

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by



[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](http://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 **31<sup>st</sup> 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](#).

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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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>The Engagement of all pupils in regular physical exercise</p> <ul style="list-style-type: none"> <li>All year groups took part in a skipping workshop with the aim of encouraging children and staff to take up skipping as a healthy and fun form of exercise. Midday supervisors were also involved in the workshop and skipping was added to the Golden Time list each Friday.</li> <li>5 a day fitness has enabled children of all abilities to be active every day. It can be used anytime of the day and helps to refocus classes who have been sedentary for long periods of time. It can be flexible to suit children and teachers.</li> <li>The Daily Mile has helped to improve fitness across the school. Teachers are actively leading the exercise each day with their classes at a time to suit their needs. The profile of PE has been raised across the school.</li> <li>Continued membership of Bromley Borough Primary PE subject leaders CPD provision.</li> <li>PE Leader, Sports Coach and Year 6 sports leaders organised inter-house competitions to include all children.</li> <li>Sports notice board in Main Hall to promote clubs, reflect on good practice, share results, and keep children informed of upcoming events.</li> <li>Sports results shared with parents each week in the school newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to build upon the success of the workshops and to encourage children to skip at lunch and break times. To promote skipping in PE lessons and look to introduce Skip to be Fit. Continue to monitor the involvement of mid-day supervisors with activity provision at lunchtime.</li> <li>During the Spring Term lockdown children and parents were able to access 5 a day at home and in school.</li> <li>Children were encouraged to start each morning with an exercise routine of their choice. Fitness and well-being are imperative to a safe and smooth transition back to school.</li> <li>Continue to develop access to current sport provision, ideas, resources, surveys and CPD opportunities by using staff meetings to share information and good practice across the school.</li> <li>Each year group is looking to follow the initiatives outlined by the primary fitness tracker – to use 3 basic phases:             <ol style="list-style-type: none"> <li>Fun games</li> <li>Serious running</li> <li>Fun chasing games</li> </ol> </li> </ul>

Increased confidence, knowledge, and skills of all staff in teaching PE and sport

- All teachers and some LSAs took part in 2 staff meetings led by the FA. Teachers were taught the 4corner model – physical, psychological, technical, and social which underpins all sports. The meetings covered theories, current practice and also different practical ideas which offered support and challenge for all children with the emphasis on inclusivity.
- PE licences have allowed all teachers to have access to detailed lesson plans to promote planning and assessment in the different areas of PE.
- Teachers in years 4 & 6 have had the opportunity to team teach with a specialist netball coach. The lessons were progressive starting with the different passes used in netball, rules surrounding footwork and contact, before stating the differences between attacking and defending skills, netball formations and areas players can be in.
- Teachers/LSAs in years 1, 2 & 5 were able to watch the delivery of basketball lessons by a specialist coach which were adapted to meet the age and ability of all children. The coach was well prepared, showed an excellent rapport with the children, lessons were well paced, he used frequent questioning and provided lesson plans. The PE lead also had the opportunity to monitor lessons and record good practice used over several weeks.
- Teachers in years 1, 4 & 5 were able to team teach with a specialist hockey coach. For the younger children it was an introduction to the sport and for the older children a chance to improve and progress with their skills.

Broader experiences of a range of sports and activities

- Introduction of basketball which had been highlighted as an area popular with children through School Council meetings. The coach was able to upskill members of staff in KS1 and KS2.
- Continuation of netball coaching to enable more year groups to take part in competitions and to allow more children to represent the

school. The coach was also able to encourage more boys to take part in a competitive sporting opportunity.

#### Increased participation in competitive sport

- More children from year 3 and 4 took part in a greater number of sports including: cross country, netball, swimming, and football. **Quad kids missed due to Covid -19**
- Increased participation by years 5 and 6 in sporting clubs and competitions including: cross country, hockey, swimming, and football.
- **Football and cricket leagues cancelled due to Covid 19. Quad kids, Medium Schools Athletics and Year 6 transition netball cancelled due to Covid 19.**
- **Munchkins after school club for years 1 and 2 cancelled due to Covid 19. Year 1&2 mini rugby tournament and the Easter Bunny Run also cancelled.**
- **Children from WC represented Bromley in the Virtual Youth Games where Bromley narrowly missed being crowned champions.**
- **Sports/Health Week cancelled due to Covid 19. Children would have taken part in organised inter-house activities and Sports Day.**

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on 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?:

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.	
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 2021.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

## 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: £		Date Updated:		
<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: 4.8 %</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>5 a day fitness includes lively 5-minute routines demonstrated enthusiastically to music. The 5-minute sessions are graded by difficulty so are accessible to all children. Children are attracted to the fun themes which help to improve, fitness, coordination, motivation, and resilience.</p> <p>Time 2-Chill includes 2-minute relaxation routines. These are perfect for calming children ready for learning and help to improve imagination, balance, and coordination.</p> <p>There is also a further opportunity to experience routines in French and Spanish. This can lead to a 2-fold learning experience; engaging in</p>	<p>When used regularly and efficiently 5 a day has many rewards for the child and teacher. The teacher can use it as a tool to improve the child's self-confidence, self-esteem, motivation, concentration, collaboration, mood, and behaviour. The benefits for the teacher are that there is no teacher preparation and it's created by specialists.</p> <p>The child enjoys a short energetic workout, fully demonstrated and covering many core movement skills in a fun, lively environment.</p>		<p>£368</p>	<p>5 a day fitness has made a positive impact across the school in the following ways:</p> <ul style="list-style-type: none"> <li>• Increased motivation for learning and fitness.</li> <li>• Improvement in balance, co-ordination, and timing</li> <li>• Enjoyment of being active.</li> <li>• Children able to work together and share experiences.</li> <li>• Improves mood and decreases feelings of anxiety and stress.</li> <li>• Sense of achievement for all children.</li> <li>• Good for muscles and bones.</li> <li>• Increases energy levels.</li> <li>• Helps brain health and</li> </ul>		<p>Active teachers experienced in joining in with short bursts of activity. Teachers can copy and adapt routines to suit their classes and the children's interests.</p> <p>Children are accustomed to doing short bursts of activity between lessons or when outside PE is difficult due to weather conditions.</p> <p>Children experienced in following routines and repeating exercises in time to music.</p> <p>Next steps – teacher/children to choose own music and demonstrates own routine.</p>

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<p>learning a language whilst boosting their energy levels.</p> <p>Daily Mile is 'a fully-inclusive, free and simple initiative which improves the physical and mental health and wellbeing of children. There is no extra workload for teachers.'</p> <p>To re-introduce sports leaders in KS2. Children to be given training as sports leaders to provide active play at lunchtimes. Children will represent the voice of young people, introduce, and promote new sports, be organised and inclusive. They will have the chance to be innovative and creative.</p>	<p>The Daily Mile is about more than just fitness. It is centred on children's wellbeing, behaviour, mood, and concentration. It can be run, walked, or jogged. It is not competitive. It can be run at a time to suit all teachers. It takes place in the fresh air and is a continuous journey achievable by all children.</p> <p>The primary leaders licence enables UKS2 children to benefit from basic leadership skills.</p> <p><u>Playmaker Award</u> – children undertake 6 sessions which provide basic leadership skills. The underlying aims are to increase confidence, raise attainment and to raise awareness of healthy lifestyles. The award can take place in</p>	<p>Free</p> <p>£99</p>	<p>memory.</p> <p>Children across the school are more active before, during and after school. Stamina has improved during PE lessons with less rest periods needed. Majority of children able to run for 3-5minutes at their own pace without walking. Children showing more endurance and perseverance during school running competitions.</p> <p>To be purchased during the next academic year. Covid restrictions have limited the number of children that can mix across the year groups therefore making this initiative less viable.</p>	<p>Children given time to prepare ideas and teach to their friends or children in different classes.</p> <p>Ensure that the school continues to develop broad range of bitesize additional physical activities e.g., work DM alongside skipping: Aerobics etc.</p> <p>More teachers to actively run with the children and present positive role models. Children given a voice of how to adapt the daily mile and make it rewarding each day. Competition between classes or individuals to see how many laps they can complete. To complete a daily mile challenge - Run from London to Edinburgh or cover the length of the River Thames in London. Participates to be rewarded with a certificate on completion.</p>
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<p>The leaders will develop a variety of skills including confidence and self-esteem, act as role models, good communicators, and listeners, organised and inclusive and innovative and creative (Youth Sport Trust).</p>	<p>curriculum time and helps to guide and build confidence in young learners as leaders whilst they begin their transition to secondary school. <u>Energy Club</u> can be run alongside the playmaker award or separately. It includes over 120 activities that are directed at all ages and abilities. The focus is on healthy active lifestyles promoting well-being, academic performance, and physical activity. The award is for all pupils and is designed to encourage those pupils who find sport challenging through lack of confidence, understanding or opportunity. It can also be used for pupils who need their emotions positively challenged and who in return receive recognition for their efforts.</p>			
<p>Develop Forest School, Pond and Garden areas. Actions to be taken:</p> <ul style="list-style-type: none"> <li>Remove brambles, weeds and other debris and replace with new log piles.</li> <li>Build new bug hotels/bee houses.</li> <li>Implement a water/painting area.</li> <li>Nail on lower branches to aid den building.</li> <li>Plant seeds and flowers to</li> </ul>	<p>Through forest school, gardening club and Global Citizen projects children actively involved in the development of these areas through weeding, replanting, and building of sustainable environments. New equipment purchased to underpin the outdoor learning environment and make learning accessible to all. Identification sheets support curriculum areas linked to habitats and migration patterns.</p>	<p>£550</p>	<ul style="list-style-type: none"> <li>All year groups to access outdoor learning linked to their current topics.</li> <li>Year 4 have used the outdoor area to promote their 'Global Citizenship' topic on 'The Plight of the Bumblebee'. Activities include: planting a bee corridor, designing a garden to attract pollinators – Design a garden for a bee which is a radio 2</li> </ul>	<p>Implement fresh initiatives as identified via National Curriculum Outdoors with CPD for staff targeted in Autumn term.</p> <p>Global Citizenship projects to continue. Children given more opportunities to use the pond/forest school areas to develop their knowledge, skills and understanding of our</p>

<p>attract pollinators.</p> <ul style="list-style-type: none"> <li>• Gardening gloves x 5</li> <li>• Trowels and forks x 5</li> <li>• Hedgehog house</li> <li>• New nets purchased for the pond area.</li> <li>• Birds' discovery bag</li> <li>• British Bird identification guides</li> <li>• RSPB bird soft toys purchased</li> </ul>	<p>Benefits of outdoor learning:</p> <ul style="list-style-type: none"> <li>• Personal and social communication strengthened.</li> <li>• Physical health improved.</li> <li>• Development of spiritual, sensory, and aesthetic awareness.</li> <li>• Increased recognition of individual well-being and personal control.</li> <li>• Recognition of the needs of others and the importance of cooperation.</li> <li>• Greater appreciation of nature and the world around them.</li> <li>• Practical problem solving and team skills developed.</li> </ul>		<p>competition</p> <ul style="list-style-type: none"> <li>• Gardening club held weekly to plant flowers and vegetables.</li> <li>• Area to be open during the summer fete to raise the profile of the area and to give children opportunities to access activities such as pond dipping.</li> <li>• EYFS have used the pond area to learn about hedgehog habitats as part of their 'Global Citizenship' topic.</li> <li>• Year 6 and EYFS have taken part in forest school.</li> <li>• Year 6 have learnt skills including types of knots, den building and whittling.</li> <li>• EYFS – linked forest school to their topics on minibeasts and dinosaurs.</li> </ul>	<p>environment and our dependency on nature. To promote the importance of sustainable relationships between people and their environment. To learn more about habitats and the creatures who thrive on and around our school field.</p> <p>To train a new forest school leader to increase accessibility to forest school.</p>
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 0 %</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>Sports Week or Fitness Fortnight to re-introduce inter-house competitive sports across KS1 and 2. Sports Lead and Sports Coach to outline a range of suggested activities for all year groups. Establish cross curricular and multi-cultural links.</p>	<p>Delayed due to covid restrictions. WC still following covid restrictions and year groups/phases in bubbles.</p>			<ul style="list-style-type: none"> <li>• Ensure that areas of physical activity including football, basketball and netball targeted via sports week/fitness fortnight enable continuity and progression via employment and/or promoted quality assured community club links within the local area.</li> <li>• To further develop an active curriculum for lower school: look to organise tagtiv8 to deliver activities promoting cross curricular approaches.</li> </ul>
<p>‘England Does the Daily Mile’ At WC we run the Daily Mile each day. This gave us the chance to come up with new ideas to be active and creative. Each class could decide what new elements they wanted to include in the event.</p>	<p>The Daily Mile is now more than just running laps of the playground. Children use beanbags, balls, and other equipment to maintain fitness and enjoyment. They run forwards, backwards and sideways. They change direction, do shuttle runs and much, much more.</p>		<p>All classes regularly undertake running activities through the day at a time to suit them. The children are enthusiastic and enjoy the short activity bursts before lessons or through short breaks between subjects. Children have been given more ownership and the profile of fitness raised across the school by all staff.</p>	<p>To continue to develop positive initiatives focusing on sport and being active. To promote positive role models and share achievements in assemblies, from reports written by sports leaders and via the sport board in the main hall.</p>
<p>‘Race for Life’ Every child took part in this fantastic event during their PE lessons. All children could decide whether than wanted to walk, jog, or</p>	<p>Due to limited sporting opportunities for inclusive school sport due to Covid restrictions the Sports Coach organised for the</p>		<p>Children were able to raise awareness of a cause that many would have personal experience of. Everyone received a medal</p>	<p>Due to the success of this initiative both through</p>

<p>run one or two laps of the school field. The race promoted how we can all raise awareness of illness in a positive, inclusive and fun way. All children received a medal for taking part and helped to raise over £1150 for charity.</p>	<p>school to run 'The Race for Life' during the week commencing 24<sup>th</sup> May. Everyone was actively involved and all children irrespective of age or ability had the opportunity to run 2 laps of the school field. The children had the choice to run competitively or with friends in the true spirit of the event.</p>	<p>and made their pledge. This therefore enabled all children to feel successful and valued. The children were able to run, walk or jog so competition was encouraged but the main message was to have fun. The school celebrated everyone's achievements and over £1150 was raised!</p>	<p>fundraising and children's enjoyment, perseverance, and awareness of helping others we aim to repeat this event next year.</p>
<p>Walk to School Week 2021 Each pupil was challenged to travel sustainably (walk, scoot, cycle or Park and Stride) to school every day for one week. Our JTAs also ran a competition to design a Road Safety Comic Strip.</p>	<p>RS Deputy Headteacher ran an inspiring assembly to promote walking to school and raised awareness of the benefits for all through daily exercise and a reduction in pollution from cars. All children who walked to school were rewarded with badges and successful competition winners were announced in assembly. Competition entries were displayed as an ongoing reminder of the advantages of walking to school or taking part in the park and strive initiative.</p>	<ul style="list-style-type: none"> <li>• Heightened awareness of daily exercise and mental well-being</li> <li>• Awareness of road safety</li> </ul>	<ul style="list-style-type: none"> <li>• To repeat next year</li> </ul>
<p>Bike ability – 42 children took part in level 1 and 2 cycle training led by the London Borough of Bromley's Cycling Team</p>	<ul style="list-style-type: none"> <li>• Children gain practical skills and an understanding of how to cycle on today's roads.</li> <li>• Sets out an understanding of how to cycle safely and responsibly.</li> <li>• Builds confidence for all kinds of cycling.</li> </ul>		<p>To be organised for the next academic year</p>

<p>European Football Championships – each class to pick a team from the competition and take part in research and fun football activities during the term.</p>	<ul style="list-style-type: none"> <li>• Each class randomly selected a European country participating in the football championships.</li> <li>• Children took part in different activities:            Designing a football strip and/or football            Completing a fact file on a specific country            Sharing information all about themselves on a football design. Discussing friendships and learning about others in their class.</li> </ul>		<ul style="list-style-type: none"> <li>• Increased interest in football and competitive sport.</li> <li>• Boys and girls playing team games at break time and lunchtime.</li> <li>• Positive role models shared.</li> <li>• Children discuss own experiences and expertise with others.</li> <li>• Children working more as a team and promotion of fair play.</li> <li>• Raised awareness of countries in Europe.</li> <li>• Increased recognition of countries flags and locations on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>• Train and upskill midday supervisors in how to lead sport/active play at lunchtime.</li> <li>• Purchase further resources to be used at lunchtime.</li> <li>• Sports leaders to assist with lunchtime activity ideas.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55.9 %
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:
<p>Bromley Borough Primary PE Subject Leader CPD</p> <p>Wickham Commons continuous membership allows the PE leader, sports coach and SLT to stay up to date on all the latest developments surrounding PE and the Primary PE Premium Criteria. Access to important best practice case studies and cross curricular links for active, healthy schools.</p> <p>Guide to adapting PE lessons for SEND pupils – PE needs to be inclusive for all.</p> <p>To reinforce these special adaptations, the planning process needs to consider the following:</p> <ul style="list-style-type: none"> <li>• Modified activities, enabling all children a degree of challenge and the opportunity for progression.</li> <li>• Specific support in activities and movement.</li> <li>• Careful management of individual regimes.</li> </ul>	<p>Outlining to all staff how important PE is to psychological wellbeing. It helps to reduce obesity, to reduce anxiety, to improve social skills and teaches transferable life skills.</p> <p>To promote PE as a tool for helping children and adults physically, mentally, socially, and emotionally.</p> <p>To consider the impact of Covid-19 on the fitness and wellbeing of children.</p> <p>To undertake staff and pupil questionnaires to give everyone a voice on strengths and weaknesses of school sport at WC.</p> <p>To use staff meetings to provide updates to all colleagues re: published updated criteria for PESS premium. This is essential to maintain and uphold a whole school ethos into the importance</p>	£255	<p>Promoting the whole school approach through staff and SLT meetings has allowed for all staff to be aware of current expenditure and the school ethos behind PE. Important factors including - policy development, pupil voice, staff professional development, health and well-being and local community links have been open to discussion. Assessment, recording and reporting achievements has also been outlined.</p>	<p>For all staff to update year group PE folders containing detailed planning, recording and assessment. To have regular access to -</p> <p><a href="https://www.londonseprimarypehwb.co.uk/core-movement-skills">https://www.londonseprimarypehwb.co.uk/core-movement-skills</a></p>

<p>PE Subject Leader and Sports Coach to deliver staff meeting outlining how the PESSPA has been spent this year and outlining the importance of current up to date planning if the premium is to stop.</p> <p>All staff to undertake team teaching with Sports Coach in an area of PE of their choice that they are teaching in the Summer term. The key aim is to improve their knowledge, confidence, and ability to teach to a high level.</p> <p>Sport Coach to oversee sport activities at lunchtime and run invitational clubs to target children who do not participate in any sports clubs.</p> <p>HD to work with year 4 who are experiencing problems during</p>	<p>of planning, preparation, and delivery of high-quality PE lessons.</p> <p>Offer guidance and support for all teachers to move forward in teaching high quality PE and Sport. Offer CPD to all using knowledge and experience of all staff.</p> <p>All staff to work with HD to improve their knowledge in an area(s) of PE. HD to provide ideas, resources and a series of lessons plans that staff can follow suitable for the age and abilities of all children. Differentiation, skill development and child-initiated learning. For PE to be successful and motivating for all pupils by undertaking the STEP principle. By just changing one of these elements increases everyone's chance of meeting their learning outcomes.</p> <p>Girls and boys football clubs run weekly and open to all.</p> <p>Weekly 20 mins sessions involving problem solving activities.</p>	<p>£10,000</p>	<p>Teachers upskilled:</p> <ul style="list-style-type: none"> <li>• Detailed plans – structured for individual classes and children.</li> <li>• Next steps, detailed progression.</li> <li>• Assessment included.</li> <li>• Physical demonstration of correct technique.</li> <li>• Child centred approach.</li> <li>• In depth questioning.</li> <li>• Up to date practice and delivery.</li> <li>• Health and safety concerns addressed.</li> <li>• Differentiation of task and outcome.</li> <li>• 4 corner model shared – technical, physical, social and psychological areas.</li> </ul>	<p>Staff able to undertake own curricular delivery of PE &amp; Games sessions as a result of the previously delivered intensive specialist coach support + provided lesson plans. PE subject leader and/or SLT to periodically monitor quality of curricular provision with the former on hand to personalise any required follow up CPD support where necessary.</p> <p>Staff and pupil questionnaires to support planning of next years' spend objectives.</p> <p>Develop focus regarding cross-curricular outdoor learning provision given multitude of benefits towards the rest of the curriculum e.g.,</p>
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<p>playtimes. Henry to introduce games and strategies to help positivity in child led activities – main aims are to encourage confidence, communication, resilience, friendship, team building and enjoyment in physical activities.</p>				<p>orienteering: National Curriculum Outdoors: Bushcraft</p>
<p>Sports Coach to run before and after school clubs for children in KS1 and KS2. To include football, athletics, and cricket.</p>	<p>Since the end of lockdown children have been able to attend weekly clubs run by HD. The clubs promote inclusion. The sessions are well structured with fun warm-ups, structured technique demonstration with continuous interventions, demonstrations, and feedback. They conclude with competition elements and next steps.</p>		<p>Increased number of children physically active for longer periods of time. Learning new skills, making new friendships, and learning to be respectful, resilient, and responsible. Children also learn to communicate with others and to work in collaboration with others.</p>	<p>School to specifically target OSHL provision for increased participation rate of semi/non sporty; SEN pupils as well as those pupils from socially and economically challenging backgrounds.</p>
<p>To arrange intra/inter school competitions.</p>	<p>Sports coach to organise and lead sports day. Through careful planning and practice the day will encompass the development and strengthening of the following key skills: balance, control and stability, coordination and rhythm, single arm throwing, speed, foot-eye coordination, hand eye coordination, spatial awareness, and agility.</p>			<p>Ensure that Sports Day can become a springboard for club link to Bees Academy (Norman Park) by way of promoting junior sessions for those pupils who wish to develop participation in quality assured community club setting.</p>
<p>Sports Day</p>				

<p>HD ran a half term holiday club for all ages with a different theme each day.</p> <p>Subscription to PE CPD licences</p>	<p>To provide support to staff in teaching gymnastics and dance. To show staff the progression across year groups and the expected end of unit goals. To provide opportunities to share video clips of movements particularly in gymnastics including: rolls and cartwheels. For staff to be provided with cross curricular ideas and themes through dance and to be provided with ideas for music to accompany the theme.</p>	<p>£520</p>	<p>Benefits:</p> <ul style="list-style-type: none"> <li>Detailed plans with clear progression</li> <li>Suitable for specific year groups</li> <li>Resources listed and timings suggested</li> <li>Video access for demonstration</li> <li>Overviews and next steps</li> <li>Apparatus plans for gymnastics</li> <li>Questioning to support understanding of key tasks</li> <li>Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>All teachers PE folders to contain plans for each area of PE they have taught and the current assessment levels for their year group.</li> </ul>
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<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: 28.4 %</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:</p> <p>Sporting equipment purchased to add challenge, variety, opportunity, availability, and leadership opportunities by increasing provision and access to all pupils. Equipment bought to date:</p> <ul style="list-style-type: none"> <li>Flexible marker cones</li> <li>High pressure pump</li> <li>Tennis balls</li> <li>Tennis rackets</li> </ul>	<ul style="list-style-type: none"> <li>Increased provision of sporting equipment to ensure all children within their 'bubbles' have access to a range of sporting equipment which will enable them to increase their participation in PE and sports both in curriculum time and</li> </ul>	<p>£4,487.99</p>	<ul style="list-style-type: none"> <li>All classes have access to high quality resources. This has led to more sporting opportunities during curriculum, break times and after school clubs.</li> <li>Children can use these resources through two weekly PE sessions and</li> </ul>	<ul style="list-style-type: none"> <li>Organise PE shed so all equipment is clearly labelled and only used for curriculum PE or staff run extra-curricular clubs.</li> <li>PE lead/sport coach and Sports leaders to tidy shed and safeguard equipment.</li> </ul>

<ul style="list-style-type: none"> <li>• Badminton rackets and nets</li> <li>• Stop watches</li> <li>• Folding goals</li> <li>• Gymnastics incline wedge</li> <li>• Hoop pack</li> <li>• Footballs</li> <li>• Windballs</li> <li>• Hockey ball set</li> <li>• Playground balls and sticks</li> <li>• Directional arrows pack</li> <li>• Super scoops</li> <li>• Rainbow skipping ropes</li> </ul>	<p>lunchtimes.</p> <p>In the long term this will lead to:</p> <ul style="list-style-type: none"> <li>• Improved physical fitness</li> <li>• Development of core motor skills</li> <li>• Opportunities for promotion of leadership skills for children</li> <li>• Increased self-confidence and self esteem</li> <li>• Cooperation and improved peer relationships</li> <li>• Responsibility for setting own goals</li> <li>• Emphasis on respect-respecting other and your body.</li> </ul>		<p>individual use has led to upskilling of children as they no longer have to wait for a partner or share in groups.</p> <ul style="list-style-type: none"> <li>• The fundamental movement skills are a key focus and there are now enough resources to ensure the younger children at WC can access these in their outside learning area on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use equipment correctly and safely.</li> <li>• Ensure that stock of equipment is periodically checked for losses; repairs.</li> <li>• Staff and pupil voice to target any additional/new activities leading to following year's PE premium grant enabling purchase of related new resourcing.</li> </ul>
<p>To continue to develop and update range of sporting opportunities at WC</p>	<p>To use staff and pupil questionnaires to consider how to deliver the most effective and diverse PE and Sport opportunities</p>			
<p>External Clubs offered:</p> <ul style="list-style-type: none"> <li>• Henry's (HD Multisport) football clubs for Years 1 &amp; 2, 3 &amp; 4 and years 5 &amp; 6 squad</li> <li>• Athletics years 3-6</li> <li>• Netball years 3-6</li> <li>• Munchkins years 1 &amp; 2</li> <li>• Hockey years 4 &amp; 5</li> <li>• Karate years 1 &amp; 2</li> <li>• Basketball years 3-6</li> <li>• Stephanzee's dance EYFS – year 3</li> </ul>	<p>All clubs to promote positivity and enjoyment of sport through -</p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Well-being</li> <li>• Fitness</li> <li>• Friendship</li> <li>• Communication</li> <li>• Team building</li> <li>• Problem Solving</li> <li>• Perseverance</li> <li>• Fairness</li> </ul>		<ul style="list-style-type: none"> <li>• Increased number of children attending extra-curricular activities across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain links with existing clubs local to WC.</li> <li>• Continue to offer extra-curricular clubs across the school. To focus on sports that WC teach in curriculum PE and sports that WC compete in.</li> </ul>

<p>Lunchtime Clubs offered:</p> <ul style="list-style-type: none"> <li>• Girls football</li> <li>• Boys football</li> <li>• Cross Country</li> <li>• Basketball</li> </ul> <p>Curriculum Basketball - basketball coaching to return after being forced to finish early because of Covid. Children to take part in weekly lessons over half a term which will aim to teach the children the fundamentals of basketball. Basketball Club to be introduced for KS2 children.</p> <p>Lunchtime basketball club run by Mr Plummer and supported by the year 6 sport leaders for year 4 children to take part in a mini basketball tournament in teams of 3.</p>	<ul style="list-style-type: none"> <li>• Discipline</li> <li>• Respect</li> </ul> <p>Children to work with a qualified coach to learn the basic principles of basketball. Lessons to show progression.</p> <ul style="list-style-type: none"> <li>• Dribbling/passing – ball handling</li> <li>• Speed</li> <li>• Agility</li> <li>• Control</li> <li>• Spatial awareness</li> <li>• Keep heads up</li> <li>• Building attacking/offensive play</li> <li>• Implement some basic rules of basketball</li> </ul> <p>Children to compete against different teams every Tuesday lunchtime. Children will learn how to work as a team and the importance of teamwork and communication. Sports leaders will use the experience to plan their own sporting competitions at lunchtime.</p>	<p>Spring Term £480 Summer Term £520? Total £1000?</p>	<p>Curriculum basketball has enabled teachers and children to plan and develop skills, learn technical language, work, and communicate as a team, develop perseverance, and build upon prior learning each week. Key areas:</p> <ul style="list-style-type: none"> <li>• Upskilling of teachers in year 3 &amp; 4</li> <li>• Children in years 3 &amp; 4 introduced to a new competitive sport</li> <li>• Individual control developed – hand-eye coordination</li> <li>• Spatial awareness</li> <li>• Defending and attacking skills</li> <li>• Teamwork</li> <li>• High order questioning</li> <li>• Demonstration</li> <li>• Key points to develop each week</li> </ul>	<ul style="list-style-type: none"> <li>• To also offer new opportunities to ensure variety and to meet the interests of as many children as possible.</li> <li>• Teachers to use observed lesson skills and vocabulary to teach basketball in a similar progressive manner to the basketball coach.</li> <li>• Planning and video clips available to assist with technique and explanations.</li> </ul>
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<p>Tennis Coaching – free tennis coaching delivered to children in EYFS, year 1 and 3. Each year group to take part in weekly sessions run by the RAW Tennis association</p>	<p>Children are taught how to enjoy the game through a series of fun activities based on the fundamental movement skills of balance, co-ordination, agility, movement and racket and ball skills developing hand-eye coordination. Throughout the focus is on having fun.</p>		<ul style="list-style-type: none"> <li>• High level of engagement from all children.</li> <li>• Taught at a fast pace throughout.</li> <li>• Skills focus – basic shots, anticipating the bounce of the ball and playing with the ball with precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote Raw Tennis and in turn receive free coaching opportunities.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.67 %
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>Bromley Schools Games Organisers-competition entries</p> <p>Bromley Primary Schools Cross Country Association-competition entry</p> <p>Bromley Primary School Cross Country Association -competition entry</p> <p>Football League for Boys and Girls Delayed or cancelled due to Covid.</p> <p>Competitions in June Boys Football Competition Girls Football Competition years 5/6 Years 5/6 Quad kids – finished in 3<sup>rd</sup> place. Year 3/4 Quad kids – finished in 4<sup>th</sup></p>	<p>To maximise the opportunity for children from WC to enter and compete in a range of sporting opportunities across KS1 &amp; 2.</p> <p>All children from years 5 &amp; 6 are given the opportunity to enter this competitive event. The children run a distance of 1800m. (NOV 2020)</p> <p>All children from years 3 &amp; 4 are given the opportunity to enter this competitive event. The children run a distance of 1700m. (MARCH 2021)</p> <p>Children given the opportunity to represent the school through their dedication to all sporting opportunities, their attendance at extra-curricular clubs, their enthusiasm and ability in</p>		<p>School has had to focus upon intra (essentially via class/year bubbles) and virtual inter formats due to COVID restrictions.</p> <p>Majority of regional inter competitions events cancelled due to impact of COVID.</p> <p>Profile of sport raised.</p> <ul style="list-style-type: none"> <li>• Children encouraged to be competitive.</li> <li>• Raised self-esteem.</li> <li>• Olympic values of excellence, friendship and</li> </ul>	<p>School to maintain virtual inter format where possible, in the instance that COVID restrictions and Government guidance limit the opportunity for off-site regional competition.</p> <p>Employ school games and active recovery hub resources to identify opportunities for adapted delivery.</p> <ul style="list-style-type: none"> <li>• Continue to enter competitions in a range of sports across ks1 &amp; 2 to ensure as many children as possible are involved in competitive</li> </ul>

place.	curriculum lessons and as positive role models to younger children.		respect lay the foundations for competition.	sport.
Sports Kit purchased for members of Staff	To improve the profile and appearance of staff when teaching sport and taking children to competitions. Staff kit purchased so that all staff are suitably dressed for PE and ready to participate in sport across the school on a daily/weekly basis.	£706.85	<p>Sports kits:</p> <ul style="list-style-type: none"> <li>• Raise profile of PE</li> <li>• Staff in suitable clothing to model technique</li> <li>• Staff able to be active in PE</li> <li>• Teachers look smart</li> <li>• Children enjoy their teachers being active and modelling PE as they would model maths or English in the classroom</li> </ul>	Staff to continue to wear suitable clothing for PE to promote health and wellbeing and it also encourages children and adults to participate more and to work harder. Correct clothing is also safer and allows teachers to act as role models and to demonstrate techniques.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	