

# 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



# Bicton C E Primary School and Nursery



## School Sport and PE Grant: 2021-2022

Please see further information in DfE tables on following pages.

### Funding received:

Each year the school receives additional money from the government to support this area. In the academic year 2021-2022, Bicton was allocated £17,080

### How it has been spent:

Funding has been allowed to allow our PE / extra-curricular staff to fulfil their roles:

Key elements of these roles include:

- Competitive Sport: taking a lead role in co-ordinating our involvement in a wide variety of sporting competitions, including sourcing opportunities to collaborate with other schools.
- Curriculum: providing support for colleagues in the delivery of high quality PE, including attending training and sourcing CPD and resources for colleagues.
- Extra-Curricular Sports Clubs: designing our programme of clubs, commissioning staff and managing this important area.

The school has used the funding to enhance our extra-curricular sports provision.

- The school is committed to giving children the widest possible access to sport.
- Our sport clubs are run by a combination of teaching assistants and external coaches. This year, we increased our range of extra-curricular range of sports and providers who provide positive role models to our pupils.

Some of our finance is used to support participation in inter-school sports competitions.

- Some of the costs of releasing staff to facilitate participation in these events are met from the sports premium.
- Some additional costs associated with these events e.g. entry fees, transport costs and purchase of school kits are also funded from the sports premium.

### The impact of the funding on pupils' PE and sport participation and attainment in 2021-22:

- Increased uptake at all sports clubs for ages 3 to 11.
- High quality PE and sports provision within school.

### How the improvements will be sustainable in the future:

- Some of our sporting activities / provision involves a member of our school staff working alongside an external sports coach or PE specialist. This provides valuable CPD for staff and over time will increase 'in house' expertise, as well as ensuring that the provision can be sustained if the funding was reduced or removed in the future.

## Details with regard to funding

Total amount carried over from 2020/21	<b>£7,130</b>
Total amount allocated for 2021/22	<b>£17,080</b>
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	<b>£24,210</b>

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	94% (15/16)
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	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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

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: July 2022	
<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: 4%
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>Our broad and balanced PE curriculum offer will help pupils:</p> <ul style="list-style-type: none"> <li>develop physical competence to enable them to excel in a range of competitive sports and physical activities</li> <li>be physically active for sustained periods of time</li> <li>develop the necessary skills to allow them to plan and evaluate physical performance</li> <li>understand the benefits of physical activity to health and general wellbeing</li> <li>encourage them to lead healthy and active lives</li> <li>assess their own and others' safety</li> <li>develop their interpersonal skills</li> <li>develop problem solving skills</li> <li>increase in self-esteem /confidence</li> <li>enjoy and gain satisfaction from skilful physical activities</li> </ul>	<p>Introduced Daily Mile across the school.</p> <p>Extended after-school clubs offer to encourage more pupils to take part in physical activity.</p>	£1000	<p>Pupil voice shows improved wellbeing and attitudes towards physical activity. Pupils are physically active for longer periods of time.</p> <p>Increased take-up of extra-curricular activities - funded and part-funded places - as follows:</p> <p>Tag rugby: Nursery to Year 2 Year 3 to 6</p> <p>Football: Reception to Year 2 Year 3 to 6</p> <p>Rounders: Year 3 to Year 6</p> <p>Multi sports: Nursery to Year 6</p> <p>Dance: Nursery to Year 6</p> <p>Forest School/Wildlife Watch: Nursery to Year 6</p> <p>Establishing, extending and funding attendance of school sports clubs and</p>	<p>Continue with Daily Mile</p> <p>Re-introduce Y5/6 Bikeability and EYFS Balance bike sessions. Arrange Balance Bike CPD for EYFS staff.</p> <p>School council to survey pupils to ensure our extended school offer continues to meet pupils' interests.</p> <p>Train additional member of staff as Forest School Leader to enable all children to access Forest Schools throughout the year and encourage regular outdoor activity. This will allow all children to experience being active in a range of situations</p>



			activities, or broadening the range of sports/activities offered is a key focus for our school.	and environments.  Build in additional swimming sessions to ensure all pupils leave primary school able to swim.
<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: 52%
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:
As Key indicator 1	<p>PlayMaker Primary Leaders introduced for Year 5 pupils (Sports Leaders UK)</p> <p>Subject leader released to observe / monitor participation across the school / cover events, complete action plans for PE and School sport, etc.</p> <p>Sports Captains introduced to celebrate pupils' successes and achievements in PE and sport across the school.</p>	<p>£124</p> <p>£600</p> <p>£50</p>	<p>Training Young Leaders has promoted physical activity and encouraged more children to be involved in activity from a younger age. Young Leaders' confidence and self-esteem has risen, improving their wellbeing and interpersonal skills.</p> <p>Profile of PE and sport raised across the school. Curriculum plan updated with clear progression of knowledge and skills evident.</p> <p>Pupils' achievements celebrated in end-of-week celebration assemblies, which has provided encouragement and engaged more pupils with sports. Weekly newsletters on school website have included competition feedback,</p>	<p>Continue Sports Leaders initiative with Year 6s and introduce with Year 5s to ensure sustainability going forward.</p>

			forthcoming events and links with local providers, to aspire children to be more involved in sports.	
	School Sport apprentice position extended to provide a positive role model to pupils and encourage more pupils to want to take up sport.	£10,943	Employing a School Sport apprentice has provided a positive role model to pupils. Provision has allowed us to enter more competitions and monitor pupil participation as evidence towards attaining the Gold School Games Mark. Member of staff coordinated physical activities at lunch times, including coaching of young leaders to develop their skills and independence in leading these activities, provided targeted activities or support to involve and encourage the least active children and encouraged active play during break times and lunchtimes across KS1 and KS2.	Liaise with feeder secondary schools to identify opportunities for KS4 pupils to work alongside school staff at after-school sporting clubs. Survey pupils on sports they participate in outside school – are there opportunities for incorporating any of these sports in our curriculum offer?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
As Key Indicator 1	P.E. network meetings / CPD attended.	£425	In-house CPD through working alongside / observing other professionals has improved teacher confidence.	Identify any CPD needed for new subject leader next year.
	PE specialist (Embrace PE) employed to deliver 2 x hour per week.	£2510		Carry out staff skills audit in September (several new staff joining school) and feed into subject action plan.
	Sports Partnership – The Corbet School	£850	The Corbet School Sports Coordinator and School Games Organiser broadened the range of competitive inter-school sports competitions this year. Teaching staff shared CPD in the September annual meeting. By linking with other schools, pupils develop their social skills and confidence in different settings and can share their enjoyment of sport in safe environments.	Some of our after-school clubs and activities involve external sports coaches or PE specialists. Over time, staff confidence and expertise continue to grow. This will build capacity should financial restrictions require us to reduce the involvement of external professionals in the future.
	Collaborated with Shrewsbury Town in the Community through <i>Reading the Game</i> programme	£350		Continue with RTG in 22-23 with Year 3

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
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:
<ul style="list-style-type: none"> <li>develop physical competence to enable them to excel in a range of competitive sports and physical activities</li> <li>be physically active for sustained periods of time</li> <li>develop the necessary skills to enable them to plan and evaluate physical performance</li> <li>understand the benefits of physical activity to health and general wellbeing</li> <li>encourage them to lead healthy and active lives</li> <li>assess their own safety and that of others</li> <li>develop their interpersonal skills</li> <li>develop problem solving skills</li> <li>increase in self-esteem and confidence</li> <li>enjoy and gain satisfaction from skilful physical activities</li> </ul>	<p>Additional equipment purchased to support teaching and delivery of PE and sports:</p> <p>Activalls – indoor reaction walls Dodgeballs Netballs and netball posts Basketballs, posts, hoops and stands New basketball stands Goalposts for KS1 Footballs (2 sizes) Kwik cricket and tennis balls Skipping ropes, hula hoops and bean bags</p>	£4240	<p>Refreshed and a wider range of equipment has inspired pupils to be more active during break times and increased variety of after-school sporting clubs offered.</p> <p>Activalls now used regularly at breakfast club developing pupils' coordination and problem solving skills, as well as providing a multi-skills cardio wall style workout.</p>	<p>Audit equipment alongside pupil survey to identify further resources needed.</p> <p>Monitor equipment – is it being cared for and stored appropriately?</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> <li>develop physical competence to enable them to excel in a range of competitive sports and physical activities</li> <li>be physically active for sustained periods of time</li> <li>develop the necessary skills to enable them to plan and evaluate physical performance</li> <li>understand the benefits of physical activity to health and general wellbeing</li> <li>encourage them to lead healthy and active lives</li> <li>assess their own safety and that of others</li> <li>develop their interpersonal skills</li> <li>develop problem solving skills</li> <li>increase in self-esteem and confidence</li> <li>enjoy and gain satisfaction from skilful physical activities</li> </ul>	<p>Wider range of sporting events and competitions entered across KS2 – subject leader and staff release time to carry out administration tasks for all sports events – entries, parental consent, risk assessments, etc.</p> <p>Provision of transport to competitive events off site</p> <p>Entry costs to sporting events</p>	<p>£360</p> <p>£1100</p> <p>£100</p>	<p>Achieved School Games Mark Gold award through increased participation for all groups of pupils across a range of sports competitions and events around Shropshire. This will support them in developing healthy lifestyle choices as they grow up.</p> <p>Links established with schools outside cluster, which further developed pupils' interpersonal skills. Through these links, more sport can be offered on a competitive or a friendly basis which will contribute to raising achievement for pupils across age groups.</p> <p>Wider range of our staff attended events, providing them with valuable CPD.</p>	<p>Ensure Gold Award can be sustained for 2<sup>nd</sup> year.</p> <p>Continue to develop and explore links with other schools.</p> <p>Continue to enter a wide range of competitive events and ensure all groups of pupils are represented.</p>

Signed off by	
Head Teacher:	Natalie Johnson
Date:	19.07.22
Subject Leader:	Jack Taylor
Date:	19.07.22