



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**





## Brayford Academy



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• More pupils taking part in physical activity and competitions</li> <li>• Children are more enthusiastic about their physical opportunities.</li> </ul> <p>Increased parental interest in additional sports being offered.</p> <ul style="list-style-type: none"> <li>• Increased confidence to tackle outdoor activities and engage in new and exciting sports.</li> <li>• 100% of children leaving Brayford Academy with water confidence and proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Implement daily morning FUNFIT sessions for 15 minutes more successfully</li> <li>• Organise cross Trust/Inter school competitions and events to continue with PE lead to organize.</li> <li>• Develop the role of PE co-ordinator</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16330	Date Updated: July 2019	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase number of children participating in regular exercise	Whole school to introduce Take Ten daily	£200	<ul style="list-style-type: none"> <li>Increased participation in sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>Continue upkeep and stock of play equipment</li> </ul>
	Active lunch times, children to have access to additional physical activity each day	£200	<ul style="list-style-type: none"> <li>ALL pupils involved in 10 minutes additional activity each day. Attitudes to learning improved.</li> </ul>	
	Bike ability, year 5 and 6 pupils to take their level 1 and 2	£600	<ul style="list-style-type: none"> <li>Children more engaged and sociable at break times. Improved concentration levels of children during lessons. Improved teamwork and social skills.</li> </ul>	
	Pupil play leaders will organise activities for younger children during lunchtimes		<ul style="list-style-type: none"> <li>Awareness of bike maintenance and safety on and off roads.</li> </ul>	
	Breakfast club – Wake and Shake		<ul style="list-style-type: none"> <li>Improve confidence, older children being positive role models. Reduce falling outs. Increase daily physical activity.</li> </ul>	
	Monkey bars play equipment – active playtimes	£3450		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Celebration assembly every week to ensure the whole school is aware of the importance of PE and sport to encourage all pupils to aspire to being involved in the assemblies.</li> <li>Ensure ALL PE equipment is safe and in working order.</li> </ul>	<ul style="list-style-type: none"> <li>Achievements celebrated in assembly (match results notable achievements).</li> <li>Regularly check PE equipment.</li> </ul>	£200	<ul style="list-style-type: none"> <li>PE equipment to be regularly checked. Increase children's motivation and ability when using safe and working equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor PE equipment to check for safety and quality.</li> </ul>
Cross Trust competitions and events.	PE lead to organize competitions and physical activity throughout the year.	£400	<ul style="list-style-type: none"> <li>More pupils taking part in physical activity and competition across the Trust. Photographs placed onto school noticeboards.</li> </ul>	<ul style="list-style-type: none"> <li>SLT have seen the benefits of having cross Trust competitions and events to continue have PE lead to organize.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to observe specialist PE teacher during lessons</li> <li>PE subject leader to provide updates through the year in staff meetings.</li> </ul>	£490	<ul style="list-style-type: none"> <li>Improve confidence of staff members and quality of PE.</li> <li>As a result pupils made good or better progress both in lessons and over time.</li> <li>When questioned children said that PE lessons were really challenging and exciting and that they really enjoyed PE.</li> </ul>	<ul style="list-style-type: none"> <li>Further professional learning opportunities for staff who request it.</li> </ul> <p>PE coordinator networks with colleagues at other schools to encourage on-going sharing of good practice across schools.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>Continue to offer a wide range of activities within and outside of the curriculum in order to get more pupils involved.</li> <li>Outdoor adventure PE- Provide children with extra-curricular opportunities to take part in outdoor PE. (End of year school trips)</li> </ul>	<p>Arrange lifeguard days Kung Fu club</p> <ul style="list-style-type: none"> <li>Organise Outdoor Adventure residential.</li> </ul>	<p>£600</p> <p>£600</p>	<ul style="list-style-type: none"> <li>Whole school taster's days on different sports. Encourage children to take up new sports that they may not of had the opportunity</li> <li>Increased confidence to tackle outdoor activities and engage in new and exciting sports.</li> </ul>	<p>Potentially start after school club later in the academic year if enough interest from children.</p>

<ul style="list-style-type: none"> <li>Surf life rescue- Year 5/6 children to learn water safety skills in the sea.</li> </ul> <p>Additional Swimming- Any Year 6 children who are not confident in swimming 25m to improve confidence in water and be able to swim 25m</p> <p>Exmoor challenge</p>	<ul style="list-style-type: none"> <li>Contact and book through Nick Thorn</li> </ul> <p>PE Lead to monitor Year 6 children who are struggling with their swimming of 25m.</p> <p>Children train throughout the week for the 16 mile challenge</p>	<p>£629</p> <p>£28</p>	<ul style="list-style-type: none"> <li>Photos. Increase children's awareness of other sports.</li> <li>ALL children to leave Year 6 being able to swim 25m.</li> </ul> <p>Improved confidence in taking part in water activities.</p> <p>After school club</p>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>In school sport events (Sports Day, football, netball, kwik cricket)</li> <li>Participation in inter-school competitions through the SM Learning Community hub.</li> </ul>	<ul style="list-style-type: none"> <li>Organise competition week across the school. Teachers with specific skills in an area to lead competition.</li> </ul>	<p>£200</p>	<ul style="list-style-type: none"> <li>More pupils taking part in physical activity and competitions. Photographs placed in school newsletter and onto school website.</li> <li>ALL children given opportunity to take part in house competitions. Improved teamwork, motivation, enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to take part in this event each year.</li> <li>Continue to organize yearly competition week. Introduce new sports wherever possible.</li> </ul>



<ul style="list-style-type: none"> <li>• Participation in outside competitions – N.D. Schools Tag Rugby Tournament, ASDA Kwik Cricket Tournament, N.D. Netball League High Five Tournament.</li> <li>• Participation in HATs (High Achiever and Talented Sports) programme for G&amp;T pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in as many outside tournaments as possible and join with other schools within TEAM Multi-academy Trust to make up teams where necessary.</li> <li>• Take part in SMLC annual programme of events.</li> </ul>		<ul style="list-style-type: none"> <li>• As many pupils as possible able to take part in competitive sports.</li> <li>• Extend G&amp;T children to improve their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to be involved in outside sports events.</li> <li>• Continue to take part in this programme each year.</li> </ul>
--	---	--	---	---