



Evidencing the impact of the Primary PE and Sport Premium

Bishop Carpenter CE Primary School

Website Reporting Tool

Revised May 2021

Commissioned by the Department for Education Created by

YOUTH
SPORT

Updated 28th July 2022



It is important that your 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:

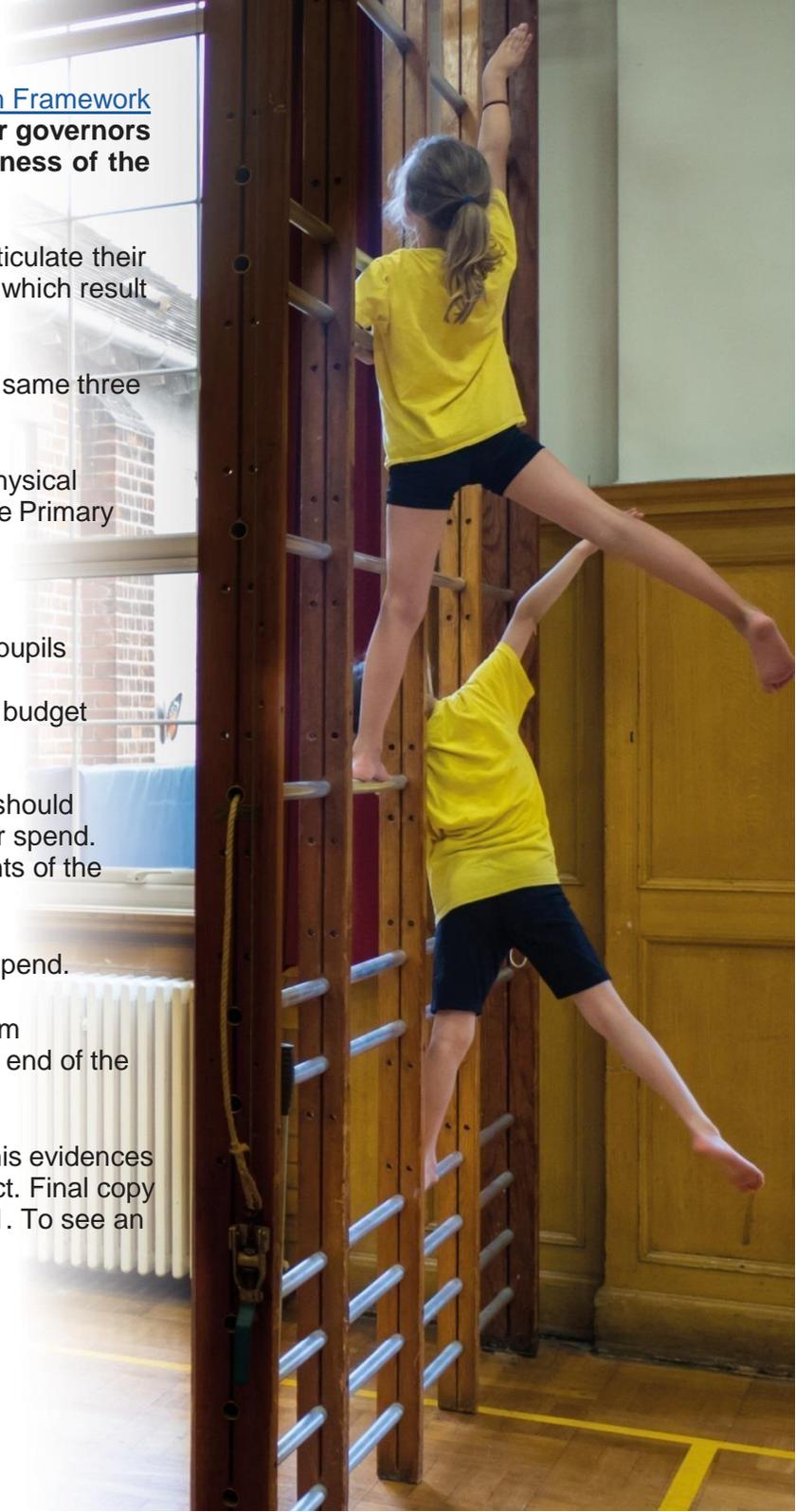
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020/2021, 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 **31st July 2022** at the latest.

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](#).



Support for review and reflection - 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 reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption, in 2020, it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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 2022:	Areas for further improvement and baseline evidence of need:
<p>Ongoing membership of NOSSP to ensure a competition calendar for the whole school and a range of CPD and networking opportunities.</p> <p>Ongoing employment of a sports mentor to support and advice with the delivery of PE in schools.</p> <p>Offering extra-curricular after school clubs. Football, Hotshots Basketball and tennis for KS 2 and KS 1</p> <p>Attending NOSSP training</p> <p>All pupils taking part in 2 hours of PE a week in a variety of planned out activity</p> <p>Swimming lessons Class 3 and 4</p> <p>Inter/Intra competitions - Inter and school based with results</p> <p>Lunchtime activators with CDS deployed to engage KS1 and KS 2 and lunchtime</p> <p>Also target group – Year 5 and 3 for an additional hour – 3 terms out of 6</p> <p>Jumpin Jack Gymnastics deployed for LKS2 and Year 1 / 2 – this also resulted in additional club links</p> <p>Silver School games award – Gold in many areas – based on numbers</p>	<p>To implement Get Set 4 PE</p> <ul style="list-style-type: none"> - Training for staff - IT updated - Resources in place <p>To continue mapping the pupil PE experience profile journey to include involvement in all competition, after school and outside of school</p> <p>Ongoing PE monitoring the whole school to ensure good or better PE lessons.</p> <p>Build in next steps towards higher level in sports awards</p> <p>Orienteering programme to be used for an increase in cross-curricular activities</p> <p>Map competitive and leadership opportunities to engage all groups</p> <p>Gymnastics competitive opportunity for class 3</p>

Dance opportunity in May Festival for all classes

Extend playground outdoor equipment for KS 1 (this has been delayed
and hence underspend but some in place and well used)

National achievement in orienteering competition for KS1

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Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES * Delete as applicable

Total amount carried forward from 2020/2021 £2133.50

+ Total amount for this academic year 2021/2022 £16,950(grant) + 2133 (Carried forward) TOTAL- £19,083

£2133.50 to be carried over in to 2022/2023 - this is allocated to spend on outside equipment – unfortunately this arrangement was unable to be fulfilled before July 31st 2022

<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 practiced safe self-rescue techniques on dry land which you can 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>	<p>All year 6 pupils have undertaken swimming for 1 block this academic year and are competent for 25m</p>
<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>	<p>All can access a range out of the 3 strokes.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>All have covered this but had a reduced sessions compared to year 6s pre covid.</p>
<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>	<p>We were not able to access additional swimming for a second block this year but signposting of additional swimming support has been made available for all year 6s.</p>

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: 2022/23	Total fund allocated: £19,083	Date Updated: Summer Term 2022		
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				total allocation: 65%
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:
All pupils have a minimum of 2 hours of physical activity a week. (Planned PE time AND Forest School sessions) Children also have 20 minutes break and 1-hour lunch. KS1 have afternoon active time Weekly sessions with CDC Activators to promote active lunchtimes	Teachers plan in PE within their termly and weekly timetable. Teachers plan areas of PE to teach at the beginning of the academic year – some areas have cross curricular links with their topic areas. Coordinator has a long term plan from all teachers showing the planned areas of PE.	Support included in Mentors salary £7596	Pupils have a regular and wide range of PE opportunities – increasing their physical fitness/stamina and giving them different experiences of types of exercise that can be continued out of school. EVIDENCE - Timetables, assessments, active planners, photos, newsletters, social media Activity is part of school life – pupils look forward to PE lessons (conversations with adults, sports	Continue to offer CPD to all staff, through staff meetings and courses included in the NOSSP subscription, to ensure confident delivery of a wide range of skills. More leadership opportunity once guidance allows

		<p>mentor, Sport leaders & pupil voice)</p> <p>Pupils look forward to PE lessons and enjoy the range of sports and skills that they learn.</p>	
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<p>All teachers to incorporate active learning into all areas of the curriculum and day, to include outdoor learning</p>	<p>Teachers to have resources available to them. Teachers to complete Activity tracker Heat maps – Opportunity to compare with previous Heat maps to</p>	<p>NOSSP £2000 £500 YA</p>	<p>Introduction of a range of regular, physical activity, which forms part of a healthy life style.</p> <p><i>Home learning adaptation-</i> During all home learning, PE was still included in the weekly plan and various participation events were introduced, including street tag</p> <p>Children enjoy Activator session and more children are involved and engaged (especially the older children now) Children also enjoy the active curriculum resources particularly the maths In discussions with teachers & pupils. Pupils behaviour/attitude to learning improved. Year 1/2 PE moved to the morning and could see a positive difference for the rest of the day.</p>	<p>Increase training opportunities for all staff. Refresher training in effect use of outdoor learning</p> <p>Orienteering implemented</p>
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teachers.

<p>Continue with Year 6 Sports Leaders (House Captains) help, lead and run lunch activities. (currently in bubbles but will continue across all classes when possible)</p>	<p>Leaders identified through interview process. Ensure leaders are supported by PE coordinator and lunchtime and TAs.</p> <p>Regular meetings to make things are running smoothly and their feedback. Equipment order form and check list.</p>	<p>£850 Updated playtime equipment and resources (part of this has been delayed due to suppliers)</p>	<p>Sports leaders showing leadership and inclusion More equipment was purchased for the sports leaders to use at play times (this was asked by them and the results from our questions to the children)</p> <p>Year 6 leaders enjoy responsibility of equipment and being involved in a different aspect of physical activity.</p>	<p>– Youth Activators to be more involved Ensure that sufficient resources are maintained.</p> <p>Maintain and continue to develop range of activities.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
				%
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>Sporting success - impact on school</p> <p>Active learning - Outdoor learning- Forest School</p> <p>Sporting success celebrated in whole school assemblies, published in the school newsletter and posted on the school website & Facebook page.</p>	<p>Current Platinum award holders for School games</p> <p>All KS1 classes to have the opportunity of outdoor learning through forest school</p> <p>Sports coordinator to ensure certificates are prepared, termly newsletters, website & on social media. Displays updated when necessary- ongoing.</p>		<p>Forest school photo folder and display. Children experiencing a wide range of outdoor adventure activities and learning new skills and tools.</p> <p>Forest school in terms 2.4 and 6 – extended to 5 and 6</p> <p>Awards received during both school sport & community-based sport are celebrated in assemblies & newsletters.</p> <p>Parents enjoy the newsletters, weekly updates and like the communication about upcoming events.</p>	<p>Maintain this award</p> <p>Investigate opportunity for KS2 forest school activity – either for all or targeted groups</p>
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<p>Ensure as many pupils as possible attend inter and intra school sports events</p>	<p>Sport Coordinator to monitor who attends festivals & competitions to ensure where possible all pupils benefit from these events. NOSSP run events for G&T, SEN & less active children giving us lots of opportunities for our pupils to benefit from these activities.</p> <p>Links with other schools also widens our pupil's opportunities to take part in sporting events.</p>	<p>NOSSP £2000</p>	<p>Pupils from all year groups and abilities given the opportunity to represent the school. A sense of pride and achievement. <i>Covid adaptation- all children have represented the school in covid adapted activities(results sent off to the Warriner Cluster)</i></p> <p>EVIDENCE- Pupils voice/comments</p>	<p>.See overall next steps for monitoring</p>
<p>PE assessments</p>	<p>PE mentor to introduce 'Get Set 4 PE' as a WMAT strategy</p>	<p>Cost not finalised before 31st July – underspend being used towards a better long term package</p>	<p>Staff require further training in PE assessment</p>	<p>PE mentor and Coordinator to oversee delivery</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		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Teachers to work with PE mentor to support in the delivery and planning of good PE lessons.	PE coordinator to timetable sports mentor to work with every class.	Ref above (£7391)	Teachers feel comfortable to ask sports mentor for help and guidance. Teachers are more confident in delivering lessons and are building up a resources bank/ lesson ideas	Increase confidence with assessment
Subject coordinator to feedback from any courses/workshops to staff or Headteacher	See above section 2 reference			
Sports leaders to lead assemblies so ALL staff are aware of lunch times rules and games.	Timetabled assemblies. PE coordinator to make sure all members of staff (including lunch time supervisors are involved)			This needs a whole new relaunch from Sept 2021
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 what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Wide range of after school clubs	<p>Continue to offer a good range of after school clubs. Volunteers or use sports premium to pay for staff/coaches to support this offer.</p> <p>Sustain tennis club with new club link</p>	<p>Football (years 3 and 4 Years 5 and 6)- Hot shots BB</p>	<p>Football: <i>20-24 attended across KS2 (1SEN, 2 PP)</i></p> <p>Hot shots BB (supported by PE coord) 25 attended from KS2 – 3 SEN, 2 DA</p>	<p>Continue to Increase sporting opportunities in 2022/23</p>

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Key indicator 5: Increased participation in competitive sport				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:
Children participating in level 1 intra school's competition.	Being a member of NOSSP enables PE coordinator to organize teams to compete in a range of sporting competitions. This includes inclusion festivals	Included in NOSSP £2000	Sport newsletters and timetables. Sport photo folder and display. Internal data. Competitions data, displays, , website, newsletter and Facebook. Competitions data, displays, website and newsletters. PE folder- Internal Data for evidence and financial folder. Remaining awards- Platinum School Games Mark and Youth Sports Trust	Continue with membership. Continue to give PE coordinator time to organise, develop and run inter school events.

<p>Sports Day is a whole school, inter House sporting competition– All pupils represent their House and can contribute to their House’s final score. Individual races (track and field) are also held where all children have the opportunity for individual success</p> <p>Membership of NOSSP enables us to access a full range of competitive sports.</p>	<p>Subject coordinator needs time to plan the day. The whole school is involved, and teachers contribute to race ideas – sometimes based on their PE during the year. Cross curricular links during the races and in preparation for the day. Whole school events to make resources E.G flags, banners.</p> <p>Coordinator continue to arrange football, netball, rounders matches against other after school clubs teams within school.</p>		<p>Sports day proceeded within bubbles as per other years and with COVID compliance – all participated, all enjoyed it.</p>	<p>- Consider a competitive sport week for 2021/22</p>
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Signed off by	
Head Teacher:	Nichola Stevenson
Date:	26 th July 2022
Subject Leader:	Nichola Stevenson
Date:	26 th July 2022
Governor:	Charly Henney (CoChair)
Date:	28th July 2022