend active sports at JMHS on at least a termly basis.</p> <p>Food Teach club to be ran for all children to learn about and practice healthy eating in more depth.</p> <p>Link with Bubbles Nursey established, supporting our most vulnerable children to access physical activity.</p> <p>Lend/share school sports equipment to increase range of what is on offer.</p> <p>Sporting afternoons developed in school, led by PE Led.</p>	<p>£180</p>	<p>Vulnerable children attending extra opportunities to get active outside of the school day.</p> <p>Children who are excited about activity, enjoyment levels increased – pupil voice.</p>	<p>Aim to increase numbers in clubs and outside school through further advertising and purchase/hire of equipment.</p> <p>Aim for children to understand the importance of nutrition and a healthy balanced diet and how this impacts physical health.</p>
<p>Curriculum designed carefully to provide children with a breadth of sporting opportunities throughout the whole of their schooling.</p>	<p>Curriculum writing and whole school coverage plan shared with staff.</p> <p>Feed PE into other areas of the curriculum through 'Active RE'.</p> <p>Forest School to be utilized to support physical activity in other</p>	<p>£150</p> <p>£250</p> <p>£500/ £1200</p>	<p>All children engaged in Sports Afternoons with non-active children focused as leaders/ambassadors in sport.</p> <p>All pupils will be involved in 15 minutes extra activity per day. Children inspired by positive role models.</p> <p>Children are able to talk about a range of sports they have enjoyed. Increased number of children attending extra activities around sports.</p>	<p>Introduce further pupil survey to identify popular activities and future sporting activities to target increased participation.</p> <p>Aspiration in sport and self-achievement increased.</p> <p>Link to fund raising and activities led and organized by School Council. Raising money and awareness of charities through sport.</p> <p>Used sporting achievements by staff and children as incentive and motivation for all of the school community.</p>

	ways and develop fine and gross motor skills. CPD provided to staff through Forest School leader running these sessions.		<p><b>WIDER IMPACT ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• Greater participation in all PE lessons</li> <li>• Continue to maintain improvement of SAT's results</li> <li>• Improved attitudes which lead to learning and behaviour.</li> </ul>	
<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Use the board in the entrance hall to showcase children’s sporting achievements and talents.</p> <p>Ensure staff, Governors parents and the wider school community are aware of PE and sporting events activities that are taking place.</p> <p>Friday celebration assemblies to highlight sporting achievements and PE success in order to highlight the importance of PE and to encourage all pupils to aspire to be involved.</p>	<p>Encourage children who belong to clubs outside school to share what their experiences are, bring in photos, medals and certificates.</p> <p>Promote any events on school website and Facebook page.</p> <p>Sports results to be celebrated in Friday Assemblies, match reports to be written and read by the children where appropriate and published on school website.</p>		<p>.Children will be knowledgeable about these and have an opportunity to contribute to “what’s on offer”</p> <p>PE profile will be raised in school.</p> <p>Children will feel recognized for their sporting successes.</p>	<p>Opening the doors further between school and home through Sport – recognizing the importance of outside of the classroom.</p> <p>Increase profile of PE, healthy lifestyles and activity as a basis for a healthy life.</p> <p>Governors to oversee the raised profile of PE and sport and to ensure the funding is to be spent appropriately. Names PE Governor,</p>
<p>KS1 and KS2 to be involved in as many sporting events at JMHS as possible. This will include: football, netball, rounders, table tennis, athletics and multi sports.</p>	<p>Mini bus transportation available to get children to such events across the year.</p> <p>Event shelters available to ensure weather does not become an impact of safe participation.</p>	<p>£510</p> <p>£600</p>	<p>Will use feedback both formal and informal from children and parents to gauge impact. Ensure geography of our school does not impact participation.</p> <p>Greater increase of whole school participation in high quality PE lessons, access to larger range of sports clubs and sports competitions. High quality planning and CPD for all staff.</p> <p>All children to have taken part in an assembly, received a celebration certificate and have encouraged parents to attend</p>	<p>Increase in parental engagement impacting on whole curriculum to raise achievement.</p> <p>Further links to JMHS, increasing our access to different facilities.</p> <p>Aiding transition for Y6 to High School.</p>

<p>A positive impact on the children's wellbeing and using P.E to support our PSHE curriculum to recognise the links between a healthy mind and a healthy body.</p>	<p>CPD for staff in PSHE and how to use Physical Education to support this curriculum. Wellbeing Training (Zippy's and Passport).</p> <p>Staff member to run and plan Lego therapy for children's wellbeing and fine motor skills.</p>	<p>£600 £400</p> <p>£1600</p>	<p>sports events.</p> <p>Children will have a more positive attitude towards themselves and others through a curriculum that is broad and progressive in terms of the mental and physical needs.</p> <p>Pupil voice</p>	<p>Staff will be trained to run these sessions on their own over time.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All teachers to continue to benefit from working alongside PE Lead to increase their subject knowledge and further improve their delivery of PE.</p> <p>To build role of PE Ambassador.</p> <p>Support provided to Teaching Partners to ensure their knowledge in a healthy, active lifestyle is being transferred during their roles as sport</p>	<p>All teachers are timetabled to work alongside the specialist PE staff throughout the year. They will experience the teaching of different activity areas.</p> <p>Relevant CPD provide to support the building of the curriculum and knowing how to support staff.</p> <p>Identify courses for all staff and set up baseline to measure impact over time.</p>	<p>£200</p>	<p>Will use feedback from teaching staff about their levels of confidence to deliver PE. Use lesson observations.</p> <p>Children’s attainment in PE to increase further – 98% meeting end of key stage targets. All staff to contribute to children’s assessment in PE.</p> <p>Better subject knowledge across whole school.</p> <p>Improved outcomes for all pupils.</p>	<p>Phase Leads to increase qualifications in leading quality PE and sport throughout the school, conducting observations and analyzing data.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To purchase a complete set of current PE equipment for future use and in addition purchase a broader range of sport equipment in order to offer a greater variety of sports to all of the children.</p> <p>Class 3 children able to access bell boating day trip and competition to further enthuse a love of alternative sports. Provide by competitive sports person.</p>	<p>Increase further sports and PE attendance of non-active children by a further 10%</p>	<p>£2500</p> <p>£150</p>	<p>To have a greater variety of balance, skills, fitness and gymnastic equipment available to all of the children.</p> <p>Greater increase in participation of a range of sporting opportunities.</p>	<p>Work as part of Schools for Sport – look to establish focus through TDP.</p>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide opportunities for pupils to participate in competitive tournaments covering a broad range of sports.</p> <p>Link with other schools to create more inter team competitions.</p> <p>Develop more intra team competitions for the school “castles” to compete against each other.</p> <p>Years 4-6 have increased opportunity to access outdoor, team building centers to support interest in range of sports available e.g. paintballing, zip wire, climbing walls</p>	<p>Liaise with both JMHS and TDP to involve as many children as possible in competitions and tournaments.</p> <p>Arrange fixtures in a variety of different activities</p> <p>Children to not be disadvantaged by the costs of such activities therefore money is used to subsidies such events e.g. Oakerwood.</p>	<p>£500 for transportation</p> <p>£1000</p>	<p>Children in our small school setting are able to be part of extended teams to compete. Develop competitive sportsmanship which impacts on curriculum. Increased motivation and perseverance in learning</p> <p>Team working.</p> <p>Team work</p>	<p>Transition to be a priority to enable our children to be confident and high school ready.</p> <p>Children to problem solve and work together in a team to build confidence and resilience supporting classroom ethos and their growth as individuals to feel ready to go to High School.</p>