

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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Great Bowden Academy PE and Sports Premium Report completed Summer 2022

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 17220
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17080
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17080

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	70%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020. Please see note above	100%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%

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?

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: 2021/22	Total fund allocated:	Date Updated:		
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				Percentage of total allocation: 71%
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?:	
Providing targeted activities or support to involve and encourage the least active.	<p>The school delivered the Girls Active Lifestyles project, 6 weeks of activity for less active girls in year 5/6.</p> <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy.</p> <p>The school participated in the Energise Club/SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 (for Energise) or KS1 (for SPARX) pupils. The sessions included fun physical games and mindfulness.</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6 week club alongside a member of staff.</p>	<p>£2650 (South Leicestershire SSP Membership)</p> <p>Staffing £14161</p>	<p>The children’s feedback was very positive and without delivering this project, the children would not have participated in this activity. The activity they chose was boxing and they benefitted fitness as well as confidence and self-esteem.</p> <p>This was targeted at the children that needed it most and had a positive impact on their motor skills, confidence and self-esteem.</p>	<p>Keeping our membership to continue to offer these kinds of opportunities.</p> <p>Keeping our membership to continue to offer these kinds of opportunities.</p>

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<p>Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school</p> <p>Sports coach to offer activities at lunch time and after school which are available for all pupils.</p> <p>Playground leader and sports</p>	<p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2022. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also given points for achieving milestones and the most active class won a trophy.</p> <p>We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays.</p> <p>Sports coach delivering sessions at lunchtime to support activity. Range of after school clubs available throughout the year.</p>	<p>Sports coach time/ resources</p>	<p>The children thoroughly enjoyed this which enabled the children to improve social skills as well as physical activity. The games that they were taught were implemented through other lessons and free time. The children were inspired by what they were taught and gained active fun and physical games to play and encourage other children.</p> <p>This encouraged all children from each class to be more physically active and gain points for their class, creating team spirit. One class won the trophy for being the most active class creating healthy intra-competition between the different year groups. This was then celebrated with all children and parents.</p> <p>This has encouraged children to continue to be active outside of school with their parents and family. The children have enjoyed sharing these achievements with class teachers.</p> <p>Clubs are popular and children get access to a range of activities. These are sometime linked to specific sports and competitions.</p>	<p>Keeping our membership to continue to offer these kinds of opportunities.</p> <p>To continue to promote projects like this which is minimal in cost but encourages a lot of physical activity in a healthy and competitive way.</p> <p>To continue to offer these opportunities but to ensure we are targeting pupils who may benefit but are not taking the opportunities up. To explore ways of offering further clubs in addition to the Sports coach.</p>
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ambassador training to allow opportunity for children to be taking part in active play at lunchtimes and to promote physical activity.	Identified pupils received training through SLSSP and were clear about their roles.			Zoning to be introduced for lunchtimes and playground leaders to support a range of appropriate activities to meet the needs of all pupils. This will be further supported by training for lunchtime supervisors.
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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: 18%
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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?:
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	<p>The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.</p> <p>The ambassadors took control of a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics. Younger students were encouraged to submit pictures of themselves taking part in physical activity, sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain</p>	<p>SLSSP Membership</p> <p>Comms coordinator</p> <p>£3052</p>	<p>Sports Ambassadors created awareness within their roles of physical activity, creating lunch time games and helping in Sporting Events.</p> <p>This wasn't as impactful as it could be going forward.</p> <p>Using Social Media to celebrate sporting activities is effect as well as in assemblies.</p>
			<p>Sustainability and suggested next steps:</p> <p>The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.</p> <p>To ensure a noticeboard is used and visible for students as well having sports ambassadors to be involved in the noticeboard. Photos would be ideal!</p> <p>To continue to celebrate achievements.</p>

<p>Encourage active travel to school.</p> <p>Embedding Physical Activity and Well-being into the school day</p>	<p>information about physical activity, sports clubs and fixtures.</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p> <p>Took part in an Active Travel Month. During October 2021, students and families are encourage to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most.</p> <p>Student playground leaders and lunch time supervisor trained to make lunch times more active.</p> <p>We utilised the SLSSP Return to Well-being resources to support students back</p>		<p>This has been beneficial but could use more of a platform on a regular basis.</p> <p>This encouraged all children from each class to be more physically active and gain points for their class, creating team spirit. One class won the trophy for being the most active class creating healthy intra-competition between the different year groups. This was then celebrated with all children and parents.</p> <p>This is very effective in integrating children of different ages and abilities to get involved in lunch time activities that are physically active.</p> <p>Resources are very useful but not necessarily used by all teachers.</p>	<p>To ensure the Well-Being ambassadors can have a platform to support more awareness over Mental health and internet safety.</p> <p>To continue to promote projects like this which is minimal in cost but encourages a lot of physical activity in a healthy and competitive way.</p> <p>The school continues to promote active travel through school newsletters and social media. The school with closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p> <p>The lunch time supervisors are trained to put on a range of activities/games during lunch. The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch. The Playground Leaders will continue to put on a lunch time club for KS1 children and KS2 children.</p> <p>Next academic year, resources helping children settle into school and their new classes should be</p>
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	<p>into school.</p> <p>These included:</p> <p>5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques.</p> <p>Also, active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</p>		<p>Very good in creating awareness and knowledge around feelings, it created topic of conversation and experiences had with those feelings.</p> <p>The impact of have sensory breaks using active lessons has a massive impact on the children's concentration and behaviour within class.</p>	<p>used for at least the first week back after the summer holidays.</p> <p>It's important all teachers continue to talk about feelings and self-regulation in all year groups.</p> <p>It's vital that all year groups use active lesson breaks/brain breaks to help all children especially those with additional needs.</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:
				0%
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>Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p>	<p>Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings</p> <p>The PE co-ordinator took part in the Leicestershire and Rutland PE Conference. The PE Co-ordinator shared the learning points with all staff.</p> <p>Sports coach supporting staff with professional development and planning.</p> <p>Teachers using New Champions scheme of work – supporting subject knowledge and resourcing</p>	<p>SLSSP Membership</p> <p>Leadership time/Cover</p>	<p>This is important to be part of these subject meetings which gives opportunity to talk to other schools about PE and the way it's being implemented.</p> <p>This was beneficial and gave lots of insightful learning points that were shared with the Executive head and PE coordinator from our sister school.</p> <p>Where this is possible, teachers feel supported in delivering their PE lesson as non specialists and confidence and subject knowledge is improved.</p>	<p>SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p> <p>Provide further opportunities for classteachers to develop their subject knowledge.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 10%</p>
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Intent	Implementation		Impact	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p>	<p>KS2 and KS1 took part in Yoga and Martial Arts lessons. Local yoga coaches delivered the session, as a part of the SLSSP Return to Well-being Series.</p> <p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range of fundamental movement skills.</p> <p>Our most talented Year 5 and 6 pupils took part in the South Leicestershire Gifted and Talented works.</p> <p>The school sent out the SLSSP Festive Fun booklet to all parents, it was designed to keep children and families active over the Christmas holiday despite the COVID-19 restrictions. Also we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.</p> <p>Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week was to raise the profile girls</p>	<p>SLSSP Membership</p>	<p>Through our Champions Curriculum, Sports Coach and our SLSSP membership, has given the children a broader experience of a range of sports and activities. Our afterschool clubs link to their learning and upcoming competitions.</p> <p>Entering more competitions and being aware of broader sports that are available have encouraged children to want to take part in sports they may not have wanted to before. Being proud to be part of a team and having support from staff and parents encourages children to want to take part in more physical activity.</p>	<p>To continue to use the PE curriculum that has been designed and for all teachers to follow. As well as make the most of all the opportunities that SLSSP offer to ensure a range of sports is being experienced.</p>
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<p>All children have access to Forest School Sessions over the year led by a specialist practitioner.</p>	<p>football and increase participation.</p> <p>Our school took part in lots sports challenges to raise awareness of the Commonwealth Games, which take place in the summer, including a Baton Relay challenges. The challenges were a part of the SLSSP's Commonwealth Games virtual competition.</p> <p>Each class has a half term of weekly sessions in Forest school</p>	<p>Cost of forest school £1938</p>	<p>Improved confidence and resilience noticed by Forest School Leaders for all children taking part. Increased ability to take risks and try new things. Improved teamwork skills. Enjoyment and appreciation of the outdoors and nature. Children talk confidently and enthusiastically about their experiences of Forest School.</p>	<p>Provide extra Forest schools sessions for those who would benefit, particularly in KS1 due to impact of COVID.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	SLSSP offered many opportunities for different competitions to be part of including: Tennis Tag-Rugby Dodgeball	SLSSP Membership	Virtual competitions had less impact than face-to-face competitions. The children are more aware of their competitors when they are done in person and creates more excitement.	The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions. To target more pupils to take part in competitions so that more children get the opportunity.

Signed off by	
Head Teacher:	Sarah Bishop (Exec Head) Rebecca Blagburn (Head of School)
Date:	July 2022
Subject Leader:	Laura Cook
Date:	July 2022
Governor:	Richard Moor
Date:	Sept 2022