

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2022/23

Commissioned by



Department
for Education

Created by



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Additions by:



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2022. To see an example of how to complete the table please click [HERE](#).

Funding Available for 2022/23

DfE: Conditions of Grant - Underspend

- The 2021/22 and 2022/23 Conditions of Grant were updated to include an **in-year variation regarding the funding**. Due to COVID-19, this will allow **any unspent grant (from 2020/21 and 2021/22) to be carried forward into the 2022 to 2023 academic year**.
- Any under-spends carried forward will need to be spent in full by 31 July 2023 and should be factored into spending plans for the 2022/23 PE and Sport premium allocation.
- Please, now see our Budget Summary below which identifies any Underspend, our 2022/23 Premium and our Total Funding available for 2022/23. This is then followed by our 2022/23 Action Plan.

Budget Summary for 2021/22

Total amount of any unspent funding at 31 st July, 2022, to be carried forward	-	£6,650
2022/23 Premium	-	£19,500

Total Funding for 2022/23* **£26,150**

*To be spent and reported upon by 31st July 2023.

PE Lead Self-Review (Tracking & Monitoring)

COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5

2. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2023?</u>	Yes	No	NA

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need to be a priority for academic year 2023
<p>Please note that whilst we achieved key aspects of our planned programme for 2021/23, some aspects had to be postponed due to COVID19 infections or staffing implications. Where appropriate these will be arranged for next year.</p> <ol style="list-style-type: none"> 1. Bedford School Sports Partnership Membership including school sports competitions, training days, 2 CPD sessions and 3 intra school/class competitions. 2. CPD for staff through Love PE with bespoke support to enhance knowledge, skills, understanding and confidence of new teaching members and to support the school PE Lead. 3. Increased amount of participation in inter school competitions increasing wider sporting opportunities for children. 4. Children are accessing a wider range of sports (such as circus skills, tag rugby, Teddy Tennis) during curriculum time and in after-school/ lunchtime clubs 5. Children were getting regular physical activity within school before covid-19. 6. Children have had a wide range of sports offered to them through, curriculum time and extra opportunities such as the offer of football, tag rugby, tennis and netball clubs. 	<ol style="list-style-type: none"> 1. To further develop knowledge and delivery of the P.E curriculum for all staff through the use of external providers and CPD opportunities. 2. Re-engage with competitions that are provide by outside agencies (School Games etc..). This was lost due to Covid-19 restrictions. 3. Look at different activities to help promote children's '30 minutes a day.' 4. P.E lead to look at new schemes of learning to help staff with planning and delivery of the P.E curriculum. 5. Introduction of an assessment system for PE delivery and enhance planning. 6. To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing. 7. Promote inter-school sports competitions following the relaunch of house teams.

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	JULY
<p>What percentage of your current Year 6 cohort swim competently, confidently, proficiently and over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above.</p>	JULY
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	JULY
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	JULY
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	JULY

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: 2022/23		Total fund (Including any Underspend): £		Date Updated:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
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 ælinked to your intentions:		Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggestednext steps:
1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities 2. To encourage and teach children how to be physically and mentally healthy, providing them with a range of opportunities to try new sports and activities as well as teaching them the benefits of a healthy diet and lifestyle.	1. A Focus on Outdoor Opportunities We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance.		£1000	Evidence <ul style="list-style-type: none">60 minutes a Day activity timetabled in for every classAll programmes in place and children engaging on a regular basisPlayground leaders trained to support daily activities.Extended Extra-Curricular Sport and Physical Activity ProgrammePupil voice surveysStaff voiceEquipment purchased Impact / Outcomes for Children: <ul style="list-style-type: none">Increased awareness of the wide range of different types of healthy activity availableIncreased opportunities for healthy activity available, particularly outsideIncreased engagement in exerciseIncreased understanding of the benefits of exercise for healthImprovement in sense of health and well-beingIncreased participation by children who normally don't engage with sporting / physical activity opportunitiesIncreased number of children participating	These actions and any associated funding will now be carried over until next year and include the following: <ul style="list-style-type: none">Engaging sports coaches to extend competitive opportunities and support underachieving children as well as extending some physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities The academy will ensure that all national COVID19 guidance and local policy is followed with regards to engaging external providers to work alongside staff and children with regards to activity provision We will also continue to use and develop the following to support
	2. Internal Staff to provide additional physical activity opportunities <ul style="list-style-type: none">LSAs to make lunch times activeEngage Active Playground Co-ordinator to lead on the playground programme all yearStaff on duty in outdoor areas to make the learning active		No Charge		
	3. Engage ‘Coaches’ to extend physical activity opportunities <ul style="list-style-type: none">Engage coaches to further develop healthy, physical activity opportunities.Provide additional healthy, physical activity opportunities outside of curriculum time.		£1000		
	4. 30 Minutes a Day		Internal		

	<ul style="list-style-type: none"> Identify strategies and programmes to develop 30 minutes a day across the school. Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class. <p>5. 'Go Noodle'</p> <ul style="list-style-type: none"> Further develop the Introductory Level across the Academy and track engagement <p>6. Daily Mile</p> <ul style="list-style-type: none"> Further develop the active burst programme Involves classes doing laps of playground / field for certain amount of time Children record laps and try to beat own scores <p>7. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> Continue to use and re-stock the playground equipment to support engagement for children at lunch-times Purchase range of inclusive equipment Train play leaders to support the introduction of safe and active activities <p>8. Staff CPD in active games</p> <ul style="list-style-type: none"> Staff taught a range of games and activities that can be used in lessons, playtimes and in PE sessions to support active learning <p>9. Bikeability</p> <ul style="list-style-type: none"> Bikeability creates opportunities to support physical education outcomes such as balance, stability and coordination • benefit from the raised profile of PE and sport across the school as a tool for whole-school development. Children will willingly participate in sporting or physical activity opportunities, having the confidence to enjoy cycling out of school hours. Bikeability strengthens opportunities for pupils to learn how physical activity and cycling positively affects physical health and wellbeing Children will develop strategies for keeping physically and emotionally safe, through road safety and cycle safety whilst achieving at least 60 minutes of physical activity a day, of which 30 minutes should be in school. 	<p>Budget</p> <p>No charge</p> <p>No charge</p> <p>£1000</p> <p>£1000</p> <p>No charge</p>	<p>in school clubs</p> <ul style="list-style-type: none"> Children are accessing structured, healthy physical activity at lunchtimes. Children engaging in healthy, physical activity within other curriculum subjects e.g. Science Fitness levels for all, but with a particular focus on the less active children, will increase. The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. <p>See Evidence, Outcome and Impact statements above</p>	<p>the achievement of 30 minutes a day:</p> <ul style="list-style-type: none"> Go Noodle 5 a Day Active Burst (Daily Mile) Playground Dance Audit 30 minutes a day activity levels across the school Identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities to help meet 30 Minutes a Day requirements for every class Further equipment to be purchased to support active learning with a focus on outdoor learning activity.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity 2. To use PE as a tool to support pupils who struggle with behaviour and SMHSC.	1. Strategic approach that ensures PE and Sport Premium Plans are embedded within and inform the Whole-School SIP with a particular focus on well-being <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which became compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. <p>Super ME sessions to be run by Love PE across all year groups. Small intervention groups set up to target children who need further support.</p> 2. SMSC morning club <ul style="list-style-type: none"> A PE leader provided to include a club for children who struggle with behaviour and SMHSC. 3. External Coaches <ul style="list-style-type: none"> All pupils will have access to a half terms worth of coaching in a range of carefully selected supports to compliment the weekly PE skills progression and teaching. 4. ELSA and Sensory Circuits <ul style="list-style-type: none"> Specific planned support for children who require sensory activities. 5. Introduce Well-Being Week <ul style="list-style-type: none"> Host a well-being and health week to encourage staff and pupils to develop positive life-style choices 	<p>(Cost in section 3 below)</p> <p>(Cost in section 3 below)</p> <p>£1000</p> <p>£500</p> <p>£1000</p>	See Evidence and Impact Statements in Section 5 below but these would include: <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE. COVID Safe Competition opportunities developed. National template used and ready for uploading to school website. Impact / Outcomes for Staff: <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children. Increased awareness of the importance of PE for health and how it can help with learning in other areas. Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children. Increased sense of belonging and well-being. This is a great source to extend physical activity in the classroom, to have bursts of 5 minute 'brain breaks' or transitioning from one subject to the next. Some classes use this resource everyday and has had an impact on well-being in school. 	<ul style="list-style-type: none"> Ensure 2021-22 plans continue to support and drive forward the achievement of whole-school priorities Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating Look to further develop COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive opportunities for children of all abilities to support the development of the whole child COVID PESSPA guidance to be reviewed in September. Develop links to and support PHSE programme around health. Continue with Well-Being Week next year

	<ul style="list-style-type: none"> • Healthy eating • Mental well-being • Exercise and health • Each Year Group to have a planned programme <p>6. PE Passport – Pupil Assessment and Monitoring tool and Planning support.</p> <ul style="list-style-type: none"> • Whole School access to user friendly platform with lesson plans with instructional diagrams and videos • formative and summative assessment options • Evidence gathering and progress tracking through e-portfolio generation • Pupil voice and self assessment tool • Extra curricular registers and recording • Competitions and event calendar • Subject Leader toolbox with over 50 helpful documents to help you coordinate PE in school • 80 Lively Literacy and Moving Maths cross curricular resources 	£899	<ul style="list-style-type: none"> • Used during 'wet break' for children to still get exercise. • Competition Programme Summary Sheet. <p>Increased pupil:</p> <ul style="list-style-type: none"> • Experience of competition against self and others. • Experience and understanding of rules and scoring systems. • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship. • Confidence. • Enjoyment of sport across the school. • Opportunities to participate in a wider variety of activities. • Audit of website complete. • All DfE requirements met. • PE achievements are celebrated as part of celebration assemblies. • • Website to be updated to allow for more celebration of PE and sporting achievements. • Awareness raised with children, staff, parents, carers. • Develops a sense of achievement across the school. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1. Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity.</p> <p>2. To ensure staff members remain informed and supported around all elements of physical education and school sport to ensure continued high-quality provision is achieved.</p> <p>3. To develop staff skills in the teaching of early PE whilst also developing physical literacy within the youngest students.</p>	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to new staffing</p> <ul style="list-style-type: none"> Informal discussions with staff, building upon the audit last year Key focus on any new staff PE Learning Walks to help identify needs <p>2. Bedford Borough School Sports Partnership</p> <p>Purchase membership of SSP PE and Sports Programme. Support to include:</p> <p>Support to include:</p> <ul style="list-style-type: none"> two intra-school competitions 2 twilight bespoke CPD sessions 2 hours of coaching Active Girls and Fit for Fun club Leadership training. <p>3. Love PE consultancy</p> <p>Support to include:</p> <p>2 x In-school, bespoke days of support</p> <p>Day 1: PE Health Check</p> <p>Support to include:</p> <ul style="list-style-type: none"> Teams Meeting Virtual QA check – PE Deep Dive preparation, Curriculum Intent Statement, PE Curriculum Plan, PE & Sport premium Plans, COVID Safe Practice 	£5,700	<p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> Membership purchased Central Development Days attended 	<ul style="list-style-type: none"> Continue with BBSSP Membership which includes high quality CPD opportunities Continue to carry out PE Learning Walks PE Lead to continue to use and update PE Deep Dive Evidence and Impact resources Networking opportunities and sharing of resources. These meetings maybe done remotely moving forward but will still be attended and allow good practise to be shared. Ensure that CPD that has taken place this year is cascaded to any new staff next year Ensure that as many staff across the academy are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Staff to complete audit to identify further CPD needs Continue with internal PE CPD support for staff led by the PE Lead

	<ul style="list-style-type: none"> Provision of range of resources to support preparation for Ofsted PE Deep Dive including Checklist, Power-Point, documents to evidence high quality provision and practice <p>Day 2: SuperMe! Support to include:</p> <ul style="list-style-type: none"> Modelled sessions with children and staff Focus on developing the well-being of the children through simple, healthy, physical activity and relaxation strategies The session is a mixture of practical activities, core strength and stretching, and relaxation. Teams Meeting 2x year 1 lessons and 2x year 2 <p>4. Engage Premier Sports Coaching Company to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> Working alongside teachers with the children to plan and deliver high quality Fundamental Movement Skills Programme 4 Classes per Year Group All Year Groups = 12 classes Each class to receive a half lesson per week The coach will also do lunch time support – See section 4 below 		<ul style="list-style-type: none"> In-school training days from Allison Consultancy taken place Deadline for PE & Sport Premium Underspend met Discussions with staff and children Costed, 2022/23 PE and Sport Premium Plan in place using new national template All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete Templates on website and web-compliant New PE MAPs being used across all classes Enhanced pupil progress and attainment data for PE available Quality Assurance of planning, teaching and learning and assessment Assessment scheme is being regularly used PE Learning Walk sheets <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Enhanced subject leadership Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template Clearer understanding of the updated National Outcome Indicators A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons Staff upskilled to deliver enhanced provision in PE lessons Increased confidence in making and recording assessments in PE This will support enhanced planning and delivery of PE lessons based on targeted needs of our children Staff have gained understanding of strategies and physical activities to use with children to help them develop their well-being <p>Impact / Outcomes for children:</p>	<ul style="list-style-type: none"> Engage CPD providers to meet identified needs PE Lead to monitor impact of the CPD – Observations / Pupil and Staff Voice. Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)
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	<p>5. Bespoke coaching to deliver PE</p> <p>'Teddy Tennis' coaches to come into school and teach EYFS and Year 1 PE lessons during the Summer term.</p> <p>To hire 'Rugby Tots' coaches to come into school and teach Year 1 and Year 2 PE lessons during the Summer term.</p>	£2000	<ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children learning through all areas of PE as required by the National Curriculum • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Children receive a broad and balanced offer within and beyond the curriculum • Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes • Children engaged in enhanced, more effective PE lessons • Enhanced pupil understanding of and learning across all four areas of National Curriculum PE • Children will have the opportunity to develop each aspect, not just the 'Physical' • Increased pupil progress in PE • Enhanced quality of learning • Improved challenge and engagement across all pupils • Children develop sense of belonging, self-esteem • Children gain strategies to help understand their feelings and emotions and help regulate their behaviour • Children develop their sense of well-being <p>Evidence</p> <ul style="list-style-type: none"> • Improved engagement and enjoyment within PE lessons for KS1 and EYFS children (pupil voice). • Staff will be given the opportunity to up-skill their own knowledge and skills based on what they observe, applying what they see to future planning and teaching (staff audit). • Children will 'know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe' as they move from Reception into Year 1. 	
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	4. Active Lunch-Times <ul style="list-style-type: none"> Support Lunchtime Activity Co-ordinator to extend ideas for use with playground lines New lunch time equipment for each year group 	£1000	<ul style="list-style-type: none"> Class sets of equipment available to ensure a high quality to PE and a range of activities are available. Equipment available to ensure children are able to access active lunchtimes. More children able to access equipment at lunch time and be involved in active lunches. 	
	5. Sports sessions during Keep on Moving Week Circus skills workshops for all year groups.	£500		
	Build on links formed within the community last year: <ul style="list-style-type: none"> Bedford blues Developed partnership. Elstow Cricket club School Sports Partnership with Bedford Academy young leaders Riverside Tennis centre Bedford Hockey Club community link Luton Town Football club delivering active maths, No Room for Racism lessons and afterschool club Keep active club P.E lead involve and encourage a wider range of staff to lead sporting events/trips <ul style="list-style-type: none"> P.E lead to organise Evolve training to support staff leading sporting trips P.E lead to create a checklist tool to ensure staff are considering all important aspects when organising sporting trips. Year 6 residential: <ul style="list-style-type: none"> Broaden children's horizon to a range of activities – children learn new skills Develop their: <ul style="list-style-type: none"> Independence Leadership skills teamwork skills Self esteem. Resilience Focus/engagement 	£100		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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: Red = Underspend	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	1. Participate in BBSSP Competitions <ul style="list-style-type: none">Currently, these will be non-contact in nature and will adhere to all national requirementsDepending upon guidelines with regards to sharing equipment, these could include activities such as badminton and table-tennisIf the above type of activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses	£2775	Evidence <ul style="list-style-type: none">BBSSP Sport Premium PackageCompetition Programme Summary SheetPE Units of Work developed to include competitive opportunitiesNew Sports and physical activity competitive opportunities in placeParticipation RegistersResources to plan and deliver programme Impact / Outcomes for staff: Leading to the following outcomes accessible by all children. Increased pupil: <ul style="list-style-type: none">Experience of competition against self and othersExperience and understanding of rules and scoring systemsExperience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanshipConfidenceEnjoyment of sport across the schoolOpportunities to participate in a wider variety of activitiesAwareness of the importance of physical activity and healthSocialisation with other children from other schools / backgroundsExperience of sense of well-being and the feeling of achieving their best	<ul style="list-style-type: none">BBSSP CompetitionsContinue to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all.Ensure CPD training is cascaded so competitive opportunities in lessons are available to all childrenEnsure individuals and teams are celebrated within assemblies for children who have:<ul style="list-style-type: none">✓ taken part in competitionsStaff should acknowledge their success within lessons and class/bubble competitions e.g. for:<ul style="list-style-type: none">✓ team work✓ leadership✓ fair play✓ improved confidence✓ physical ability✓ learning a new skill✓ showing resilience✓ showing focus
	2. Inclusive competitive PE Curriculum Sports Competition Programme <ul style="list-style-type: none">Give all children more opportunities over the school year to experience competitive opportunitiesPE Lead to review curricular programme and identify competitive opportunitiesCurrently these will be non-contact in natureExtend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to allEnsure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the yearCompetitions must involve ALL childrenDevelop new templates for scoring etc 3. Keep on Moving Week	£600		

	<ul style="list-style-type: none"> • Organise sports and promote the activities • Promote community links by sign-posting to local sports clubs and coaches • All children to work alongside coaches within curriculum time ensuring equality of access 			✓ encouragement of others
	<p>Participate in interschool Competitions</p>	£1000	<ul style="list-style-type: none"> • Tournaments run in the sport they have focused on at the end of each half term. • Participation Registers. • Bedford SSP Competition Programme. • Competition Programme Summary Sheet. • New, additional competitive opportunities now in place. • PE Units of Work developed to include competitive opportunities. • Pupil voice. • Inclusive teams.. • 'Her World, Her Rule'. • School Sports Partnership - competition and events • Year 5 and 6 Quad Kids Athletics, Year 4 This Girl Can Mega Fest, Year 4 Dodgeball Festival. • Boys and girls football fixtures. • Internal competitions – Year 3 - 6. 	
	<p>Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> • Give all children more opportunities over the school year to experience competitive opportunities. • PE Lead to review curricular programme and identify competitive opportunities. • Currently these will be non-contact in nature. • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all. • Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year. • Competitions must involve ALL children. 			
	<p>School Sports Partnership</p> <ul style="list-style-type: none"> • Continue with membership of Bedford School Sport partnership and take part in an increased range of competitive opportunities ran by Bedford School Sport. 			
	<p>Boys football cup and league fixtures</p> <ul style="list-style-type: none"> • Children who attend football club transfer their skills in a competition based setting within the Autumn Term 	£250		
	<p>Girls football cup and league fixtures</p> <ul style="list-style-type: none"> • Children who attend football club transfer their skills in a competition based setting within the Autumn Term 	£250		
	<p>Girls Netball cup and league fixtures</p> <ul style="list-style-type: none"> • Children who attend football club transfer their skills in a competition based setting within the Autumn Term 	£250		
	<p>Girls Futsal cup and league fixtures</p> <ul style="list-style-type: none"> • Children who attend football club transfer their skills in a competition based setting within the Autumn Term 			
			<p>Increased pupil: Impact / outcomes for children:</p> <ul style="list-style-type: none"> • Experience of competition against self and others. • Experience and understanding of rules and scoring systems. • Experience and understanding of how to work as a team. • Understanding of how to handle winning and losing and the importance of good sportsmanship. • Confidence. • Enjoyment of sport and games across the school. • Opportunities to participate in a wider variety of activities. 	

Additional Outcomes and benefits of the funding				Percentage of total allocation:
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: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children Top up Swimming	The School Website <ul style="list-style-type: none"> Update the Sports section on our website to share our Vision, achievements, participation, events and photographs Ensure website information is current and updated regularly Share information regularly with all key stakeholders. Additional Funding to support Year 6? or years children not achieving national target for swimming	Internal Budget for curriculum swimming PE premium for top up £2520	<ul style="list-style-type: none"> Audit of website complete All DfE requirements met Awareness raised with children, staff, Trust, parents and carers Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the academy Evidence <ul style="list-style-type: none"> Swimming and Water-safety data Impact <ul style="list-style-type: none"> More children achieving national Swimming and Water-Safety targets Academy performance against national targets improved 	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Craig Morrison
Date:	18.07.22

