

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Academic year 2020-2021

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](#) (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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Participation and success in competitive sport increased</li> <li>• Intra-school competitions arranged and ran (prior to Covid-19)</li> <li>• Enrichment days for sports children haven't been exposed to</li> <li>• Staff upskilled through working with external coaches</li> <li>• A PE scheme bought into to ensure teaching is progressive and consistent.</li> <li>• An extra year group funded to go swimming which was having a positive impact on children's ability to swim (prior to Covid-19)</li> <li>• After-school clubs organised and ran, including sports which children hadn't had the chance to partake in (e.g. archery and fencing)</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the participation in sports on girls in UKS2</li> <li>• Ensure children are taking part in the Golden Mile daily to promote physical activity</li> <li>• Have effective lunchtime provision in place to ensure children are active through their lunch break</li> <li>• Expose children to new sports and physical activities they have not partaken in before, such as yoga, tri golf and quidditch.</li> <li>• Working alongside other subjects to promote sports across the school.</li> </ul>
Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p>	79%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	10%
<p>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?</p>	<p>Yes/<b>No</b></p> <p><i>Due to current restrictions we are unable to swim- when restrictions lift the funding will be used to send an ADDITIONAL year swimming</i></p>

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Academic Year: 2020-2021		Total fund allocated: £19,233		Date last updated: 7 <sup>th</sup> September 2021	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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>		<i>Sustainability and suggested next steps:</i>			
Lunchtime clubs organised and run by coaches to promote physical activity during lunch times.		Employ outside agency Synergy and LCFC to provide a lunchtime club for both KS1 and KS2.		Lincoln City Foundation £4,934 Synergy £6,759	
Physical activity has been promoted during lunchtimes so more children have been active and taken part in a range of sports developing their skills. This has helped with behavioural issues.		To arrange to continue this into the next academic year to ensure children are as active as possible while outside the classroom and had a positive effect on behaviour.			
Regular afterschool clubs timetabled and targeted at the least active groupings.		A club set up and a register taken to track the children who are attending.  Each year group has a club set up and ran with year 5 having two to target those who are less active		Lincoln City Foundation Synergy	
Various after school clubs ran throughout the year with good uptake from pupils. A target group, of girls in UKS2, was identified. After discussions with pupils a club was chosen and the intake was high.		To continue to use pupil voice when selecting clubs for pupil, especially when targeting those less active.			
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		Lincoln City Foundation	
Stand Up Speak Up was delivered in Year 6 with good pupil response via questionnaires and pupil voice where pupils demonstrated a heightened		To continue this provision next year in light of the issues faced in sports this year.			

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	<p>school.</p> <p>Stand Up Speak Up sessions will be ran in Year 6 to address the current issues happening in sport and continue to raise the profile of sport with cross-curricular links.</p>		<p>awareness of issues happening around the world and with sports.</p> <p>During lockdown a workshop was run in Year 5 regarding citizenship and the local area. Children enjoyed this and really engaged with the work.</p> <p>Kick it Out did not run due to lockdown.</p>	
PE equipment inspection and renewal	Equipment checked for safety to enable all children to take part in sports.	£1000	Children were able to use safe and well-maintained equipment.	To continue next year.
Timetabled charity and sporting events which encourage the enjoyment of sports	<p>A whole school sporting event will take place at Christmas which will promote physical activity through fundraising.</p> <p>A provisional date for a Race For Life will be set out for the summer term.</p>	£500 leadership x2 days	Both events took place and children enjoyed raising money for charity while being active and promoting physical activity.	To continue next year.
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.	Lincoln City Foundation	The children in KS1 enjoyed the lessons- highlighted through pupil voice- and feedback from the teachers showed it had supported their teaching of PE along with the children's own evident skill development, which they were able to transfer into other sports.	To continue next year on KS1.
Sports sessions for targeted girls outside of the school curriculum	An after school gymnastics club was arranged for UKS2 girls to promote physical activity as they were identified as one of the least active groups in school.	Lincoln City Foundation	A high uptake for the club in what was found to be a low uptake group. The children engaged with the club and were able to develop their gymnastics skills.	To continue to target this group but use pupil voice to find an alternative sport.

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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 monitoring time £100	All children throughout the school took part in the Golden Mile which ensure promoted their being physically active.	To continue in the next academic year as a successful way to keep children physically active throughout the day.
Training will be provided for MDSA's so that children are promoted to take part in organised sports and physical activities during lunch times.		Lincoln City Foundation	Training was provided on lunchtime games and ways to keep children active. Along with the purchase of new lunchtime equipment this has been highly successful in making children active at lunchtimes.	To retrain MDSA's next year to ensure all, especially new staff, have received the training.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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 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.	£100 covering monitoring time	All children throughout the school took part in the Golden Mile which ensure promoted their being physically active.	To continue in the next academic year as a successful way to keep children physically active throughout the day.
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.	Lincoln City Foundation  Certificates: time and materials: £200	A sportsman and Sportswoman award continued this year and rewarded physically active children and raised the profile of sports.	To continue in the next academic year.

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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 x 3 = £450	Training was given to staff and a new assessment system was put into place which has run efficiently, and in some cases, identified G&T pupils and ensured they are being challenged within lessons.	To continue to monitor.
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.	Lincoln City Foundation	The Playmakers award ran in Year 6 and all pupils took part. Due to COVID restrictions pupils were unable to run small activities at break and lunchtimes.	To continue the workshop next year with the aim of Year 6 pupils developing their leadership and coaching by running activities at break and lunch.
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.	Lincoln City Foundation	Due to COVID restriction this did not take place	To continue next year as a Golden Mile incentive.
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.	Lincoln City Foundation Synergy	The support from coaches was very helpful in engaging disengaged learners as they enjoyed working with the coaches and the ways they integrated sports into lessons.	To continue in a shorter timeframe next year.
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 cover x 3 = £450	PE lead was able to use this time to carry out pupil voice, monitor sports provision, arrange after school provision and extra-curricular activities-including sports day.	To continue next year.

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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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>
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. Discuss which areas of sport the targeted teachers wish to work on and develop.	Lincoln City Foundation	Due to Lockdown and long term illness not all provision was given to the initially targeted staff. The provision was allocated to staff and was used as support and CPD, which the staff felt increased their confidence.	To continue this next year with staff who have identified they would like CPD and the areas they would like it delivered.
Whole school, progressive curriculum subscription to the PE Hub to support the planning of PE for teachers  PE lead attend cluster meetings x 3	Monitoring the use of the subscription.	£600  £450	This has enabled the teaching of PE to be progressive and consistent. Staff have accessed, used and adapted the planning as they need and commented that they have found it very helpful in planning and delivering lessons.	To continue the provision next year.
Targeted teachers to attend the FA's Primary Teachers Award and develop good practise in PE sessions	Targeted teachers attend the FA's Primary Teachers Award and develop PE teaching skills to implement into their own practice and deliver quality PE sessions.	Lincoln City Foundation	This did not happen due to COVID restrictions	To take place in the next academic year.

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


Intent	Implementation		Impact	
<p><i>Your school focus should be clear</i></p> <p><i>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></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>A variety of clubs offered to children such as multi sports in which children take part sports such as archery</p>	<p>Liaise with external providers and create a register to measure attendance of children.</p>	<p>Lincoln City Foundation Synergy</p>	<p>Children were able to take part in sports they has not previously had the opportunity to do and gave feedback that they enjoyed this.</p>	<p>To have further enrichment activities and clubs for children to take pat in next year.</p>
<p>Year 6 will take part in yoga and mindfulness in Summer 1 to run prior to SATS.</p> <p>The intervention will help children’s wellbeing and promote a new physical activity</p> <p>Children are inspired by the new sport and aim to continue it and the methods they learn/develop</p>	<p>Organise the yoga and mindfulness sessions with external providers.</p> <p>Target children who would benefit from this intervention by speaking to adults who work with them.</p>	<p>Lincoln City Foundation</p>	<p>Children continued to take part in this provision despite SATs not running with children enjoyed taking part in a new sport and the learning the new techniques.</p>	<p>To timetable for next year.</p>
<p>Year 5 to take part in quidditch and expose them to a new sport</p> <p>Children are inspired by the new sport and aim to continue it</p>	<p>Organise with external providers and teachers</p>	<p>Lincoln City Foundation</p>	<p>Year 5 took part in quidditch and enjoyed the sport and the opportunity to apply sporting skills learnt from other sports-evidenced in a pupil voice.</p>	<p>To continue this next year.</p>

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Year 5 to take part in tri-golf with their final session taking place at a PGA centre.  Children are inspired by the new sport and aim to continue it	Organise with external providers and teachers	Lincoln City Foundation	Due to COVID this was disrupted by bubble closures.	To rebook for next year.
Targeted children in Years 4-6 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. (Only to take place if Covid-19 restrictions relax- alteration will apply if restriction remain in place)	Speak to adults in classes from 4-6 and ask for targeted children who would benefit from this intervention.	Lincoln City Foundation	Due to COVID restrictions this was delivered to Year 5 as a targeted cohort during school closures. Pupil voice and questionnaires after showed that the children enjoyed the project, learning about citizenship and ways to support their local area.	To continue next year with the aim of having targeted children from various year groups.
Full days coaching for a year group.	To engage a cohort of children in an innovative way by delivering a variety of subjects throughout the day with a range of Active Maths, Active English and a range of sports and activities.	Lincoln City Foundation	This could not take place due to COVID restrictions.	To continue the provision next year.
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 as well as record data by simply tallying stats.	Lincoln City Foundation	This could not take place due to COVID restrictions.	To continue the provision next year.

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**Key indicator 5: Increased participation in competitive sport**

Inten t	Implementatio n		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:
<b><i>Due to Covid-19 restrictions inter school competitions are not arranged for the foreseeable future.</i></b>				
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 £500	Due to COVID restrictions most competitions did not take place. Sports Day at the end of the year when restrictions were lifted.	To organise competitions throughout the year where children can take part in.
Competitions such as Sports day to be arranged for the summer term	PE leads to have time to organise these competitions.	Leadership time £500	As above,	As above.
If covid restriction lift:  Children will take part in the IMPics sports event between schools across Lincolnshire.	Children will take part in a variety of sports competitions and promote the sports in school through sporting success.	Lincoln City Foundation		
		£16,543	£2,690 carry forward to be used for outdoor activities in Derbyshire	
Signed off by				
Head Teacher:				
Date:	7 <sup>th</sup> September, 2021			
Subject Leader:	D Lavery			
Date:	7 <sup>th</sup> September, 2021			

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