

# Evidencing the impact of the Primary PE and sport premium



**Birch Hill Primary School**

**Commissioned by**



Department  
for Education

**Created by**



**YOUTH  
SPORT  
TRUST**





It is important that the 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 PE SSPA 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](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.

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 **31<sup>st</sup> 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.**

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 review our previous spend and key achievements and areas for development.

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"> <li>• Access to the high quality coaching programme incorporated in the YPS scheme for KS2.</li> <li>• Infant skills coaching as provided by the Young People in Sport Scheme.</li> <li>• Access to active playground support and training – including lunchtime Teaching Assistants.</li> <li>• Sports Leaders training</li> <li>• Support with data report/accountability for Ofsted in response to sport premium funding. (via REAL PE)</li> <li>• CPD for Teaching Staff (via REAL PE)</li> <li>• Leadership &amp; Management of Sport &amp; PE (including release cover)</li> <li>• Continuation of Mile-A-Day initiative</li> <li>• Increasing number of vulnerable pupils engaging in sporting activities year on year.</li> <li>• Increase in number of pupils engaging in sporting activities for at least 30 mins per day in addition to PE lessons.</li> <li>• Increasing offer of after school clubs over a wider age range across the school.</li> <li>• Increasing participation by targeted children and groups in curriculum sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Further increase engagement of all and targeted pupils in regular daily physical activity by embedding and then increasing ranges of activities at lunchtime, providing expert coaching, structured activities and opportunities for linked extracurricular clubs</li> <li>• Increasing number of vulnerable pupils engaging in sporting activities year on year (including a monitoring system to record this)</li> <li>• Increase in number of sport tournaments entered</li> <li>• Review provision of swimming</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

Meeting national curriculum requirements for swimming and water safety. <i>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</i>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	% 60
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 60
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%35
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

## Action Plan and Budget Tracking

This is our intended annual spend against the 5 key indicators.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £19, 411		<b>Date Updated:</b> January 2021	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity <i>(Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school)</i>					Percentage of total allocation: (£9675) 49.6%
Intent	Implementation		Impact		
<b>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:</b>	<b>Make sure actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>Increase participation in skills-based / games based physical activity during the school day to increase rates of physical activity (PA) amongst children.</p> <p>Increase confidence of targeted pupils to join in a structured coach led sporting game at lunchtimes to improve skills, physical activity and well-being and build PA into a daily routine that will have a lasting impact of whole of life health.</p> <p>Utilise the time all pupils are on-site to develop pupil PE skills and confidence to join in to have a greater impact on a wider range of pupils (captive audience)</p> <p>Build willingness and sport confidence of pupils who are reluctant to join in with games to lead to more confidence to take part in PA with others in wider lives.</p> <p>Embed physical activity into the school day through active travel to and from</p>	<p>Teachers to use PE lessons to provide structured sporting activities at lunchtime. Lunchtime staff (TAs) to monitor and support.</p> <p>Provide staff with professional development via REAL PE, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>Miss Stark/ External to train sports leaders in Years 5 and 6 so the pupils can teach a range of sporting activities to younger children.</p> <p>Lunchtime staff to reorganise playgrounds to provide structured sporting activities in zoned areas.</p> <p>Purchase equipment to support lunchtime coaching courses for pupils to engage in more structured play e.g. hockey sticks, tennis racquets</p>		<p>REAL PE SLA £3725</p> <p>LA PE SLA £2950</p> <p>PE Leadership Release time £3000 (16 days at £185 p/d)</p>	<p>Participation in physical activity monitored by senior leaders on duty.</p> <p>Coaching team provide effective modelling of team management, dispute prevention and skills development (Session Observation Evidence). Encouragement offered to pupils has increased engagement.</p> <p>Lunchtime staff carry out structured games in zoned areas for years 1-6</p> <p>Lunchtime observations show that zoned areas being used effectively e.g. children in correct zones playing tennis etc</p> <p>Most pupils engaged in this programme transferred to outdoor sporting options in late spring and summer terms (Evidence: session obs, behaviour tracking, leadership</p>	<p><b>Sustainability &amp; Impact:</b></p> <p><i>Lunch TAs as are now using these skills more frequently in their own practice. (Evidence: Observations, behaviour tracking). This is leading to more pupils participating in sporting activities at lunchtime, (notably in years 3 &amp; 4).</i></p> <p><i>Coaching team provide effective modelling of team management, dispute prevention and skills development (Session Observation Evidence).</i></p> <p><i>Monitor the impact of the training and ensure that children are accessing a more structured and active lunchtime.</i></p> <p><i>Look at providing more equipment to support the training provided, allowing children new</i></p>

Created by:



Supported by:



school, active playgrounds and active teaching to improve culture of PA.	Create zoned activity areas at lunchtime -install routines so the children know what to expect and can plan accordingly.		'on duty' reports). As a result, most pupils who were disengaged from active session (targeted Y5&6) are observed to be engaged in sport sessions in 3 out of 5 days per week (averaged).	<i>opportunities to access play in with different sporting genres.</i>
<b>Key indicator 2:</b> The profile of PE and Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: (£3000) 15%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure actions to achieve are linked to your intentions:</b>		<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school	Review the use of pupil play leaders to promote positive play and sport and exercise. Develop training programme for play leaders. Provide equipment for a pupil led dance club at lunchtime.	As above – % of PE Leadership Release Time £3000  % of TA training allocation £3000 (20 staff at £150 p/d)	Pupil voice from play leaders indicated they feel valued and well trained. Observations show that they engage well with pupils in Y1 & 2, are building positive relationships with peers. (Obs of session, PV from Y1 Y2 pupils, PV of playleaders)  Behaviour tracking review of data & information shows sustained low level of poor behaviour at lunchtimes since introduction.	<b>Sustainability &amp; Impact:</b> <i>In future use pupils as trainers alongside the new training programme as evidence shows it is effective and is having a positive impact on pupils in Y1 &amp;2</i>  <i>Dance: Re-launch and promote in 2020-21 plan and delayed due to Covid-19.</i>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
Increase confidence, knowledge and skills of PE teacher(s). Offer expert tuition (via REAL PE for a specialized PE area in an afterschool club to promote and develop engagement and grow talent.	<p>Observation of PE provision in other effective settings</p> <p>Attend CPD sessions on effective PE lessons (SLA)</p> <p>Hire a specialist coach to deliver after school club (REAL and LA PE SLA)</p> <p>Identify in the timetable when coaching can take place (hall/field times etc.)</p> <p>Ensure year groups are aware of timings and club advertised</p>	<p>As above – % of LA PE SLA £2950</p> <p>As above – % of PE Leadership Release Time £3000</p>		<p>Continue to build stronger links with schools in and out of local area. Continue to expose our pupils to positives of team games, competitive sports and the ability to learn from both winning and losing.</p> <p>Next steps: Broaden opportunities to play an ever widening array of sporting events.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: (£5000) 26%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>

<p>Additional achievements:</p> <p>Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs.</p>	<p>Provide targeted activities at lunchtime to engage hard to reach / least active children in new and varied sports activities.</p> <p>Purchase resources and equipment as needed.</p>	<p>£1500 (resources)</p> <p>£3500 (after school club provision)</p>	<p>Coaching team and lunchtime TA staff provide effective modelling of skills needed to play new games, build positive ethos about growth mindset in sport and building skills through practice. (Session Observation Evidence).</p> <p>As a result, most targeted pupils participating in sporting activities at lunchtime.</p> <p>Particularly small groups of pupils who previously were sedentary and now engaging together in the broader range of activities now on offer (year 6).</p>	<p><i>Lunch TAs as are now using these skills more frequently in their own practice. (Evidence: Observations, behaviour tracking).</i></p> <p><i>Sustainability through peer development – coaching and training younger pupils – modelling the support given to them by adults.</i></p> <p><i>Re-launch and promote in 2020-21 plan - delayed due to Covid19.</i></p>
--	---	---	---	--



Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: (£2000) 10%
Intent	Implementation		Impact
<b>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:</b>	<b>Make sure actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
Enter more sport competitions partner with other schools to run sports activities and clubs increase pupils' participation in the School Games. Plus inter-school and inter-house competitions.	<p>Purchase membership of local authority competitive sports programme.</p> <p>Purchase specialised PE equipment to allow participation e.g. shin pads / kit for pupils participating in competitions.</p> <p>Travel to and from events Cover to release PE Leader (plus TA) to attend events.</p>	£2000	<p><i>Continue to build stronger links with schools/cluster in and out of local area.</i></p> <p><i>Sustainably, more links have been made with more schools – using LA PE SLA.</i></p> <p><i>Cost implications due to transport and logistics will need addressing in next steps.</i></p> <p><i>Re-launch and promote in 2020-21 plan - delayed due to Covid19.</i></p>