

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 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 or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).



PE at Brotherton and Byram Community Primary Academy has evolved over the years; it is our mission to ensure all children become healthy and active adults. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

We want to provide as many opportunities for our pupils as possible so that they leave Brotherton and Byram Community Primary Academy physically literate and have a life-long desire to take part in sport and keep healthy. PE is offered to pupils in EYFS, right through to Year 6, twice a week. We offer extra-curricular clubs throughout the year, targeting the whole school in a range of activities. As well as having a specialist PE coach in our school every week, we also seek PE provision from external providers within the local community. With so much participation and enthusiasm for sport, we also enter as many competitions as possible, allowing children to take their sporting passion to the next level. We do this through buying into the Selby School Sport Partnership Network.

We believe that staff have a passion for teaching PE and regular CPD opportunities are available and offered to staff. We have a specialist sports coach who delivers PE and promotes the benefits to pupils on a daily basis. Having a specialist sports coach allows the pupils to benefit from specialist lessons and also for staff to observe good practice. We have found that this also gives more pupils the chance to train for and enter competitions. In addition to our specialist coach, we have a passionate subject leader who is always seeking new opportunities for our pupils and a Senior leadership team who recognise the importance of an active lifestyle. With the funding available from the government, Brotherton and Byram Community Primary Academy sees this as an opportunity to build upon and create a legacy for ALL of its pupils. We plan on spending the money in a way which benefits all pupils and staff, not just now, but also in the future. We want to create capacity to offer a sustainable programme of sport.



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 2020:	Areas for further improvement and baseline evidence of need:
<p>Brotherton continued to offer children PE and PA during lockdown. Weekly PE and PA lessons were sent out. We also delivered two virtual sports weeks to all children in the school to keep them active during lockdown. The virtual sports weeks also had cross curriculum links with other subjects such as Geography and History</p> <p>Brotherton and Byram Community Academy has achieved the GOLD standard kitemark from Sainsburys' for the last 3 years.</p> <p>Brotherton and Byram Community Primary Academy pupils represent the school in a number of level 2 competitions.</p> <p>In the last 9 years, Brotherton has represented the Selby district (North Yorkshire Level 3 finals) in a number of different sports such as cricket, football, girl's football, Quicksticks hockey, Tag-rugby, netball and Sportshall athletics</p> <p>Brotherton and Byram Community Primary Academy looks to support the local community. We have many local club links so that children can continue their interest and passion in sport out of school.</p>	<p>Reintroducing level 2 events back into school as and when guidance will allow us</p> <p>The reintroduction of after school clubs delivered by both staff members and external agencies.</p> <p>To continue to access a wider range of opportunities to all children in the school through PESSPA</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £2578	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £2578
Intent	Implementation	Impact		
Your school focus should be clear on how you want to impact your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
PE lead to identify CPD opportunities for staff to be upskilled and trained in to help improve their confidence, knowledge and understanding from external sources	The PE lead to do research on what activities staff would like to be upskilled in and source best practices from other schools and contacts.	£1625	Cross Curriculum Orienteering came in and delivered a staff CPD after school session. They also mapped the school and provided resources such as lesson plans and schemes of work. <i>'I would highly recommend this training to any school. This training really improved my confidence when having to teach PE. Enjoyment, physical active learning, English, Maths and so much more'</i> - Mrs Jeff, Year 2 Teacher	The PE lead will do a follow up staff meeting to receive feedback on how the delivery has been going and if any additional support is needed.
Improve outdoor area facilities/forest schools area so children have access to increased to Outdoor Learning and Physical Active Learning	The PE Coach and SLT to identify areas of provision within the school grounds where outdoor learning can take place.	£999.67 in total for the allotment area (£953 used from the carryover spend)	The allotment provision has been purchased and set up. Currently KS1 have access to the allotment where flowers and plants are being looked after and treated. <i>'I really love watering the flowers and</i>	PE Coach, SLT and Teachers to discuss how and when the new outdoor learning areas can be accessed and used. Timetable to be created.

plants and helping them grow' **Juno,**
Year 1



<p>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.</p>	
<p>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.</p>	<p><i>Unable to attend swimming this year due to COVID.</i></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><i>Unable to attend swimming this year due to COVID.</i></p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p><i>Unable to attend swimming this year due to COVID.</i></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>No</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: 2020/21	Total fund allocated: £17,350	Date Updated:14/7/21		
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: £4622.65 = 26.7%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Children who have been selected as Sports Champions will continue to engage children in positive activities at lunchtimes and break times throughout the week.</p>	<p>Children are continuously upskilled on games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school. Release time for staff to deliver training</p>	£0	<p>As a result of confident and knowledgeable delivery from Sports Champions all pupils, irrespective of any special needs or disabilities are given the opportunity to participate in positive sporting activities. The Sports leaders programme was affected by COVID this year and will be rolled out again next year.</p>	<p>All year 5 and 6 children will have the opportunity to apply, be interviewed and to be trained for the role as a playleader. (Children who are leaving year 6 to go to high school are to be replaced by the new year 5/6 children)</p>
<p>Staff to be upskilled to help improve their knowledge of healthy activities such as Active 30:30, wake up, shake up the daily mile and therefore meeting the criteria set by the government of every child to participate in 30 minutes exercise everyday.</p>	<p>Staff to access a variety of 30 minute exercise options such as the golden mile.</p>	£0	<p>All children from KS1 and KS2 have been participating in the daily mile. A resource from Yorkshire Sport Foundation has been used and children have been traveling around the globe on their daily mile journey learning about facts from different countries.</p>	<p>The subject leader will work closely with staff to maintain activities that are continuously being logged and delivered to the children.</p>

			Staff members to record any exercise or sports activities they have delivered to the children on the active 30:30 website calendar. This can be used to monitor the levels of activities children are participating through the week - <i>This information collecting was disrupted by covid 19 and will continue again next academic year.</i>	
Improve or upgrade on trim trail equipment to help increase physical activity of children during play and lunch times.	PE coach and SLT to discuss and plan what equipment is needed to be purchased. Pupil voice used to see what children would like to be able to access.	£4622.65	<i>Equipment was ordered for the new Trim Trail but due to COVID-19 the shipping and building process has been delayed . We anticipate that the trim trail will be completed in the summer holidays.</i>	PE Coach and SLT to monitor trim trail equipment. Pupil voice will be used to measure the impact.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£86.67 = 0.4%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Throughout the academic year staff will be updating the school community by using different social media tools such as the school website, bloomz and twitter.	PE coach to monitor the social media outlets such as twitter and maintain they are constantly being updated. Funded release of staff so they can attend and support events. Staff will take an ipad to capture photos and evidence of the children when they are	£86.67 - New Ipad	The school website and social media outlets are updated when new sporting events or tournaments have been attended by the children. Photos and videos of children who have been showing good practice in PE lessons or play times will be uploaded to the social media outlets	PE lead and staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE, physical activities and sport. This evidence will then be uploaded to social media outlets so the school community can view it.

attending sporting events or tournaments.

Staff will then follow up by leading feedback in whole school assemblies



This year we have continued our **#healthselfie** campaign on twitter. This was to help identify what families did in their own time during the holidays. This can help identify what activities are available in the community and help raise the awareness of this. We first rolled this out in February half term 2020. We also participated in the 'Brownlee Brothers Medal Challenge' to help keep children active and challenge themselves to do something active in and out of school. Children were then awarded a medal when they completed their challenge.



Brotherton and Byram CP Academy
@BandBSchool

Well done to more of our children who have completed their @brownleefdn medal challenge this week. Children have joined local sports clubs or completed individual challenges through activities like skipping and football skills. @eboractrust @MrJeff85 #BandBPE #activechildren



The girls have challenged themselves to each row the distance to school this half term. 200m down, 4600m to go.... #healthyselfie @MrJeff85 @BandBSchool #BFMedalChallenge



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£752.75 = 4.33%
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:
A PE specialist has recently been employed by the academy trust to liaise with the PE lead at the school and support all the teaching staff to help improve their confidence, knowledge and skills when delivering a PE lesson.	The PE lead at the school will meet with the academy trust PE specialist on a regular basis to discuss and outline the main needs of PE for the school	£504	The PE lead and Ebor Trust Specialist met 3 times throughout the year. The main discussion points were based on how the PE premium is being spent by the school, the importance of upskilling staff and creating a PE assessment criteria. Constant communication with the PE lead is available for any support needed. <i>Virtual Sessions were arranged when schools went into lockdown. Full day meetings were cancelled.</i>	The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school
Develop a teacher coaching programme to offer bespoke CPD for each individual class teacher resulting in increased skills and confidence levels.	Audit staff skills and expertise through surveys completed by teaching staff. Use this to plan bespoke CPD (both internal and external opportunities) The staff members will then attend these courses therefore improving their knowledge and understanding of the sport.	£0	During the course of the year 4 teachers have completed the teacher development programme. Teachers have been upskilled in different units of learning, such as invasion games, dribbling and net/wall. <i>'This CPD has given me a lot more confidence in delivering net and wall game PE sessions. Previously, I was concerned that my lack</i>	A document will be produced by the PE lead that contains information on staff members on what they have been trained in, what they are not confident in delivering and what they are confident delivering. From this information the PE lead can identify what subjects/units of

	<p>The PE coach has designed a 3 week teacher coaching programme to offer each teacher bespoke CPD to improve skills, knowledge and confidence</p>		<p><i>of experience in these sports would hinder my ability to deliver it, however I can now see that by focusing the teaching and learning on skills, the children are able to access the lessons regardless of their abilities and interests.'</i> Mr Hughes, Year 3 Class Teacher</p>	<p>learning each teacher needs to be upskilled in</p>
<p>Increase PE knowledge and understanding of staff members to help improve their confidence when delivering PE.</p>	<p>PE Coach to identify specific CPD opportunities for teachers/staff to attend that are delivered by external organisations</p>	<p>£248.75</p>	<p>PE Coach is currently completing their Level 5 PE Specialism course delivered by The Association of Physical Education. This course is due to be completed in September 2021.</p> <p>3 teachers have taken an accredited online course delivered by Beyond the Physical called 'Preparation for PE Award'.</p> <p>1 staff member has undertaken the LTA (Lawn Tennis Association) Online CPD course.</p> <p>All staff attended a PE staff meeting to look at what PE provisions the school is currently offering.</p>	<p>PE Coach and SLT to continue to identify CPD opportunities for staff. A PE self review document to be sent out to see where staff feel they need support within PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £11,887.93 = 68.6%
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:
Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum	<p>During the course of the year the PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions</p> <p>PE coach/lead will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list. The PE coach/lead will then liaise with the SLT team to begin purchasing the equipment.</p>	<p>£4111.61</p> <p>Examples: Sports Reading Books Speaker System Kurling Set Archery Set Hula Hoops Balloons Beach Balls</p>	<p>The school now has access to a variety of equipment which allows us to deliver a broad PE curriculum. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen unit of learning.</p> <p>Sports related books have been purchased in order to try and engage KS2 children in reading more.</p> <p>A speaker system has been purchased and used for various reasons such as complimenting delivery in PE lessons, music played during break to and lunchtimes to keep children active and also for families and children arriving at school in the morning.</p> <p>An 'Alternative Activities' topic has been delivered this year where children try different activities that have not been delivered before. The Kurling and Archery sets have been used for this so far.</p> <p>Additional PE kits have been</p>	The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year

			purchased for children and families who are unable to provide kit for themselves when taking part in physical education.	
Improve outdoor area facilities/forest schools area so children have access to increased to Outdoor Learning and Physical Active Learning	The PE Coach and SLT to identify areas of provision within the school grounds where outdoor learning can take place.	£7729.60 - Forest Schools. Equipment, Storage, Outdoor learning, Gazebos	Equipment and storage was ordered for Forest Schools but due to COVID-19 the shipping and building process was delayed. We are hoping to have everything in place during the summer holidays. <i>Pupil and teacher voice will be used to measure the impact of the new Forest Schools area.</i>	PE Coach, SLT and Teachers to discuss how and when the new outdoor learning areas can be accessed and used. Timetable to be created.
Improve outdoor area facilities/forest schools area so children have access to increased to Outdoor Learning and Physical Active Learning	The PE Coach and SLT to identify areas of provision within the school grounds where outdoor learning can take place.	£999.67 (£46.67 was used from the 2020/21 PE and Sports Premium) allotment area	The allotment provision has been purchased and set up. Currently KS1 have access to the allotment where flowers and plants are being looked after and treated. <i>'I really love watering the flowers and plants and helping them grow'</i> Mason, Year 1 	Pupil and teacher voice will be used to measure the impact of the new allotment area. The area will be closely monitored to see if additional equipment needs to be purchased.



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:
During the academic year the PE coach and class teacher will deliver PE lessons that allow all children in KS1 and KS2 to compete in level 1 competitions (intra school)	PE coach and class teacher to liaise with each other and ensure that competitive matches/games are involved within some PE lessons.	£0	100% of children in KS1 and KS2 have had the opportunity to compete in intra school competitions in a variety of sports such as cross country football and sportshall athletics. These intra school competitions will help improve the skills and knowledge of the children in those specific sports.	For next year the PE Coach and class teacher will continue to involve competitive matches/games within their PE lessons so that all children across KS1 and KS2 have the opportunity to compete in a level 1 event.
During the academic year children across KS1 and KS2 may have the opportunity to compete against other schools within the competitions calendar. (Level 2 competitions)	The PE coach, PE lead and SLT team will identify events and competitions in which we can target and try and engage our children in The PE Coach, PE lead and SLT will try and select a variety of events to try and ensure all children across the school can have the opportunity to potentially be engaged in.	£0	Unfortunately due to COVID-19 all level 2 competitions and events were postponed.	It is essential that the school remains in the Selby Calendar competitions cluster. This will ensure that the school has access to many level 2 events for the children to be engaged and compete in.

Signed off by	
Head Teacher:	
Date:	16/7/2021

Subject Leader:	Steven Jeff
Date:	20/07/21
Governor:	
Date:	