



Evidencing the Impact of Primary PE and Sport Premium 2018-19 - REVIEW

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that Brownmead Academy pupils will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016



Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Guidance on the primary PE and sport premium can be found at gov.uk.
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Brownmead Academy

Academic: 2018-19

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	70%
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	70 %
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	Not Taught %
• 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

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2018/ 2019

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Employment of Central Coaching Sports to support the delivery of the PE curriculum, support with after school clubs, breakfast club and raise profile of physical education at Brownmead Academy</p> <p>Joining to the Kingsbury School Partnership to encourage more competitive sport and raise participation of extra-curricular activity.</p>	<p>More children have taken part in physical activity during breakfast club, playtimes and lunch times, after school clubs and through competitions. Allow children to have mentoring sessions with the sports coaches. A wider variety of sports have been offered to the children with the support of Aspire and their resources.</p> <p>The ability to keep a record of PE assessments and use these effectively to support the planning of PE and identify areas in which to improve.</p> <p>CPD opportunities for staff and PE lead. Training to play leaders and staff members to facilitate these children.</p> <p>Wide variety of level 1 & 2 competitions on a regular basis for KS1-KS2 children.</p> <p>Celebration days for gifted and talented pupils.</p> <p>Support with Change 4 life club and to allow children to become playground leaders.</p>	<p>Increase amount of PE lessons per week across the whole school.</p> <p>Ensure children are receiving at least 30mins of physical activity per day.</p> <p>Raise awareness of a healthy lifestyle to children and parents regularly. Children to work with Olympian athlete around healthy eating and setting high aspirations.</p> <p>Team kits to wear for L2 & L3 events.</p> <p>Join the Kingsbury School Games partnership.</p> <p>Will increase L1 and L2 competition and extra- curricular activity to support these. Informal monitoring of the quality of teaching and learning in PE. Continue to review PE policy and documentation. Drive new opportunities for less active pupils to engage in physical activity by developing staff to run a C4L club. To continue with y5/6 football</p>

<p>Resources to support the PE curriculum EYFS- KS2</p>	<p>Support from the MAT to buy in new resources to support the teaching of the PE curriculum.</p> <p>Buy in with Central coaching which enables us to offer a variety of different sports with the use of their equipment (baseball, boxercise, tri golf etc)</p>	<p>team and try introduce y3/4 football team. Organise a sports day for y6 pupils to compete against other y6 children from different schools.</p>
<p>Reach a good standard of PE provision across the whole school.</p>	<p>Support from coach and KSSP. KSSP CPD for staff members and PE leaders to develop assessment and curriculum knowledge.</p>	<p>Continue to identify areas of weakness within the teaching of the PE curriculum and work with KSSP to develop schemes of work to address this.</p>
<p>Swimming support to teaching staff.</p>	<p>Teachers to use the requirements from the national curriculum. Creating assessments to support planning and achievement of children.</p>	<p>Swimming assessments are updated regularly with accuracy created from North Solihull swimming baths.</p>

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2018/2019	Total fund allocated: £ 18,000
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A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact <i>on pupils</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Children to be physically active during breakfast club.	CPD for staff/ support from Coaches & Kingsbury Sports Partnership.	1755		Children to be physically active through delivered structured activities.	Children have been active all year through detailed and intense planned lessons.	Introduce daily mile and children to take part in forest school.
	Physical activity during break time and lunch time.	Coaches & Play leader training (Y2, Y5 & Y6)	4500		Staff and coaches to deliver training to all play leaders in KS1 & KS2. Play leaders to take on this role during play and lunch times.	Children from Y2, Y5 and Y6 have all been trained and deliver planned games to children.	Broaden knowledge of pupils to deliver a variety of games. Children try and gain a leadership award.
	Pupils to understand the importance of healthy active lifestyles and be able to make choices to improve this.	PHSE leader support, Change 4 life club, awareness of healthy eating school status.	500		PHSE curriculum overview. Healthy school snack policy. Children to take part in healthy eating activities with Jazz Crawford and after school clubs.	Staff have reminded children they must be bringing in a healthy snack. Jazz Crawford has delivered a session on healthy eating.	To create a healthy eating board in school with examples of snacks. Also to inform parents about the healthy snack policy.

	Pupils to value being physical active and take part in a range of extracurricular structured and non-structured activities.	Continue to attend L2 competitions. Make links with other local primary schools to arrange competition. Offer to host L2 competitions on school site.	2340		High level of participation for L1 & L2 events via KSSP. Variety of competitions will be attended. Children to attend friendly football & multi skills games planned with local primary schools. Children to compete in a year 6 sports day to compete against other year 6 classes.	Children have taken part in L1 and L2. Children have attended a variety of competitions within the MAT. Children took part in MAT sports day	Need to enter more L2 competitions. To take part in inclusive sports. Include other year groups. E.g. UKS2.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Vision statement for PE to be embedded within the school ethos.	All staff to be aware of Vision statement including Governors.			Use of Brownmead Values to be used thematically across the school on a daily basis. Support to coach to ensure this is used throughout their lessons.	All staff knew the importance of keeping children active and reminders were given.	Keep governors more aware of our plans.
	Develop sports team to get feedback from other pupils around school on how P.E can be developed around school.	Displays in school to promote PE and sport achievements	250		PE and sport board updated regularly. Use twitter/dojo to promote and celebrate sporting success. Sportsperson of the term to take part in a termly trip to celebrate success.	Board has been updated with competitions	To include fixtures and team photos. To include in healthy snack on this board too.

					Governors to be updated regularly about PE at Brownmead. G&T group - 10 children to take part in 1 day activity as part of KSSP	G & T children took part in P.E reward trips.	To include KSSP for G & T.
		Celebrate achievements during celebration assembly in front of children and parents			Parents to be invited to L1 & L2 competitions to support their children through sport. Parents invited to after school clubs to celebrate their achievements. Celebrations are done during golden assembly.	Parents have been invited to competition in school and outer school. All children are encouraged to bring their achievements into assembly.	Outside school success to be included on the P.E notice board.
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	High quality PE lessons for all pupils. Y1, 3,4,5 additional P.E.	Teachers to work with coaches for CPD. Developing their skills and assessment of PE. PE coordinator attended training on developing high quality PE. Coaches to attend meetings with other coaches.	6500		Up to date documentation and subject knowledge of PE coordinators. Staff to team teach with coach during additional P.E sessions to develop their knowledge.	PE coordinator regularly speak with sports coach about teaching of P.E.	Teachers/ Sports Coach to assess children in P.E when teaching lessons. Sports coach to support Teachers in knowledge of P.E.

	Pupils making good progress in PE consistently.	Evidencing Sport Premium Writing new schemes of work. Sports coach to assess 1/2 termly against each unit of sport.			Regular monitoring of classroom monitor and observations of lessons. Childrens' enjoyment of P.E sessions.	Sports coach has been observed every term since September 2018. Lesson outcomes shows that children thoroughly enjoy P.E.	To try and introduce a system to monitor P.E.
	Purchase of PE supporting resources to develop confidence & planning.	Use of medium term plan developed by sports coaches	150		Monitoring of P.E is done by the sports coaching company to ensure high quality teaching.	Through observations and intense planning.	To ensure skills are linked to NC. To include social and emotional skills.
4. broader experience of a range of sports and activities offered to all pupils	Pupils to experience a variety of non-traditional sports in extra-curricular activities and competition.	Offer new sports to enhance extra-curricular participation for example Baseball and gymnastics, and outdoor learning day. Variety of sports and physical activity at lunchtimes and after school.	500		Buy in offers after school sport specialists. Sports coaches after school clubs, lunch time and breakfast clubs.	Outside companies have come into school to deliver sessions. Daily clubs at lunch time and breakfast clubs.	Contact sports companies to come into school. Start to introduce lunch time competitions.

5. increased participation in competitive sport	Pupils to participate in regular Level 1 competition. Pupils to participate in Level 2 competitions with different partners.	KSSP offer within competitive sport opportunities Continue to attend School games events (L2-L3)	1000		Registers, spreadsheet of attendance of children in all aspects of physical activity KSSP buy in; competitions for KS2	Office staff keep regular registers of pupils attending and whether they are PP/ SEN/Girls/ Boys.	Make sure all children have the opportunity to take part in clubs. PP will be offered.
6. resources to deliver PE and children provided with kits for team events.	Quality resources provided to enable children to take part in various activities. Sense of pride and identity when taking part in events.	Resources and spare kits to be purchased.	3,000		Children taking part in all events in team kits. Children having the necessary resources to take part in well - equipped lessons.	Children have been supplied with Sports Kit for football. Equipment has been replaced when needed.	Children to have a kit for all competitions not just football.
TOTAL			18,000				



Completed by (Chanelle Canny – PE Leader):

Chanelle Canny - PE Leader

Date: 19/11/2018

Review Date:

Developed by

