

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

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account.

Schools are required to [publish details](#) of how they use this funding as well as on the impact it has on pupils' PE

and sport participation and attainment.

We recommend regularly updating

the table and

publishing it on your website as evidence

of your ongoing review into how you are using the money

to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).

Bishop Carpenter CE Primary School

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



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SPORT
TRUST

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Every child across the school has participated in at least 1 competitive, inter school opportunity A range of extra-curricular offered after school clubs. BCS achieved GOLD sports mark award in 2018 All pupils take part in 2 hours of PE a week. All Year 6 children trained as playground leaders Outdoor learning has incorporated O&AA Increased number of events entered</p>	<p>To ensure consistently good or better PE lessons across the school To incorporate the 'My Personal Best' programme into SDP Follow through invitation to engage as Headteacher Ambassador role Effective, sustained assessment of PE & Sport</p>
	
<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below*:</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>100%</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>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% - All have covered this and are competent at performing self-rescue. They will also take part in the 'Rookie Lifeguard' course in the summer term 2019.</p>

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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?

Yes we identified some less confident swimmers in lower KS2 to follow an additional top up for swimming - this was well received and made a positive impact.

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16,900	
Percentage of total allocation:			
14%			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>2 x 1 hour curriculum PE</p> <p>Young Leaders framework used in curriculum PE to train and empower Year 6 children –</p>	<p>All teachers plan in PE in weekly and termly plan Teachers also plan and co-teach with specialist teacher</p> <p>PE coordinator to lead in Spring term Leaders to organize intra house multi skills competitions for KS1 Identified in SDP 2017/2018</p>	<p>Timetables, weekly plans (submitted)</p> <p>Internal/MAT reviews</p> <p>Ideas at School council</p> <p>HT reviewing PE assessment for WMAT This has been sustained into 2018/2019</p> <p>Evidence in PE CO-ord planning Year 6 allocated House leaders and rota in place for lunchtime activities too (Summer 2018) Leaders enjoy the responsibility and learn from planning process This has been sustained into 2018/2019 as programme has been repeated. PE teacher (LG) has monitored this in lunchtimes too. Increases lunchtime supervision to allow active lunchtimes</p>	<p>Long term planning Continued membership of NOSSP HT – specialist in PE Formalised assessment to identify progress</p> <p>Formal review with the children required to assess impact at the end of the summer term</p>

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Percentage of total allocation:			
11%			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sporting achievement/participation celebrated continued.</p> <p>Continued sustainability of Outdoor Learning across the curriculum.</p> <p>Key National events celebrated in school</p> <p>Active lunchtimes – address pupil engagement</p>	<ul style="list-style-type: none"> - Articles in the newsletter - Celebrated in newsletter, assemblies, social media - Children to share sporting accolades from their participation in the community too <p>In SDP 2018/19</p> <p>Women’s Football World Cup Cricket World Cup Champions League Football (engaging a high number of children who are football supporters)</p> <ul style="list-style-type: none"> - Increase participation - Increase equipment available - Use Sports leaders 	<ul style="list-style-type: none"> - Children share their range of accomplishments in whole school displays - Children shared their enjoyment of their pride in their achievements <ul style="list-style-type: none"> - Positive feedback from Governors and better feedback from parents - Less disruption at lunchtimes 	<p>Maintain and regularly update</p> <p>Maintain</p>

Percentage of total allocation:			
39 %			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:

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<p>Deployed PE specialist one day per week (Day change to Wednesday for 2018/2019) Also increased the timetable to include Class 2 in PE specialist timetable</p> <p>Specialist coaching in Gymnastics for KS1 and EYFS</p>	<ul style="list-style-type: none"> - Agreed termly goals for specific target groups e.g. young leaders - Staff confidence in new activities such as orienteering - Develop a range of resources to support delivery - Audit resources and facilities available - Develop teacher confidence in gymnastics delivery - Increase range of resources 	<ul style="list-style-type: none"> - Staff leading activities to allow PE mentor to focus on target groups (e.g. leaders) - Staff consult next steps with PE mentor regularly - Playground marking to enhance lunchtime activities - All KS1 and EYFS children experienced high quality specialist gymnastics - Class teacher gained valuable top tips and safety advice - In stage 2 gymnastics development identified in learning walk (March 2018) without specialist gymnastics coach and used specialist equipment (wall bars) - The use of wall bars had been a specific request from school council – needs to be addressed 	<p>Review and maintain going forward Identify specific activity focuses for 2018/2019 (July 2018) Look at appropriate PE assessment Identify any further use of specialist coaches All above achieved in 2018 / 2019 with further focus required on the sustained, effective use of PE assessment.</p> <p>Review use for 2018/2019 - ongoing use of Wade Gymnastics</p>
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Percentage of total allocation:
17%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
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Percentage of total allocation:			
19%			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase number of children in level 1 schools competition</p> <p>Membership of NOSSP allows BCS children to experience a range of competitive experiences</p> <p>The newly launched 'house' system allows for in school intra competitions</p> <ul style="list-style-type: none"> - Intra house opportunities included in PE time for cricket, netball - Sports day – intra house event, 	<ul style="list-style-type: none"> - Use a provision map to identify participation of all children / groups of children - Teams / individuals are identified and BCS in consistently represented at all events where possible - Use PE lessons for Intra opportunities - Year 6 leader to coordinate multi skills for KS1 and small sided activities for KS2 	<ul style="list-style-type: none"> - Provision map in place - Celebrated (as previously evidenced) - Mapped onto provision map - Leaders in place, following training, for Summer 2018, this is now sustained in 18/19 with programme rolling out each year (i.e. Year 5s 2018/19 being trained by PE specialist ready for 2019/2010 academic year) 	<p>Maintain</p> <p>Maintain membership Aim for Gold in Sportsmark once again – sustained and now qualify for platinum.</p>