

# Evidencing the impact of the Primary PE and sport premium

Bishop King Primary School

Academic Year 2021-2022



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](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, 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.



## Details with regard to funding

Please complete the table below.

|   |          |
|---|----------|
| Total amount carried over from 2019/20  | £21,667  |
| Total amount allocated for 2020/21  | £19,233  |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £27,748  |
| Total amount allocated for 2021/22  | £ 19,164 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £46,912  |

## Swimming Data: Please report on your Swimming Data below.

|   |        |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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.<br>Please see note above  | %      |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | %      |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | %      |
| 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 |

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## 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: 2021-22   |   | Total fund allocated: |  | Date Updated: 9.9.21                  |   |
|--|---|-----------------------|--|---------------------------------------|---|
| <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:   |
|  |   |                       |  |                                       | %   |
| Intent   | Implementation  |                       |  | Impact                                |   |
| <i>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:</i>   | <i>Make sure your actions to achieve are linked to your intentions:</i>   |                       |  | <i>Funding allocated:</i>             | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> |
| Regular afterschool clubs timetabled and available for all year groups   | A club set up and a register taken to track the children who are attending. Each year group has a club arranged which they can take part in in extra curriculum time. |                       |  | LCFC<br>£6681.07<br>Synergy<br>£7,750 |   |
| Funding for a second year group sent for swimming lessons.   | Year 5 to attend extra swim sessions.<br><br>80% able to do a minimum of 25m.   |                       |  |                                       |   |
| Funding for Year 6 children who did not achieve their 25m to go swimming in term 6   | Year 6 children to be selected to go swimming based on those who could not swim and continuous 25m in the previous year,  |                       |  |                                       |   |
| PE equipment inspection and renewal  | Equipment checked for safety to enable all children to take part in sports.   |                       |  |                                       |   |

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|  |   |                         |  |  |
|--|---|-------------------------|--|--|
| Football FUNdamentals used to improve the skills of children in year 1 and 2   | Planned sessions with KS1 classes receiving 6 hours of training each from professional coaches will develop children's fundamental skills through football.                 | LCFC                    |  |  |
| Children to take part in the golden mile every day.                            | All classes will take part in the Golden Mile daily for a minimum of 10 minutes to promote physical activity and provide children with a 'brain break' from their learning. | Leadership time<br>£250 |  |  |
| Lunchtime clubs run to ensure children are physically active during play times | Employ outside agency Synergy and LCFC to provide a lunchtime club for both KS1 and KS2.  | LCFC                    |  |  |
| Purchasing of new PE equipment   | Purchase of PE equipment to enable children to have equipment which is in good condition for taking part in physical activity and sports.                                   |                         |  |  |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                             |   | Percentage of total allocation:                 |
|--|---|-----------------------------|---|---|
|  |   |                             |   | %   |
| Inte<br>nt   | Implementation  |                             | Impact  |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i>   | <i>Funding allocated:</i>   | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| PSHE sessions to heighten the profile of sport through the Kick it Out Poster competition and Stand Up Speak Up  | Kick It Out Poster competition will run alongside the accompanying PSHE topic and British Value of the term. It will be delivered across the school.<br><br>Stand Up Speak Up sessions will be run in Year 5 to address the current issues happening in sport and continue to raise the profile of sport with cross-curricular links. | LCFC                        |   |   |
| Annual celebration assembly to ensure all pupils are aware of the opportunities we provide as a school   | A prize for the Sportsman and Sportswoman of the year with an award of a signed football and signed shirt from LCFC.  | Leadership time<br><br>£250 |   |   |
| Through support with assessment and planning of PE staff   | Planning and assessment monitored to ensure that the whole PE curriculum is being covered and G&T pupils identified.  | Leadership time<br>£750     |   |   |
| Year 6 children to be Playmakers and act as role models for sports, supporting staff and running small activities at break and lunch times.                        | Both Year 6 classes will receive PlayMaker training which will develop children's leadership skills. Depending on the Covid-19 situation and crossing bubbles if restrictions relax the Year 6 children can help to organise activities at break and lunch times and promote sports.  | LCFC                        |   |   |

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|---|--|---------------------------------|--|--|
| A tour of LCFC and a talk with footballers will be a reward for children who complete the most laps of the Golden Mile in each class to celebrate their success.  | Teachers will record children Golden Mile laps from Autumn 2 term with the reward of the most laps for a boy and girl from each class.                                 | LCFC<br>Leadership time<br>£250 |  |  |
| Professional coaches come in to deliver interventions with disengaged learners and promote the profile of sports in the school but using it as a tool to engage children.   | A coach will work with the Year 5 cohort and work to target disengaged learners and work with them to encourage learning and where possible link situations to sports. | LCFC                            |  |  |
| Leadership time given for PE lead to promote sport within the school and arrange sporting events for the school.  | Planned leadership time to allow the PE lead to carry out planning and preparation for sporting events.  | Leadership time<br>£250         |  |  |
| Targeted children in Years 3-5 to take part in ActionIMPS which is a 6-week programme aiming to inspire children to learn how to build stronger, safer and inclusive communities through positive, collaborative action.<br>(Only to take place if Covid-19 restrictions relax- alteration will apply if restriction remain in place) | Speak to adults in classes from 3-5 and ask for targeted children who would benefit from this intervention.  | LCFC                            |  |  |
| A player from LCFC will visit the school to promote sports  | Arrange player visit where children can meet a football player from their local football club  | LCFC                            |  |  |
| Year 3 to receive a day workshop around food and healthy lifestyle  | Children to take part in a food and healthy lifestyle workshop linked to their current PSHE and DT learning.   | LCFC                            |  |  |

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|--|---|------|--|--|
| 2 season tickets to LCFC will be awarded to 2 children who received 100% attendance in academic year 2020-2021 | PE will be promoted and children who attended school will be rewarded<br>This will act as an incentive for children to attend school regularly. | LCFC |  |  |
|--|---|------|--|--|

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |   |  | Percentage of total allocation:                 |
|--|--|---|--|---|
|  |  |   |  | %   |
| Inten<br>t   | Implementation   |   | Impact   |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i>  | <i>Funding allocated:</i>                       | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| LCFC to come into school and provide CPD for targeted teachers by coaching alongside them  | Communicate with LCFC to monitor the effectiveness of CPD support and improvement to teaching and learning.<br>Discuss which areas of sport the targeted teachers wish to work on and develop.                           | LCFC<br>Teacher cover<br>£750                   |  |   |
| Whole school, progressive curriculum subscription to the PE Hub to support the planning of PE for teachers   | Monitoring the use of the subscription.  | Leadership time and PE hub subscription<br>£250 |  |   |
| KS1 teachers to work alongside coaches who are delivering football FUNDamentals and be upskilled   | Coaches will come into KS1 and deliver quality football sessions which will develop children's basic fundamentals in PE<br>Teachers will be upskilled by good practice and be able to apply it to their own PE sessions. | LCFC  |  |   |
| Targeted teachers to attend the FA's Primary Teachers Award and develop good practise in PE sessions   | Targeted teachers will attend the FA's Primary Teachers Award and develop PE teaching skills which they will implement into their own practice and deliver quality PE sessions.  | LCFC and cover<br>£1,000                        |  |   |
| Lunchtime supervisor training to upskill MDSAs and make children more active at lunch time   | MDSAs will be trained to deliver playground games and sessions to children that will help to keep them active during lunch breaks.   | LCFC<br>Pastoral team + resources<br>£750       |  |   |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                           |   | Percentage of total allocation:                 |
|--|--|---------------------------|---|---|
| Intent   | Implementation   |                           | Impact  |   |
| <i>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:</i>   | <i>Make sure your actions to achieve are linked to your intentions:</i>  | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| Children will be able to go to the LNER stadium to take part in a day's enrichment workshop.   | Targeted classes will be timetabled to go to LNER stadium where they will take part in active maths, English, PSHE and PE sessions.  | LCFC                      |   |   |
| Year 6 will take part in yoga and mindfulness in Summer 1 to run prior to SATS.<br>The intervention will help children's wellbeing and promote a new physical activity<br>Children are inspired by the new sport and aim to continue it and the methods they learn/develop | Organise the yoga and mindfulness sessions with external providers.<br>Target children who would benefit from this intervention by speaking to adults who work with them.  | LCFC                      |   |   |
| Year 5 to take part in quidditch and expose them to a new sport<br>Children are inspired by the new sport and aim to continue it   | Organise with external providers and teachers  | LCFC                      |   |   |
| Year 5 to take part in tri-golf with their final session taking place at a PGA centre.<br>Children are inspired by the new sport and aim to continue it  | Organise with external providers and teachers  | LCFC                      |   |   |
| IMPS Matchday Maths and English which immerses children in their learning through sport.   | Children will be able to attend the stadium on a match day supervised by teachers and watch a match where they will make notes or record themselves commentating, this will be used to create a match report when they go back to school | LCFC                      |   |   |

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|   |   |                                     |  |  |
|---|---|-------------------------------------|--|--|
|   | as well as record data by simply tallying stats.  |                                     |  |  |
| Timetabled enrichment days for children to take part in with sports they have not been previously exposed to. | Timetable these throughout the year for all children to partake in.   | Synergy and leadership time<br>£500 |  |  |
| Timetabled charity and sporting events which encourage the enjoyment of sports                                | A whole school sporting event will take place at Christmas which will promote physical activity through fundraising.<br>A provisional date for a Race For Life will be set out for the summer term. | Leadership time<br>£500             |  |  |
| Year 6 children to attend a residential and take part in outdoor activities.                                  | Children in year 6 will have the opportunity to take part in outdoor adventure activities which they many have not had the opportunity to before.   | £5,000                              |  |  |
| Gymnastic outdoor equipment   |   | £20,481                             |  |  |
|   |   |                                     |  |  |

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| Key indicator 5: Increased participation in competitive sport  |  |   |   | Percentage of total allocation:                 |
|--|--|---|---|---|
|  |  |   |   | %   |
| Intent   | Implementation   |   | Impact  |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i>  | <i>Funding allocated:</i>                   | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| Intra-school competitions will be arranged for each year group termly which will promote competition and the profile of sports                                     | PE leads to organise intra-school competitions for each class to take part in                                  | Leadership time and cover<br>3 days<br>£750 |   |   |
| Competitions such as Sports day to be arranged for the summer term   | PE leads to have time to organise these competitions.  | Leadership time and cover<br>£500           |   |   |
| To take part in the IMPics in summer 2   | Arrange an athletics after school club where children will train to take part in the inter-school competition. | Leadership time and cover<br>£250<br>LCFC   |   |   |
|  | Total allocated and spent  | <b>£46,912</b>                              |   |   |

|                 |   |
|-----------------|---|
| Signed off by   |   |
| Head Teacher:   |  |
| Date:           | 9 <sup>th</sup> September, 2021   |
| Subject Leader: | D Lavery  |
| Date:           | 9 <sup>th</sup> September, 2021   |

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