



# Evidencing the Impact of the Primary PE and Sport Premium

Bannerman Road Community  
Academy 2020-2021

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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:
<p>Real PE used throughout school</p> <p>CPD (sports coach) given to teachers developing subject knowledge and confidence in teaching PE</p> <p>Continuing to attend sporting competition within the partnership</p> <p>Team kits purchased</p> <p>Resources purchased</p> <p>PE and sport celebrated around the school</p> <p>Increased percentage of pupils attending sporting clubs</p> <p>Larger range of after school and lunch time clubs</p> <p>Rigorous lunchtime timetable to ensure more children take part in physical activity</p> <p>Playtime activities / marking on playground</p> <p>Broader range of experiences offered to motivate and engage pupils in physical activity</p>	<p>To continue to attend competitions within the Trust and partnership – virtually and in person when Covid 19 restrictions are lifted</p> <p>To introduce more intra competitions</p> <p>To provide a range of sporting activities throughout the year / sports week</p> <p>Re-engage the pupils that are disengaged with PE, remove barriers and encourage them to take part in competitions.</p> <p>To continue to develop subject knowledge and confidence in teaching PE</p> <p>To ensure pupils are active for at least an hour a day</p> <p>To provide activities that inspire and motivate pupils to be physically active</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	22%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	22%

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?	Yes/No Due to Covid
---	---------------------

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: 2020-2021	Total fund allocated: £25,651	Date Updated:		
<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: 26.6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase physical activity during the school day</p> <p>Pupils are active during their break times and active every day</p> <p>Pupils have greater engagement and enjoyment of sporting activities</p> <p>Pupils can engage with organised games = greater knowledge, skills and understanding of competitive sport.</p> <p>Pupils are able in invent / create their own games – pupil led and driven = self motivation to engage in physical activity</p> <p>Clubs are full and there is a culture of 'opting in' to things</p>	<p>Sports / specialist coach to provide skills and competition at lunchtime. basketball, football, athletics and personal challenges</p> <p>Travel Tracker continues to be used throughout the school</p> <p>Teachers to identify pupils who may need support with sport / those not accessing sport / lack self-esteem</p> <p>Skipping activities planned on playgrounds.</p> <p>Participate in National skipping day (cancelled Covid)</p> <p>Playground resources bought from pupil voice</p> <p>Year groups have their own lunchtime equipment to ensure they have resources to play with</p>	<p>£12,870 + VAT</p> <p>£2000</p>	<p>All classes have an additional physical activity per day (pupil voice)</p> <p>Opal has begun to be implemented 81% have been involved in sport. 100% involved in building/climbing/loose parts</p> <p>Skipping area on the playground LL skip with children (extended rope)</p> <p>Pupils are actively using Opal equipment (Pupil voice)</p> <p>Clubs have been full and waiting lists as the year has progressed. (registers)</p>	<p>Maintain this. Improve the variety (share ideas as a school) to meet pupils interests and range of physical needs</p> <p>Opal is sustainable and embedded. Opal leader and training are in place . See action plans</p> <p>Unsure if funding for travel tracker will continue. Could we design a Bannerman style travel tracker</p> <p>Sustainable. Relaunch with another skipping workshop day to provide challenge and ideas. This year cancelled due to Covid</p> <p>Pupils are using Opal and their own equipment to be active at lunch. Further resources purchased from Trust endowment fund</p>

<p>Pupils participate in intra-school sport, active opportunities and working toward representing the school in inter-school competition. Pupils have the skills, knowledge, understanding and confidence to play in inter competitions</p>	<p>Opal is implemented (own action plan)</p>	<p>(included in £12,870)</p>	<p>Due to Covid, inter competition was all non contact</p> <p>Travel tracker implemented</p> <p>Pupil voice showed children wanted archery and martial arts. Archery offered. Due to Covid unable to get martial arts</p>	<p>Continue as this year. Promote staff / volunteers running clubs to ensure sustainability</p> <p>Sustainable with CPD of sports coach.</p>
<p>Greater opportunities for pupils to be physically active for sustained periods</p> <p>Pupils take responsibility for their own physical activity</p>	<p>survey children and find out which opportunities they would like? Are there activities they would like to attempt or revisit?</p> <p>Buy resources AH, SH and JC to ensure these are included in the lunchtime timetable.</p> <p>Maintain the Daily Mile / 10mins active a day</p> <p>Mark daily mile course on playground</p>	<p>(included in £12,870)</p>	<p>Pupils engage with daily mile and additional physical activity time. Each year group consistent</p> <p>Not active due to Covid. Plan to have quotes. As now part of daily with class, evaluate – do we need one?</p> <p>Pupils take responsibility for games through using opal</p>	<p>Sports company have archery – this could be part of year group PE sessions for a term a year) Look further into martial arts for school. Implement other idea in the lunchtime club</p> <p>Share ideas of daily activity</p> <p>See above regarding Opal</p> <p>Daily mile to continue on non-PE days</p> <p>Next step– could this be shared/celebrated in school? How is it tracked? Speak to staff how they do it</p> <p>Review the need for daily mile course SH CD and sports team</p>

				to discuss
--	--	--	--	------------

<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				1.95%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To raise aspirations of pupils</p> <p>Pupils and staff are aware of the benefits of exercise, sport and competition</p> <p>All pupils and staff to engage positively with sport and celebrate the benefits of participation</p>	<p>Celebrate sporting success in Golden assembly / newsletter / on sports board.</p> <p>To have a sports personality of the week (nominated by sports coach / lunchtime leaders)</p> <p>Sports board mounted, back, sharing sporting success in / out school Staff to share their successes/ competition calendar shared to children/ sign-up sheet for competitions</p> <p>Sports co-ordinator to apply for recognition of sporting activity and apply for sports mark award Games mark award achieved</p>	<p>£500</p>	<p>News board is used to celebrate</p> <p>Beginning to implement.</p> <p>Board is mounted and sharing staff success.</p> <p>Evidence submitted to the Sports Mark page, health check completed. Sports mark paused due to COVID</p>	<p>Continue to have news board and celebrate achievements in celebration assembly</p> <p>To have a medal children can keep and take home. Sharing raised profile of sport with parents. Need to make benefits more explicit having a shared and common language (states of being)</p> <p>Sustained by staff. Need to promote children's outside success with photos. Covid has prevented sport assembly</p> <p>Ensure at least bronze award is achieved next year Query training for PE lead to</p>

	<p>Whole school day / week to promote sports</p> <p>To continue to be part of The Bristol Together Championships</p> <p>Survey staff and collate list of skills that can be shared.</p> <p>national skipping day – see above</p>		<p>Sports day held in class bubbles</p> <p>Postponed due to Covid</p> <p>Staff pressures due to lockdown and COVID postponed</p> <p>Postponed due to Covid</p>	<p>complete heat maps etc for Silver award</p> <p>Have sports week next year</p> <p>Register for next year</p> <p>Begin year with staff survey</p> <p>To take place next year Each class to have a specific field</p>
--	--	--	--	---



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Progress and achievement of all pupils through upskilling staff</p> <p>High quality teaching and learning. Lessons judged as good or better = improved pupil outcomes</p> <p>PPA cover teacher is upskilled to the highest quality = improved pupil outcomes</p> <p>AFL is used to accelerate progress of pupils</p> <p>A more consistent approach to teaching PE</p>	<p>Survey staff and their needs, release time to collate and action plan</p> <p>Sports teacher to work alongside teachers / TA staff</p> <p>Time for leaders to work with coaches</p> <p>practical staff meeting/inset session (driven by the results of staff survey) lead by sports coach and PE lead.</p> <p>Sports team to meet termly</p> <p>Assessment system is devised and trailed in Yr 4 – moving out to other year group</p> <p>Peer observations / feedback</p> <p>Expand PE team (adding CD)</p>	<p>£250  (included in £12,870)</p> <p>£250</p> <p>£1290</p>	<p>Sports coach has worked with every teach over the year. Sports coach has worked extensively with PPA PE teacher.</p> <p>Sports coach supported high quality teaching with limited resources due to Covid.</p> <p>PPA teacher is upskilled in a range of elements / sports of PE</p> <p>Sports team met to have a clear vision on how to move PE forward in order to have very best outcomes for children</p> <p>Assessment system not piloted as curriculum needed to change</p> <p>CPD coaching system implemented in Term 5+ 6 (memo) With sports coach. Peer observations couldn't happen</p>	<p>Continue for next year as have new staff + NQT</p> <p>Evaluate what we have learnt from Covid. How can we use that to move practice forward</p> <p>Leaders and sports coach to continue bi termly</p> <p>Assessment system to be adjusted to fit new curriculum</p> <p>Working alongside Premier Sport and fostering their planning for 2021/2022 and future.</p> <p>Including long, medium, short term plans.</p> <p>Consistency across year groups.</p> <p>Focus still on all children</p>

<p>Give EYFS best start to lifelong enjoyment and participation in school sports</p>	<p>Training for EYFS so best start in physical development</p>		<p>SH attended training Physical development in the Early Years – Mini Yeo and Active Stories have been implemented as part of the curriculum</p>	<p>active and moving. Plus building consistency and shared language across school. Next steps – CD &amp; SH to create assessment sheet to trial- in line with our enquiry end-of- topic assessments. Next steps – INSET or staff meetings to introduce staff to planning and shared language. To include (where possible) meeting with Jon to support staff in subjects such as gymnastics with new training</p> <p>SH to further develop the area of Physical Development along side the EYFS reforms.</p> <p>Research the importance of Rough-and-tumble play</p>
--	--	--	---	---

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 16.9%</p>
---	--

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Due to Covid 19 this is not an area that we are going to focus upon.</p> <p>We will investigate and adapt as the year progresses</p>	<p>Involve external coaches / teachers to work with staff and pupils</p> <p>Investigate different sports that could be offered with Covid 19 restrictions</p> <p>Take part in the sports festival</p>	<p>(included in £12,870)</p>	<p>Fencing / archery for all classes once covid restrictions had been lifted (pupil quotes)</p> <p>Range of multi skills sports were implemented inline with Covid restrictions (change in clubs</p>	<p>Introduction of archery/martial arts as part of curriculum or extra-curricular content</p> <p>Pupil survey to identify sports that children would like to</p>

	(Kurling, Bocca, Seated volleyball)		Postponed due to COVID	engage with further
	Arrange a pupil survey to identify barriers / what pupils would like to take part in / involve external coaches to work with pupils / staff	£200		Ensure inclusive sports are resourced for and engaged in through extra-curricular clubs and lesson planning
	Audit PE cupboard to what resources could be used to	£2500	Resources ordered and shared among year groups. School better resourced for delivering PE	SH and CD to audit PE resources once more when all resources are returned post COVID restrictions and year group bubbles are dissolved.

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

Percentage of total allocation:  
13.7%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to increase participation in sporting competitions (virtually) Due to Covid won't be able to attend weren't able to attend all year as Trust decision to not allow trips.	Organise cross trust competitions - virtually	£500 - not spent due to COVID	COVID restrictions remained in place – no events attended	Continue inter-school Next step – end of topic – inter-year group tournament
Engage more pupils in intra school competitions (within bubbles)	Identify pupils and compete in SEN competitions. Monitor SEN participation in AS and Lunchtime clubs  Sports co-ordinator / coach to facilitate intra competitions (yr groups) in term 4, 5 and 6 for all year groups  After school club linked to competitive calendar	included in £12,870  £600 - not spent due to COVID	Lockdowns and bubbles being in isolation prevented the development of virtual intra competition	Next Step - Start intra-trust competitions  Always needed (not sustainable) but having outside coaches come to school to broaden children's experiences.  Next steps – create relationship/connections with groups that our children could perhaps start clubs with (local) - For example the BMX

<p>Pupils to responsibility for their own physical activity</p>	<p>Competitions held through the school day so all children can access</p> <p>Have field marked out in term 5 + 6. Pupils making own competition and involved in greater physical activity</p> <p>Celebration of participation during class assembly</p>	<p>£150 - not spent due to COVID</p> <p>£500</p>	<p>Pupils from Reception to Y6 accessed this, evidence of personal challenge observed</p>	<p>at access sport</p>
---	--	--	---	------------------------

82.55% (£21174.90) of total allocation has been spent – 17.45% (£4,476.10) carried over to 2021 –2022 Sports Premium