

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 2020/21	£ 1,010
Total amount allocated for 2021/22	£13,177
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£13,177
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£13,177

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>	
<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>	74%
<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>	26%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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>	Yes

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.

Text in green is provision through the Brigshaw Learning Partnership PE and Sport offer. This is 25% of our PE and Sport premium spend. Text in blue is our individual primary school work

Academic Year: 2021/22		Total fund allocated:		Date Updated: July 2022	
<p>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</p>					Percentage of total allocation: %
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?:	
Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day.	<p>Promote/use of range of activity initiatives 5 quick activity wins /Disney 10 min shake up / 'go noodle' activity 'Body coach' for schools videos</p> <p>Development of quick wins for physical activity in the school day</p> <p>Provision of targeted after school sports clubs to engage hard to reach/inactive pupils</p> <p>Playleader training for pupils to run activity during break times.</p> <p>Provision of cycling taster day and cycling competition day</p> <p>Skipping school delivered skipping workshops to year four and year two in preparation for festivals, but also using this as a springboard for skipping at break and lunches using ropes from last year's programme.</p>		Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.	<p>All pupils are more active during the school day.</p> <p>Most children walked/cycled/scootered to school and continued after the week.</p> <p>8 varying sized balance bikes used in Foundation stage to increase their gross motor development.</p>	<p>Use of skipping ropes left from last year's skipping festival to encourage break time activity.</p> <p>Play leaders being trained back up.</p>

Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day.	There are more activities available for children at break times and lunch time using equipment such as skipping ropes.		Improved behaviour in and out of class due to receiving their 30 minutes of physical activity.	Play leaders being trained back up to allow more activities available for children at lunch times. Accessing new equipment to ensure there are enough activities the children can take part in at lunch times and break times. To continue to plan active lessons and allow children to have brain breaks. Allocate each class a set of equipment that they can use on their lunch time which they are responsible for. Planning to include enrichment clubs for each subject area to allow children to find their talent.
	Teachers encouraged to plan lessons with an active element and include brain breaks within a longer session through the use of go noodle, supermovers or break times. Also the use of an active classroom for some lessons.		Children feel more engaged within their learning as they are being more engaged active learners.	
	Purchase of Sports equipment for break and lunchtimes.	£163.00		
	GBDO Entry fee	£45.00		
	Required sports equipment	£134.30		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
%

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>Increased focus on health and activity to increase alertness of pupils during the school day.</p> <p>Development of cross curricular skills through PE – including areas such as leadership, resilience, determination team work and oracy.</p> <p>Use of PE and Sport to develop pupil confidence, enjoyment and pride in school achievements.</p>	<p>‘PE and Sport Offer booklet’ that details the intent and implementation of PE & Sport across the BLP.</p> <p>Provision of quick wins for High quality PE to create creative and reflective learners as well as leaders.</p> <p>The use of trophies, certificates and awards for the inter school competitions to celebrate success.</p> <p>Use of sports competitions to develop pride in representing school. (all pupils in year 2 4,5,6 will have represented their school)</p> <p>Provision of activities in Key indicator 1 to improve health of pupils leading to more focused minds at key points in the school day.</p> <p>Playleader training for pupils to run activity during break times.</p> <p>Sports awards evening for all BLP//Trust schools. Celebrating successes / commitment</p> <p>Provision of activities in Key indicator 5 to allow pupils to re-engage with school sport and the wider community.</p> <p>Access to Sport Education style videos for staff to help to develop Sport Education style PE lesson pupils to develop leadership, teamwork and confidence.</p>	<p>Part of the £4000 invested in the Brighshaw Learning Partnership PE & Trust offer.</p>	<p>Improved oracy and improve use of key terminology and increased vocabulary within PE lessons.</p> <p>Pupils able to explain where they need to improve and what they need to do in order to improve.</p> <p>Pupils develop leadership skills and teamwork skills.</p> <p>Confident pupils who take pride in their achievement and pride in their schools achievements.</p> <p>A culture where success of all students is celebrated through the use of trophies and medals of winning classes and pupils.</p>	<p>These strategies can be used by all staff and encouraged by the PE lead.</p> <p>To keep it sustainable a refocus on the strategies will be needed</p>
	<p>Praise in whole school assemblies when we have an accomplishment we would like to share with the rest of the school.</p> <p>Development of feedback within lessons and how we can improve as a target in PE.</p>		<p>Encouraging others to participate and take pride within all of their achievements- in and out of school.</p> <p>Pupils that build on skills and take confidence from understanding on what they can improve upon and their</p>	<p>Continue to include feedback within our PE sessions and the use of key vocabulary within lessons.</p> <p>Explore Primary PE Planning as a suggested new scheme.</p>

	<p>PE Leader to run feedback sessions for CPD of all staff that will teach PE.</p> <p>Displays of pupils participating in sporting events.</p> <p>Staff CPD session for Gymnastics</p> <p>Gymnastics Equipment</p>	£297.99	<p>strengths.</p> <p>Improvement of vocabulary used within PE sessions and children gaining a better understanding of how feedback can support.</p> <p>Encouraging others to participate in competitions to represent the school.</p> <p>Increased staff knowledge of progressions steps required for gymnastics.</p> <p>Opportunities for further progression within lessons.</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: %

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Provide high quality PE lessons</p> <p>Improved quality of PE within school to develop competence and confidence of pupils.</p> <p>To develop pupils basic movement literacy</p> <p>To provide challenge to more able students</p>	<p>Twilight Gymnastics CPD for all staff</p> <p>Twilight Dance CPD for all staff</p> <p>Access to a shared online resource of lesson exemplars. Including the use of Sport Education' in lessons</p> <p>Half termly PE leader meetings to provide support and guidance for PE leaders to discuss / share / support good practice.</p> <p>Quick wins for high quality PE document used as a guide for staff to ensure high</p>	<p>Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Improved staff confidence in delivering PE and ability to challenge more able and support developing students.</p> <p>Schools develop and are aware of their intent, implementation and impact of their PE curriculum</p> <p>PE leaders up to date with latest guidance and initiatives through membership of professional bodies</p> <p>Staff are aware of how certain activities progress over the key stages and have a</p>	

	<p>quality PE</p> <p>Joint observations, team teaching, joint planning offer available.</p> <p>Membership of Youth Sports Trust Membership of AfPE</p> <p>Access to YST and AfPE online CPD including amongst others live webinars on high quality PE and Health and safety within PE</p> <p>Planning and support meetings available for PE leaders to help with the development of PE and Sport</p>		<p>variety of activities they can use to challenge students at different levels & ages.</p> <p>Staff are aware of and know the importance of delivering fundamental movement skills at an early age.</p> <p><u>Evidence will be in the form of:</u></p> <p>Assessment records of staff to show pupil progress. PE leader observations Joint 'drop ins' with PE leader and Learning Partnership PE Coordinator. Drop in feedback sheets</p>	
	<p>Use of specialist staff delivering PE lessons, and staff observing to develop their knowledge.</p> <p>Attended PE leader meetings. Planned intent, implementation</p> <p>Use BLP google drive</p> <p>Use of quick wins to encourage staff to show high quality 'basics' in PE. Based on 2012 Ofsted report.</p> <p>PE leader will have half termly meetings with staff delivering PE to discuss provisions.</p> <p>Staff CPD session for Gymnastics</p>		<p>Confidence within staff and understanding how we can challenge and support all learners.</p> <p>Use of PE specialists to improve our PE curriculum.</p> <p>Gaining a better understanding of how we can help children develop through the PE curriculum.</p> <p>Increased staff knowledge of progressions steps required for gymnastics.</p>	<p>More opportunities for CPD in dance and other areas we could develop.</p> <p>Sharing the quick wins with all staff and trial use for a week to see if there is a difference in the children's engagement within their learning.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation	Impact	
Your school focus should be clear	Make sure your actions to	Evidence of impact: what do	Sustainability and suggested

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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Provide a broad range of sports and activities to engage all pupils within school making sure we are addressing disadvantaged, girls & inactive pupils.</p>	<p>Provision of Cycling taster sessions and cycling competitions with pro ride during school day for a full year group.</p> <p>Provision of skipping workshops for year two and year four and access to BLP skipping festival</p> <p>Year 3,4,5,6 have two opportunities to access an inter school cross country competition.</p> <p>Access to Leeds and West Yorkshire school games cross country competition.</p> <p>Provision of dance in a day project.</p> <p>Provision of sports competitions in netball, football, tag rugby, athletics, paralympics, multi skills, badminton, sportshall athletics, handball, dodgeball, rounders</p> <p>The BLP offer covers all year groups from year 1 to year 6 in a wide range of sports. Targets all pupils</p> <p>Provision of an Olympic week of sport with an external coaching agency for each year group in each school, with a focus on alternative sports for each year group Or 6 weeks of after school clubs</p> <p>Girls only sports events covering Gymnastics and Basketball</p>	<p>Part of the £4000 invested in the Brighshaw Learning Partnership PE & Trust offer.</p> <p>25%</p>	<p>The children still access a range of sports even with restrictions that were in place.</p> <p>Development of cultural capital.</p> <p>Pupils enjoy PE and Sport and have experience of a range of activities.</p>	

	<p>Arranged skipping sessions with the Skipping School.</p> <p>PE leader to review current sports provided and identify any gaps in provision.</p> <p>PE leader to use student voice to identify sports and activity preferences of pupils.</p> <p>Olympic Week from Premier Sport to widen the range of activities. These included fencing, archery and tchoukball including an increased provision for KS1.</p> <p>Class rota to allow children to access football on their sessions.</p> <p>A broad range of activities taught within the PE curriculum – including; Multi skills, Athletics, High 5 netball, Gymnastics, Dance, Rounders, Cricket, Basketball, Football, Dodgeball, Handball, Rugby, Swimming, Skipping and OAA.</p> <p>Cost of coaches for afterschool clubs.</p> <p>Additional swimming lessons for year 6</p> <p>Transport for swimming sessions</p>	<p>£8,831.71</p> <p>£3,705</p> <p>£TBC</p>	<p>Pupils showed great enthusiasm to sport and were exposed to all different types of sport throughout the year including even Paralympic events.</p> <p>We reviewed our play times and have since added extra sporting activities from the pupil's voice.</p> <p>Children loved trying new sports and imagining the possibilities within these sports.</p> <p>Children were able to find their talent as sports people from the clear structure of the sessions.</p> <p>Increased percentage of pupils swimming competently upon leaving Primary school.</p>	<p>Sessions to be revisited by Premier Sport next year and several sports shall be chosen for children to try.</p> <p>Continue to review sessions taken in after-school / lunch time clubs where appropriate.</p> <p>Tchoukball club delivered by Premier Sports to replace Olympic Week for inactive / disengaged pupils in UKS2.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>To allow all pupils opportunity to represent the school in inter school competitive sport from year 1 to year 6.</p> <p>To develop further opportunities through intra school sport</p>	<p>Provision of inter school competitions and festivals in</p> <p>Netball X 4</p> <p>Football X 2</p> <p>Tag Rugby</p> <p>Skipping</p> <p>Cross Country X 2</p> <p>Sportshall athletics X 2</p> <p>Rounders</p> <p>Multi Skills X 2</p> <p>Badminton X 2</p> <p>Dance X 1</p> <p>Big Sports day for all year 4,5,6 pupils covering handball, tag rugby, dodgeball, athletics, relay races.</p> <p>Girls only sports mornings engage girls in sports competition.</p>	<p>Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.</p> <p>25%</p>	<p><u>Planned Impact</u></p> <p>All pupils from year 1 to year 6 were able to access the competitions</p> <p>All pupils in year 2, 3, 4, 5 and 6 have represented school in a sports competition</p> <p>Increased engagement.</p> <p>Increased confidence in pupils own ability to take part in a competition</p>	
<p>To allow all pupils opportunity to represent the school in inter school competitive sport from year 1 to year 6.</p> <p>To develop further opportunities through intra school sport</p>	<p>To promote intra school and competitions with all classes</p> <p>To engage pupils in intra school and sports competition.</p>		<p>100% of children from Y1-6 have taken part in at least one intra-school competition.</p> <p>100% of children from Y1-Y6 have taken part in at least 4 competitive sporting events such as athletics (running, jumping and throwing).</p> <p>100% of children from Y3-Y6 taken part in at least 6 competitive sporting events such as cross country, gymnastics, athletics, netball, rounders, dance.</p>	<p>Continue children's enthusiasm towards Sport by allowing them to participate alongside others at Trust wide events like this.</p> <p>Continue to encourage children to compete in and out of school and sharing their achievements allowing them to imagine the possibilities.</p>

	Full day Sports Day (KS1 – am, KS2 -pm) involving a range of different competitive sports.		Increased pride of children in taking part in intra school competitions. 100% of Y2/3 and Y4/5 classes attended Brigshaw Trust skipping competition. 100% of Y4/5 attended the Dance in a Day at Brigshaw High School.	
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Signed off by	
Head Teacher:	M Cahill
Date:	18.07.22
Subject Leader:	Daniel Horry
Date:	18.07.22
Governor:	P.Cook
Date:	