

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Jewell Academy
an Aspirations Academy

Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection 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:

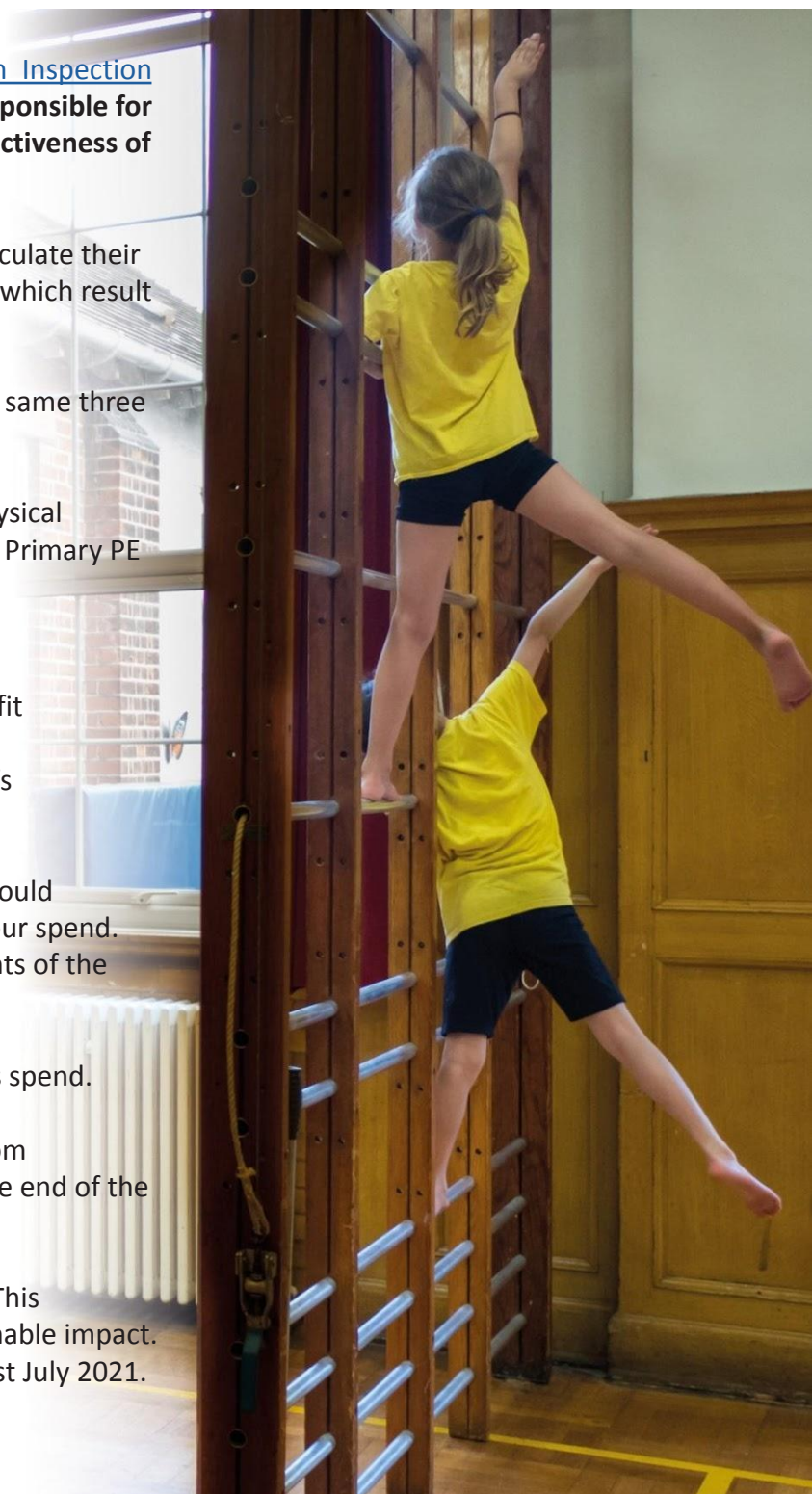
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).





Swimming 2019 - 2020

Due to the current pandemic we were unable to complete our swimming schedule during the 2020-2021 academic year.

<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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently 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 2021.</p> <p>Please see note above.</p>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

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



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Academic Year: 2020/21	Total fund allocated: £19,480 No funding was rolled over from 2019/2020	Date Updated: July 2021
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Key indicator 1: 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				Percentage of total allocation: 25%
Intent	Implementation		Impact	£4992.76
School focus:	Actions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Maintain improvements to equipment for safety and quality of PE and sport experience. Provide equipment to help differentiate between ages and ability.	Purchase new equipment to engage all children of all ages in a variety of activities during playtime and lunchtimes.	£618.50 £803.95 £578	Children are active and engaged at playtimes and lunchtimes and are happy to choose age appropriate equipment from their year group box.	Next steps are to provide a larger range of non-traditional playtime and lunchtime equipment and create lunchtime clubs / areas run by staff and assisted by Sports Leaders.
	Purchase specialist sports specific equipment to ensure high quality PE sessions and equipment is age appropriate. Equipment: Rugby, Netball, Tennis, general top up.	£200.95 £195.49 £751.29 £1018	The update of sports specific PE equipment has ensured we can incorporate additional sports within our curriculum. It also provided our learners with the opportunities to access a range of sports which they were previously unable to attempt. The improvements in age appropriate sports equipment also assisted to enhance the quality of teaching in PE which was evidenced in lesson observations.	Continue to update sports equipment to ensure the safety and age appropriateness is maintained throughout the year. Purchase more non traditional equipment to continue to increase engagement in PE lessons and extra curricular activities.

<p>To establish Bronze Ambassadors/ Sports Leaders to promote physical activity to all children particularly at playtime and lunchtime.</p>	<p>Train Bronze Ambassadors/ Sports Leaders to help deliver lunchtime activities. Sports Leaders celebrated within school through Sports Leader badges presented in a whole school assembly.</p>	<p>£17.95</p>	<p>Bronze Ambassadors / Sports Leaders are seen as role models in school and are proud of their role in supporting other children to engage in lunchtime activities.</p>	<p>To continue to build on the Bronze Ambassador programme, providing the opportunity for more children to take part next year and the option of taking a role in after school clubs for younger year groups next year.</p>
<p>To ensure high engagement in daily physical activity by ensuring equipment is available, stored and accessible at playtime and lunchtimes.</p>	<p>Ensure a safe and secure storage area/shed which is easily accessible and moveable from the playground.</p>	<p>£736.65 £71.98</p>	<p>Sports Leaders are confident to get out and store equipment independently and know how to put it back and store it for each year group to use.</p>	<p>Maintain storage for next year, no additional expenditure anticipated for this to be sustained.</p>
<p>Maintain engagement in regular physical activity during lockdown/isolation periods.</p>	<p>Signpost children to online resources to keep physically active such as Joe Wicks and Super Movers. Create activities children can take part in at home/ in their gardens based on the skills learnt in LTPE planning where appropriate. Take part in virtual SGO games and events.</p>	<p>£0</p>	<p>Children maintained engagement and were physically active during periods of time outside of school. Children were able to gain a sense of belonging by taking part in virtual competitions.</p>	<p>Continue to engage children in physical activities if isolating and create activities which follow progressive skills of LTPE where possible.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
Intent	Implementation		Impact	£3658.80
School focus:	Actions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
To develop and increase the number of our Reception children achieving expected or exceeding in the Physical Development strand of the EYFS Framework.	<p>Purchase outdoor equipment for Reception to use to increase their Physical Development.</p> <p>To provide increased opportunities in the day to develop children’s physical development.</p>	£2627.81	Following analysis of our Reception data, a significant number of children were not achieving the Physical Development strand of the EYFS Framework. As a result of providing engaging equipment to promote physical development Reception achieved 71% GLD.	Continue to monitor the entry level of Physical Development within our new cohort of children. Maintain equipment and resource new and engaging outdoor equipment next year.
To promote actively travelling to school safely.	<p>Purchase KS1 road safety equipment, bikes and scooters.</p> <p>Upskill staff to deliver sessions which promote road safety.</p> <p>Work with the BCP Safer Schools Team to teach children about road safety.</p> <p>Promote walk to school week in school.</p>	£413.94 £179	Increased number of children cycling or scooting to school in KS1. Children’s voice expresses that they feel more confident riding a bike / scooter due to practising in school.	Continue to promote actively travelling to school daily. Investigate how to get bike ability into school to further promote safety in KS2.
To promote the values of sport and a healthy lifestyle.	Contact AFC Bournemouth to provide sessions for Year 5 and 6 on promoting the sporting values, racism and living a healthy and active lifestyle.	£0	Children engaged in all lessons. AFC Bournemouth confident to address racism in sport and school and healthy lifestyles lessons linked to children’s work in Science.	Continue to maintain a strong link with AFC Bournemouth and attend all festivals where possible.
Promote healthy lifestyles, active wear and hygiene.	Science and PE lessons to be linked to provide children with the knowledge of	£438.05	Children understand it is the responsibility of everyone, including	Continue to monitor PE kits. Agreed whole school change, to

<p>Provide all children with opportunities to take part in outdoor adventurous activities.</p>	<p>how to stay hygienic. Staff to wear school Staff PE kits when teaching PE to role model correct PE kit.</p> <p>Employ a specialist from Fresh Air Club to provide outdoor adventurous activities to all year groups on our school site.</p>	<p>£ (costing below section 4)</p>	<p>staff, to wear the correct PE kit when taking part in physical activities.</p> <p>Year 1 - 6 all take part in OAA activities within the year in addition to any residential / OAA off site activities that are planned. Children gain many personal skills including resilience, teamwork and also weaves in all of our school values into each session. Children's confidence to try new sports such as archery has also increased. Children are also able to apply other curriculum area skills to orienteering and other OAA activities. Within a recent curriculum survey many children added this as one the subjects they most enjoyed at school and has noticeably increased children's attendance in school.</p>	<p>allow children to come to school in PE kit on PE days.</p> <p>Curriculum leader time spent going through each year groups yearly curriculum overview and planning in OAA activities which will fit in with topics and other linking curriculum areas.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	£199.99
<p>School focus:</p> <p>To ensure consistently good standards in teaching and learning in PE.</p>	<p>Actions:</p> <p>All teachers will follow the LTPE scheme to ensure high quality PE and games are being delivered.</p>	<p>Funding allocated:</p> <p>£0</p>	<p>Evidence of impact:</p> <p>Through lesson observations, all staff are able to use the LTPE scheme as a progressive curriculum planning tool and are developing the confidence to adapt their planning to suit the needs of the children in their class.</p>	<p>Sustainability and suggested next steps:</p> <p>To continue to discuss with staff CPD needs.</p> <p>PE subject leader release time to work with teachers to assist in adapting lessons and to observe lessons throughout the school.</p> <p>PE curriculum timetable carefully planned to maximise spaces available and to ensure the PE curriculum is progressive and sequenced throughout the school.</p>
<p>To provide staff with the opportunity to undertake CPD training to increase knowledge, competence and confidence in PE.</p>	<p>Complete a staff CPD survey.</p> <p>To identify individual and whole school needs for CPD.</p> <p>Following our staff survey, teachers at Jewell requested that additional support and confidence was required when teaching gymnastics as part of the curriculum.</p>	<p>£199.99</p>	<p>As a result a virtual Continued Professional Development course for all staff was undertaken to enhance the confidence and quality of teaching in gymnastics at Jewell Academy. The course assisted staff with their knowledge and confidence when teaching a range of skills and techniques in gymnastics. Furthermore, following observations of gymnastic lessons, it was noted that staff confidence and the quality of teaching improved.</p>	<p>In 2021 -2022 we aim to provide further CPD opportunities, held on site, for Staff at Jewell. Unfortunately due to COvid restrictions many of our CPD opportunities were postponed this year so this needs to continue to be a focus for next year.</p> <p>Gymnastics is still an area where staff voice additional CPD would be beneficial particularly with new staff joining us next year.</p>

	<p>Tennis CPD for teachers working with a qualified coach to teach high quality Tennis lessons as part of the PE Curriculum.</p> <p>Cricket CPD for teachers and LSAs from Chance to Shine for Year 4, 5 and 6 members of staff.</p> <p>To observe staff in lessons when teaching PE and to observe the progression of learners in PE. To model lessons (from PE Specialists) to teaching staff across the school.</p>	<p>£0 (Lawn Tennis)</p> <p>£0 (Chance to shine - Cricket)</p>	<p>Unfortunately our Tennis CPD was not able to take place due to covid restrictions affecting the coach, however this is being rescheduled for next year.</p> <p>Teachers and LSAs benefited from working alongside / shadow an experienced cricket coach to gain further skills and knowledge to support their own lessons and ensure high quality cricket lessons are delivered as part of the PE curriculum.</p>	<p>CPD to be rearranged for Autumn 2021. Focus on KS1 CPD.</p> <p>Staff have expressed that they have an increased confidence and have gained skills and knowledge to apply to their own cricket lessons as well as other striking and fielding sessions.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
			55%	
Intent	Implementation		Impact	£10628.99
<p>School focus:</p> <p>Children to access extra curricular clubs that were not previously available and signpost children to local clubs.</p> <p>Provide all children with opportunities to take part in outdoor adventurous activities.</p>	<p>Actions:</p> <p>To provide opportunities for learners to have access to professional coaches.</p> <p>Children's survey to identify key sports. Children's voice identified tag rugby as a sport that they enjoyed in PE lessons and that many would like to continue after school.</p> <p>Employ a specialist from Fresh Air Club to provide outdoor adventurous activities to all year groups on our school site.</p>	<p>Funding allocated:</p> <p>£600 £700</p> <p>£9240 £88.99</p>	<p>Evidence of impact:</p> <p>Tag Rugby after school club, led by professional coaches from Ripper Rugby, which was open to all children in Years 5 and 6 free of charge.</p> <p>Year 1 - 6 all take part in OAA activities within the year in addition to any residential / OAA off site activities that are planned. Children gain many personal skills including resilience, teamwork and also improve in confidence to try new sports such as archery. Children are also able to apply other curriculum area skills to orienteering and other OAA activities. Within a recent curriculum survey many children added this as one the subjects they most enjoyed at school.</p>	<p>Sustainability and suggested next steps:</p> <p>Continued CPD for staff in school to ensure they feel confident in PE lessons and to provide more extra curricular clubs. Create an extra curricular timetable which promotes a range of sports to a every year group. These would be free for all children.</p> <p>Curriculum leader time spent going through each year groups yearly curriculum overview and planning in OAA activities which will fit in with topics and other linking curriculum areas.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	£0
<p>School focus:</p> <p>To provide opportunities for SEND, PP and EAL learners to participate in inter school competitions.</p>	<p>Actions:</p> <p>Attend local school competitions and events provided through the Dorset School Games and the School Sport Partnership.</p> <p>Engage with the local School Games Organiser for Bournemouth and attend competitions run by the Partnership.</p>	<p>Funding allocated:</p> <p>£0</p>	<p>Evidence of impact:</p> <p>We were unable to participate in competitive sport off site due to the current pandemic. However, we participated in a range of virtual competitions against other schools. The eight virtual competitions we participated in were open to all learners from Year 1 through to Year 6. These competitions were organised by Dorset School Games and there was no expenditure for these competitions. We gained an award from the SGO for our participation in these virtual events.</p>	<p>Sustainability and suggested next steps:</p> <p>We aim to build on our provision for inter school competitive sport in 2021-2022 to participate in events/competitions as part of the Dorset School Games as well as in friendly competitions/matches.</p> <p>We aim to achieve the Bronze School Games Mark as a minimum next year.</p>
<p>To initiate extracurricular clubs to promote local sports clubs and children's engagement in competitive sport.</p>	<p>To provide opportunities for learners to have access to professional coaches in a sport children had identified that they had enjoyed PE lessons and that many would like to continue after school.</p>	<p>£ (as above)</p>	<p>Tag Rugby after school club, led by professional coaches from Ripper Rugby, which was open to all children in Years 5 and 6 free of charge.</p>	<p>Generate stronger links with local clubs to increase children's engagement in competitive sports both in and out of school. Introduce squad clubs for competitions/ leagues.</p>
<p>Intra house competitions run to ensure the opportunity for all children to take part in competitive sport.</p>	<p>Intra house sports competitions to take place every term. Points contribute to the house teams total for the year.</p> <p>All children are given the opportunity to take part.</p>	<p>£0</p>	<p>All children are highly engaged in supporting or taking part in competitive events.</p>	<p>To provide opportunities for Sports Leaders to officiate and organise house competitions for younger year groups. To increase the range of different sports competitions (non traditional)</p>

Head Teacher:		Date:	July 2021
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