

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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Commissioned by



Department  
for Education

Created by



YOUTH  
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Bewdley Primary School ensures high quality sports, PE training and curriculum are a priority across the school. Bewdley Primary School delivers a range of exciting PE experiences, including competitive games and sports, developing children's learning in and out of school. The funding has been used to develop competitive games within school, competition festivals between local schools at different venues and enhance our sporting after school clubs, using different sporting coaches as well as supporting children's trips.

Key indicator 1: The engagement of all pupils in regular physical activity

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

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

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

Key indicator 5: Increased participation in competitive sport

**Details with regard to funding**  
Please complete the table below.

Total amount allocated for 2022/2023	£19280
Expenditure:	

## 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: 2023/2024		Total fund allocated:		Date Updated:19/07/2024	
<p><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</p>					<p>Percentage of total allocation: 50%</p>
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><u>Purchase equipment for PE, the is fit for learning, lunch time activities and Sports Day</u></p> <ul style="list-style-type: none"> <li>• Enables staff to deliver a more precise lesson with the aid of resources</li> <li>• Creates calmer lunchtimes with fewer behavioural issues</li> <li>• Increases pupil participation in activities</li> <li>• Increases interest in sport and a healthy lifestyle</li> <li>• Motivates children to perform better during Sports Day</li> <li>• Contributes towards the engagement of all pupils in regular physical activity</li> <li>• Provides a broad experience of a range of sports and activities</li> </ul> <p>Also fits in Key Indicator 4</p>	<p>Regular checks of the PE cupboard to check for wear and tear and replacements needed.</p> <p>Regular checks with the staff to ask for any equipment needed.</p>		<p>£750</p>	<p>Enabled range of sports and activities to be taught.</p> <p>Lessons not cancelled/adjusted due to poor quality or quantity of equipment.</p> <p>Pupils accessed new activities and opportunities – yoga, additional tennis opportunities and volleyball</p> <p>Supported access for competitive events such as netball tournament</p> <p>Limited impact as yet due to only being fitted at latter end of the year</p>	
			<p>Sustainability and suggested next steps:</p> <p>Continue regular checks of the PE cupboard will keep resources sustainable for the foreseeable future</p> <p>Re-iterate need for staff to inform me of broken/damaged equipment</p> <p>Look at further sports opportunities and resource appropriately</p> <p>Monitor the use and set challenges to encourage all children to use equipment regularly</p>		

<p><u>Pay for a lunch time sport provider (KITS &amp; Jon Miller)</u></p> <ul style="list-style-type: none"> <li>•All children will have the opportunity to take part in lunch time activities</li> <li>•Aids towards increasing pupil participation in competitive sport</li> <li>•Contributes towards the engagement of all pupils in regular physical activity</li> <li>•Children will spend their lunch time being physically active</li> <li>•The less active children are engaged in activities that they enjoy and are being encouraged to be physically active</li> <li>•Identified groups of children are being provided for</li> <li>•Provides a broad experience of a range of sports and activities</li> <li>•Increases pupil motivation</li> <li>•Raises standard of pupil performance</li> <li>•Raises the profile of PE across the school</li> </ul> <p>Also fits in Key Indicators 2, 4 &amp; 5</p>	<p>Regular discussions with the sport provider over the implementation of lunch time activities.</p> <p>Regular contact and checking how the groups are going.</p> <p>Pupil voice - ask the children what sports they would like to take part in.</p> <p>Sort the targeted groups of children and ensure the leader is working with them.</p>	<p>£3330 (Sports Provider)</p> <p>£435 (additional sports provider)</p> <p>£2900 (2 x TA x 30 mins per day)</p>	<p>Behavioural issues have decreased, particularly in targeted boys in lower key stage 2.</p> <p>Girls and boys continuing to take part</p> <p>Pupils engaging in more sporting activities than previously during lunchtime</p> <p>Pupils have expressed enjoyment in taking part in these activities and numbers taking part have increased over time</p>	<p>Lunch time activities sustainable for another year with continued number of hours. New provider.</p> <p>Continue with number of TAs allocated hours next year to continue uptake and variety of activity during lunchtime next year – (key expenditure and carry forward)</p> <p>Look into ways of making it more accessible for the less active children.</p> <p>More activities to be taking place at one time and an extra day added to the week for next year.</p>
<p><u>Pay for Year 4 swimming sessions</u></p> <ul style="list-style-type: none"> <li>•Increases interest in sport and a healthy lifestyle</li> <li>•Ensures our children are confident with</li> </ul>	<p>Assess the children to see if they can swim 25m</p> <p>Continue to assess and monitor children's progression in swimming, ensuring they are on track to finish Year</p>	<p>£4743</p>	<p>Progression in children's swimming since being assessed at the beginning of the year.</p> <p>More children succeeding at 25 metres by end of Year 4 – continued</p>	<p>Year 3 and 4 will continue to attend swimming sessions next year.</p>

a lifesaving skill	6 with being able to swim 25m		<p>progress</p> <p>More children choosing to attend swimming clubs after school</p> <p>– 1<sup>st</sup> out of 15 schools that attending the swimming festival</p>	
<p><u>To maintain membership to the Wyre Forest School Sport Partnership</u></p> <p>Also fits in Key Indicators 2, 3, 4 and 5</p>	<p>To be part of a strong network of local schools which will provide expertise, facilities and resources to be shared including Dome, all weather athletics track, dance mats, rock -it -ball sticks to name a few.</p> <ul style="list-style-type: none"> <li>• Regular updates regarding national PE and Sport issues from the Partnership manager.</li> <li>• Constant support from the local high school designated PE and School Sport Coordinator throughout the year.</li> <li>• Have access to local competitions and festivals These festivals include targeted groups of pupils: Less active Pupil Premium Special Educational Needs Gifted and Talented, Low self-esteem etc</li> <li>• Have CPD opportunities for support staff and teachers to improve the quality of teaching and learning including 1:1 sessions for teachers with coaches to improve knowledge.</li> <li>• Have access to Cross Curricular initiatives including developing maths and literacy through sport.</li> </ul>	£2545	<p>WFSSP arranged a variety of sporting festivals that provide opportunities for; less active, pupil premium, special educational needs, gifted and talented and low self-esteem.</p> <p>Also provided online virtual active sessions.</p> <p>Training undertaken through Sports Partnership</p>	<p>Continue with the partnership next year to ensure children continue to get opportunities to compete and participate in a variety of activities.</p> <p>Ensure that the P.E curriculum links to upcoming events so that skills can be developed and then demonstrated in competitions throughout the year.</p>

Pay for Bikeability for both Year 5 classes Also, first in Key Indicators 2. 3. 4 and 5	Continue to provide Year 5 Bikeability to ensure children are confident and safe cyclists on the road.	33 x £5 = £165	To give children the opportunity to complete a Bikeability program to allow them to cycle to and from school safely.	To continue to work with Worcestershire Bikeability Investigate opportunities for Bikeability to support non-cyclists to gain confidence
<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: 2.3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Pay for cover to support/cover the PE subject leader  •Helps to ensure children can attend external sporting events with all the background preparation  •Entering the data ensures regular and consistent feedback for children of their achievements and helps them to identify their own achievements and targets • Reevaluate the curriculum and ensure all staff are confident in its delivery	Check availability in advance of event.  Find regular slot for data input  Ensure curriculum allows for coverage and progression and staff are aware of milestones  Observe lessons and provision	3 x 1 day  £600	PE subject leader is able to have the time to identify key areas that need to be focussed on in the subject of PE.  Data is kept up to date and informative.	Continue to release to subject leader.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
<u>Pay for Teaching Assistants to accompany the Year 4 and 3 classes to swimming session and to work alongside instructors</u> <ul style="list-style-type: none"> <li>•Build confidence in teaching staff when it comes to supporting children during swimming session</li> </ul>	Teaching Assistants liaise with the instructors at the pool to find out how best to support the children in achieving their swimming goals.	£2100 (Half the TA cost to go swimming as we would need less TA's to cover time in class for PPA)	Children challenging themselves and are more confident when swimming.  Increased progress particularly in Year 4 in second year of swimming	Skills learnt for the teachers are sustainable and used with their next classes.  Benefit from professional expertise.  Increase opportunities for staff training and development
<u>Pay for Teaching Assistant to accompany children to sports festivals</u> <ul style="list-style-type: none"> <li>•Teaching staff will build their confidence in a range of sports and improve their knowledge on certain activities</li> </ul>	Teaching staff will learn about the sport prior to the visit and look to build on this knowledge through observations and conversations with event organisers at the festivals.	14 x 3 hours x £12 x 2 staff  £1008	Teaching staff will be able to bring back their knowledge to the school, increasing the variety of activities put on offer and have the confidence to put on sessions themselves.	Skills learnt for the children will be carried forward to next year.  Skills learnt for the teachers are sustainable and used with their next classes.  Benefit from professional expertise.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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>Offer a wide range of sporting activities to children at school.</p>	<p>Teaching staff to collaborate and run a range of sporting clubs for children across the school. Sports Coach to run a series of after school sports sessions for children across the school. These sports were targeted to prepare the children for upcoming competitions</p>	<p>£0 – part of directed time Sports Coach 1 hour p/day = £3085.50</p>	<p>School sporting clubs were regularly attended by 127 pupils (35.3% of the pupils on role).</p>	<p>This model will carry forward to the 2024/25 academic year, where clubs will be provided by a combination of teaching staff and external providers.</p>
<p><u>Pay for transport to competitions</u></p> <ul style="list-style-type: none"> <li>•Increases pupil motivation</li> <li>•Enhances our inclusive provision</li> <li>•Enhances a positive attitude and engagement in and towards competition</li> <li>•Raises the profile of PE across the school</li> <li>•Allows all pupils to attend competitions</li> </ul> <p>Also fits in Key Indicator 2</p>	<p>Go through the list of competitions from Alex Repton WFSSP. Ensure all year groups have a competition to take part in. Ensure a range of sporting types are entered. Enter inclusive competitions/events.</p>	<p>£2400</p> <p>Rugby Festival Tennis Dodgeball Festival Netball Swimming Festival Athletics (indoor and outdoor) Festival Hockey Festival Residential trips for Years 4 and 6</p>	<p>Children have been exposed to sports and competitions that they aren't familiar with. Children have been given the opportunity to compete in sports learnt in school, creating a greater sense of purpose for an activity.</p>	<p>Continue to liaise with St Annes and Bewdley High School with regards to sharing transport.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			9%	
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 given the opportunity to take part in an increasing number of competitions both in school and outside school to develop competitiveness and resilience.	Develop intra school competition For every year group. These are to take place once a half term in the form in houses. Showing what the children have learnt with a competitive element.	£0	Children are becoming more resilient and better at understanding of accepting losing.	Continue with this next year so the children get used to regular competitions, within their class and the year group.

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. <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? <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 2024 Please see note above	89%
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	75%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	unknown

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University