

# Evidencing the impact of the Primary PE and sport premium

Revised July 2021

Commissioned by



Department  
for Education



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](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.

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	£14609
Total amount allocated for 2020/21	£18820
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18870

**Swimming Data**  
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>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</b>	
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 2020. Please see note above	Survey via parents (not all responses recieved) - Yes - 74% No - 20% Don't know/unsure - 6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	Survey via parents (not all responses recieved) - Yes - 35% No - 28% Don't know/unsure - 37%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Survey via parents (not all responses recieved) - Yes - 35% No - 28% Don't know/unsure - 37%
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?	Yes/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:	Date Updated:	
<b>Key indicator 1:</b> 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:
				35%
Intent	Implementation		Impact	
Yourschool 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:	Makesure 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>* New equipment to ensure that all pupils have access to a range of sports. Ensure that the school has enough equipment that ALL can participate in lessons, with minimal time spent inactive.</p> <p>* A strong offer of after school clubs for pupils to take part in.</p> <p>* PE Teachers to work together to provide authentic learning experiences and provide skills for students to live healthy, active lifestyles.</p>	<p>* New equipment bought over the Christmas holidays to facilitate the new sports introduced to the curriculum. Also top up equipment bought due to the rise in students' number throughout the whole school.</p> <p>* Extracurricular clubs have been offered for every day of the week, including Rippa Tag Rugby to provide specialist training and experience to KS2 students. Afterschool participation levels were at 40% (2020/2021) we aim to increase these to 80% by offering a range of sports.</p> <p>* Both PE teachers have worked on adapting the curriculum to include new sports. Both teachers have attended a Volleyball CPD session.</p>	<p>£ 3800</p> <p>£2500</p> <p>£20</p> <p>£0</p> <p>£320</p>	<p>* Pupils now have a wider range of access to various sports on the curriculum.</p> <p>* Pupils having a greater choice of clubs they can attend throughout the year.</p> <p>* PE team can competently teach Volleyball and show progression of skills.</p> <p>* Complete PE has given PE staff ideas on how to plan their lessons.</p> <p>* House leaders have run lunchtime activities and assisted with events after and during school, linked with Dorset School Games. This has improved confidence levels.</p>	<p>* House leaders have promoted positions throughout year groups to encourage a new group of leaders next year.</p> <p>* Increase the level of Interhouse competitions and involvement of more students.</p>

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<p>* New house leaders trained to assist with the running of various sports during social times and progress their leadership skills.</p> <p>* Plan Interhouse competitions within school to improve the overall fitness levels and engagement of all out students</p> <p>*To actively invite Pupil Premium and SEND children to afterschool clubs.</p>	<p>*Staff have access to Complete PE which offers a range of session when PE specialist aren't available.</p> <p>* Leaders applied for position and given training in October 2021.</p> <p>* House Leader t-shirt to be purchased</p> <p>*House leaders to work alongside the PE staff to plan and implement Interhouse competitions.</p> <p>*Sports Clubs to be run every night after school which will ensure invites to PP children are given and they have first refusal of the place.</p>			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Yourschool 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:	Makesure 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>*Social time physical activity provision to be available using a range of activities planned through the week.</p> <p>*Sports leaders trained and deployed to support with lunch time provision using the equipment provided in the outdoor trunks.</p>	<p>*Through working with the pupil voice. Children wanted a range of sports available at break and lunchtimes. The House Leaders will identify sports that the children would like access to and be trained in these areas.</p>	£300	<p>* Equipment organized so that children have access to a range of equipment during social times.</p> <p>* Links have been made with the PSHE curriculum to combine topics such as mental health, lifelong physical activity and living healthy lifestyles.</p>	<p>* Increased access to a range of equipment.</p> <p>* New sports leaders to receive leadership training.</p> <p>* Continue to improve PE staff knowledge on sports.</p>

<p>*The PE Staff to continue to adapt and update the current PE curriculum.</p> <p>*Progression Map Planning to be completed by September 2022 to ensure all children have a curriculum that builds through their time at BMS.</p> <p>*Develop leadership opportunities through the School Games programme and PE lessons.</p> <p>*Targeted PSHE lessons utilized to recognise and reinforce the mental, social and health benefits exercise can have.</p>	<p>*Work with the PSHE teaching team to plan appropriate lesson that link to PE lessons.</p> <p>*PE specialists to work alongside transition schools to ensure a soft step curriculum that builds on the skills taught previously and preparation for what is to come.</p> <p>*Year 6 Leaders have attended the Primary Leadership Academy in Nov 2021. Newly appointed leaders to attend a leadership training day with Sam Cox (leader of the School Games).</p> <p>*PE specialists to work alongside other staff members to ensure a clear link is made between mental health and physical activity.</p> <p>*Provide extra sporting activities for National Mental Health Week.</p>	<p>£0</p> <p>£0</p>	<p>* Year 6 leaders have run lunch time activities for other children to get involved in.</p> <p>* Promotion of successes through school snapshot and social media.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Yourschoolfocusshouldbeclear what youwantthepupilstoknow and be able to do and about what they need to learn and to consolidate throughpractice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupilsnowknowandwhat can theynowdo?Whathas changed?	Sustainability and suggested next steps:
*Volleyball CPD course purchased for PE staff ahead of full introduction into curriculum this year.	* Both PE teachers have worked on adapting the curriculum to include new sports. Both teachers have attended a Volleyball CPD session.	£20	* Greater knowledge and understanding of sports. How to teach progressions and pick up differences in abilities.	* An increase of CPD opportunities for staff.
*Handball CPD course to be purchased for PE staff ahead of introduction into curriculum this year.	*Seek and purchase a local teaching CPD course to improve knowledge.	£350	* Student confidence and ability levels increased due to representing BMS in competitions.	* Competition success this year will lead onto continued success next year.
*Lacrosse CPD course to be purchased for PE staff ahead of introduction into curriculum this year.	*Seek and purchase a local teaching CPD course to improve knowledge.	£240	* Student knowledge of Tag Rugby increased due to professional coaching from a qualified club.	* Increase the club links and opportunities for students.
*Entering into any competitions in these sports.	*Continue to make links with other schools and games organisers to arrange games in the new sports.	£0	* Staff representation in branded clothing at events has increased the profile of PE at Broadstone Middle school.	* Ensure all staff continue to be a role model by wearing appropriate attire to take part in PE lessons and fixtures.
*Use of Rippa rugby for after school club, to help build confidence, share resources.		£See above		
*Raise the profile of PE lessons by providing PE teachers appropriate school branded clothing.	*Purchase BMS sports t-shirts, hoodies and waterproof jackets for PE teachers to wear whilst teaching.	£300		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				57%
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>* Additional equipment to be purchased to continue to broaden the range of sports on offer:</p> <ul style="list-style-type: none"> <li>- Lacrosse</li> <li>- Handball</li> <li>- Table tennis</li> <li>- Ultimate frisbee.</li> </ul> <p>* Boost physical activity levels by introducing the daily mile into whole school learning and having a mix of different activities during social times.</p> <p>* Basketball posts to provide court space for games to be played around the whole of the courts rather than in one small area.</p> <p>* To enhance the provision for SEND children including those in The Link.</p>	<p>* New equipment bought over the Christmas holidays to facilitate the new sports introduced to the curriculum. Also top up equipment bought due to the rise in students' number throughout the whole school.</p> <p>* Work with other members of staff to work out how we can include the daily mile into the curriculum without disturbing other learning.</p> <p>* Get track lines painted on the playground for children to follow for the daily mile.</p> <p>* Basketballs, posts, netballs and</p> <p>* Outdoor gym equipment will be purchased along with our colleagues in The Link and SEND department to enhance our provision for sensory breaks and physical activity during the school day.</p>	<p>£</p> <p>£600</p> <p>£3000</p> <p>£7300</p>	<p>* Pupils now have a wider range of access to various sports on the curriculum.</p> <p>* Pupils having a greater choice of clubs they can attend throughout the year.</p> <p>* Greater success in competitions due to increased participation.</p> <p>* Gym equipment providing sensory breaks and therefore a self-regulation in students. (equipment to be installed over the summer holidays).</p>	<p>* Greater advertising from local clubs for new sports.</p> <p>* Get gym equipment installed over the summer ready for September.</p> <p>* Work to ensure the PE curriculum continues to show progression and inclusivity from year 5 through to year 8.</p> <p>* Ensure high quality sport specific equipment is available for all PE lessons.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1 %
Intent	Implementation		Impact	
Yourschoolfocusshouldbeclear 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>*Bought into a range of competitions to offer a wide range of opportunities for as many children as possible.</p> <p>*Continued dialogue with School games, meaning participation in competition, as well as hosting events. Provide opportunities for children to compete/partake in a variety of events, festivals and competitions.</p> <p>*Increase links with external clubs.</p>	<p>* Memberships paid for football and athletics competitions.</p> <p>*Progress links with School Games and Sam Cox to provide competitions and activities for all students.</p> <p>*Ensure selection of festivals and events allows children to have a positive experience of physical activity and achieve success.</p> <p>*Encourage local sports clubs in school to enhance and encourage children into sport outside of school.</p>	<p>£120</p> <p>£0</p> <p>£0</p>	<p>* Numbers of pupils have increased in clubs and fixtures.</p> <p>* Large number of Dorset School Games events taken part in and received Gold in our School Games Mark.</p> <p>* Local clubs providing links for children outside of school to continue to improve skills in chosen sport.</p>	<p>* Liaise with other trust schools to organize both competitive and friendly fixtures and events.</p> <p>* Continue to liaise with Dorset School Games coordinator to ensure all learners are exposed to a variety of events.</p> <p>* Aim for all children to have represented BMS in a sporting activity/future.</p>

Signed off by	
Head Teacher:	F. Lord
Date:	11/7/22
Subject Leader:	L. Adams
Date:	10/7/22

Governor:	SSB
Date:	19/07/22