



### Evidencing the Impact of the PE and Sport Premium Grant:

How well is the funding being used to improve the quality and breadth of PE provision, including increasing participation in PE and sport so that all pupils will adopt healthy life-styles and reach the performance levels they are capable of?

| Amount of Grant Received | Amount of Grant Spent    | Additional spend on PE and School Sport | Date                            |
|--------------------------|--------------------------|---|---------------------------------|
| Year 2016 – 2017: £8995  | Year 2016 – 2017: £8995  |   | 20 <sup>th</sup> May 2016       |
| Year 2017 – 2018: £14178 | Year 2017 – 2018: £4847  |   | 22 <sup>nd</sup> November 2017  |
| Year 2018 – 2019: £17944 | Year 2018 – 2019: £22200 |   | 15 <sup>th</sup> December 2018  |
| Year 2019 – 2020: £17913 | Year 2019 – 2020: £15607 |   | 3 <sup>rd</sup> December 2019   |
| Year 2020 – 2021: £17903 | Year 2020 – 2021: £17903 |   | 2 <sup>nd</sup> December 2020   |
| Year 2021 – 2022: £17920 | Year 2021 – 2022:        |   | 15 <sup>th</sup> September 2021 |

#### School Principles for PE and Sport Premium Grant Spend

We provide a broad and balanced programme of physical education and we believe that every child should have activities designed to be enjoyable, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education.

Sport Premium funding is allocated and targeted based on needs analysis which identifies priority classes, groups or individuals who will benefit from intervention in PE and Sport. Limited funding and resources means that not all children will be in receipt of sport premium interventions at one time.

#### Web Link(s) to School Sport Premium Statements:

<https://www.brentnallcommunityprimaryschool.co.uk/sports-funding/>

[https://www.brentnallcommunityprimaryschool.co.uk/wp-content/uploads/2014/10/Sports-Premium-Expenditure-16\\_171.pdf](https://www.brentnallcommunityprimaryschool.co.uk/wp-content/uploads/2014/10/Sports-Premium-Expenditure-16_171.pdf)

#### Key Priorities: (Objectives of the funding)

1. Health and Well-Being
2. Raising the profile of PE and sport for whole school improvement
3. Professional Development in PE
4. Increasing the range of sports and activities on offer
5. Competitive Sport

#### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** - achieving consistently

**2020 – 2021 (most may be amber or red because of children not being in school, due to Covid-19).**

## Key Priority 1 Health and Well-Being

*To improve pupils' health, wellbeing and educational outcomes through engagement in regular physical activity*

Ofsted Factor: a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health

| Actions and strategies   | Evidence  | Cost  | Outcomes, Impact and sustainability  | Progress (RAG) |       |       |       |       |       |
|--|---|-------|--|----------------|-------|-------|-------|-------|-------|
|  |   |       |  | Baseline 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| To provide at least 2 hours of outstanding PE teaching and coaching each week to all children. | <ul style="list-style-type: none"> <li>All classes have 2 hours of PE timetabled each week</li> <li>Lesson Observations</li> <li>Assessments</li> <li>PE Kit registers</li> <li>Pupil discussion</li> <li>Go4It Sports Coach to teach high quality PE lessons to all classes</li> </ul> | £6695 | <ul style="list-style-type: none"> <li>All children in school to receive weekly, outstanding specialist teaching and coaching.</li> <li>Continuity of assessment to improve because of 'in house' status.</li> <li>Sports Lead with a good rapport with all children, thus increase participation and improved attainment across school.</li> <li>Increased pupil enjoyment</li> </ul> |                |       |       |       |       |       |
| To provide swimming lessons to Key Stage 2 children.   | <ul style="list-style-type: none"> <li>Weekly swimming slot at Broughton Pool with clear timetable for when classes attend</li> <li>Term 1 – Year 6, Term 2 – Year 5, Term 3 – Year 4.</li> <li>School minibuses</li> </ul>   |       | <ul style="list-style-type: none"> <li>A higher percentage of children leaving school in Year 6 that can swim 25m and feel confident in the water.</li> <li>A higher percentage of children receiving their daily amount of sport</li> <li>A higher percentage of children leading a more active lifestyle</li> <li>Sustainable as this is now routine for the school</li> </ul>       |                |       |       |       |       |       |

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|   | used to transport classes for free.   |  |  |  |  |  |  |  |  |  |
| To identify and target those children who are least active in a new physical activity programme that includes pupil consultation and parental engagement (intervention programme) | <ul style="list-style-type: none"> <li>Red Pepper Healthy eating and fitness programme</li> <li>Pupil discussion</li> <li>Parental feedback</li> <li>DT and PSHCE lessons to focus on healthy lifestyles</li> </ul>     |  | <ul style="list-style-type: none"> <li>Targeted pupils increase activity levels by 10%</li> <li>Target group of children and parents to take part in Red Pepper healthy eating programme</li> <li>Increased participation rates</li> <li>Increased pupil enjoyment</li> <li>Sustainable impact as teachers who have delivered the programme, can do this for future identified families</li> </ul> |  |  |  |  |  |  |  |
| To promote healthy and active lifestyles across school  | <ul style="list-style-type: none"> <li>PSHCE programme of study</li> <li>Work in PSHE books across school to focus on healthy and active lifestyles</li> <li>Pupil discussions</li> <li>Parental involvement</li> </ul> |  | <ul style="list-style-type: none"> <li>An increase in the % of children leading healthy lifestyles</li> <li>An increase in the % of children understanding how to live a healthy lifestyle</li> </ul>  |  |  |  |  |  |  |  |
| To include a non-negotiable timetable of fitness for every class, each day  | <ul style="list-style-type: none"> <li>Daily Mile implemented for each class to take part in daily</li> </ul>   |  | <ul style="list-style-type: none"> <li>An increase in the % of children taking part in a daily fitness programme</li> <li>An increase in the % of children becoming more active</li> <li>Sustainable now that lunchtime staff</li> </ul>   |  |  |  |  |  |  |  |

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|  | <ul style="list-style-type: none"> <li>Daily Sports Timetable implemented at lunchtimes</li> <li>Boogie bounce trampolines purchased and each class timetabled for a slot</li> </ul> |  | <ul style="list-style-type: none"> <li>are trained to implement this each day</li> <li>More varied range of PE equipment being used – Sports coach sessions, Boogie Bounce, etc.</li> </ul> |  |  |  |  |  |  |
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**Key Priority 2 Raising the profile of PE and sport**  
*To use PE, School Sport and Physical Activity to impact on whole school priorities*

Ofsted factors: how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills

| Actions and strategies   | Evidence  | Cost  | Outcomes, Impact and sustainability  | Progress (RAG) |       |       |       |       |       |
|--|---|-------|--|----------------|-------|-------|-------|-------|-------|
|  |   |       |  | Baseline 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| To ensure that all children at Brentnall have a suitable PE kit to take part in regular PE lessons | <ul style="list-style-type: none"> <li>Kits purchased to be used across school for children who don't bring in their kits</li> <li>PE Kits registers to be implemented</li> </ul> | £2000 | <ul style="list-style-type: none"> <li>Increased participation and enjoyment from all children.</li> <li>Higher percentage of children trying a range of different sports</li> <li>Higher percentage of children learning about new sports and how to play</li> <li>Parents involved when their child is regularly forgetting kit</li> <li>Sustainable – kits stay in school and washed each half term. These can be used sustainably for each year group as they move up through school.</li> </ul> |                |       |       |       |       |       |
| To continue working within the EIP cluster to attend sporting events set out in the competitions   | <ul style="list-style-type: none"> <li>EIP Sporting Calendar devised at the start of each sporting year</li> </ul>  |       | <ul style="list-style-type: none"> <li>Raised profile of sport across school due to EIP competition result shared weekly in Celebration Assembly with awards and certificates handed out.</li> <li>Increased participation in Level 2 sporting competitions</li> </ul>   |                |       |       |       |       |       |

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| calendar   | <ul style="list-style-type: none"> <li>• League tables to be shared with all children, staff and parents as it is updated after each event.</li> <li>• Share success on Sports News Wall and weekly in Celebration Assembly</li> </ul>   |  | <ul style="list-style-type: none"> <li>• A higher percentage of children wanting to take part in Level 2 competitions</li> <li>• Brentnall holding its own annual EIP Benchball competition</li> <li>• Achieving more 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> places in competitions</li> <li>• Sustainable – well-established cluster of schools and competitions</li> </ul>  |  |  |  |  |  |  |
| To develop positive attitudes towards PE and health by linking with our core school values | <ul style="list-style-type: none"> <li>• Sporting values created that link with school's core values</li> <li>• Discussion of our sport values during Celebration Assembly</li> <li>• Sporting values linked with our British values</li> <li>• Daily Sport Timetable implemented at lunchtimes</li> </ul> |  | <ul style="list-style-type: none"> <li>• Higher percentage of children taking part in sport and leading healthier lifestyles daily</li> <li>• Higher percentage of children and parents aware of the importance of sport and the values needed to participate</li> <li>• Children being able to discuss the importance of healthy eating and link with our school values</li> <li>• EIP competition result shared weekly in Celebration Assembly with awards and certificates handed out.</li> </ul> |  |  |  |  |  |  |
| To achieve the SSP award each year   | <ul style="list-style-type: none"> <li>• SSP Bronze Award has been achieved two years in</li> </ul>  |  | <ul style="list-style-type: none"> <li>• For children, parents and staff to be aware of the sporting achievements across school and know the next steps to achieve silver.</li> <li>• To comply with Silver award</li> </ul>   |  |  |  |  |  |  |

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|   | <ul style="list-style-type: none"> <li>a row.</li> <li>Aim for at least bronze in the next academic year</li> <li>To enter b team competitions as well as a teams.</li> </ul>  |  | <p>expectations by having a selection of children entering both a and b team competitions.</p>  |  |  |  |  |  |  |
| <p>To work collaboratively with the SSP to provide sustainable provision across school</p>  | <ul style="list-style-type: none"> <li>Pupil voice for PE that is discussed at regular meetings</li> <li>A weekly sports based award each week in Celebration Assembly</li> <li>Governor assigned for sports</li> <li>Attend regular SSP events</li> </ul> |  | <ul style="list-style-type: none"> <li>Sport has a raised profile within school and all children / parents / staff are aware of what is happening in terms of sport at Brentnall.</li> <li>A higher percentage of participation across school when each child has a PE kit.</li> </ul>  |  |  |  |  |  |  |
| <p>To encourage PP children to participate in physical activity and sporting programmes</p> | <ul style="list-style-type: none"> <li>Attendance registers</li> <li>Targeted after school clubs that PP children receive for free - horse riding and trampolining</li> <li>Contact with Emile Faurie Foundation</li> </ul>                                | <p>PP Funding</p> <p>Emile Faurie Foundation</p> | <ul style="list-style-type: none"> <li>Wider participation and enjoyment from all PP children.</li> <li>Higher percentage of PP children trying a range of different sports</li> <li>Offering free horse riding places (sustainably) if Emile Faurie Foundation accept the application – once after-school clubs can resume.</li> </ul> |  |  |  |  |  |  |

|  | for horse riding funding  |       |  |                |       |       |       |       |       |
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| <b>Key Priority 3 Professional Development in PE</b><br><i>To increase confidence, knowledge and skills of all staff in teaching PE and sport so that the quality of teaching and diversity of the curriculum allows all pupils to make regular and sustained progress</i> |   |       |  |                |       |       |       |       |       |
| <b>Ofsted Factor:</b> how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities   |   |       |  |                |       |       |       |       |       |
| Actions and strategies   | Evidence  | Cost  | Outcomes, Impact and sustainability  | Progress (RAG) |       |       |       |       |       |
|  |   |       |  | Baseline 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| To develop and implement a professional learning plan appropriate for the needs of all staff to enable them to deliver high quality PE and physical literacy   | <ul style="list-style-type: none"> <li>Bought into Gold Package – Salford North Sports Partnership Contribution</li> <li>Lesson observations</li> <li>Staff audit</li> <li>Teacher surveys and questionnaires</li> <li>Staff professional learning</li> <li>Using expert advice to evaluate strengths and weaknesses in PE – using the model observe, team teach, teach, be observed</li> </ul> | £2260 | <ul style="list-style-type: none"> <li>The quality of all PE lessons is good or outstanding</li> <li>A higher percentage of teachers that feel confident in the delivery of gymnastics and can pass this knowledge through staff training</li> <li>Staff will develop an ethos for sharing good planning as they have seen it taught well and have planning to support.</li> <li>Sustainable – once embedded within school, teachers will use the plans for future teaching</li> </ul> |                |       |       |       |       |       |

| Key Priority 4 Increasing the range of sports and activities on offer   |  |         |   |                |       |       |       |       |       |
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| To provide a broad and balanced curriculum and increase opportunities for participation, including for SEND pupils, in a range of extra-curricular activities   |  |         |   |                |       |       |       |       |       |
| Ofsted factor: the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities |  |         |   |                |       |       |       |       |       |
| Actions and strategies  | Evidence   | Cost    | Outcomes, Impact and sustainability   | Progress (RAG) |       |       |       |       |       |
|   |  |         |   | Baseline 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| Purchase wheelchair-access minibus to ensure that <u>all</u> of our children are able to compete in sporting events.  | <ul style="list-style-type: none"> <li>Minibus can be used to transport disabled children to events and be fully-inclusive</li> </ul>  | £10,000 | <ul style="list-style-type: none"> <li>Our disabled children in wheelchairs can participate in sports outside of school that currently isn't possible for them</li> <li>A wider variety of children taking part in sports – rather than just the 'sporty' children</li> </ul>   |                |       |       |       |       |       |
| To use local coaches and school staff to provide a wide range of extracurricular activities   | <ul style="list-style-type: none"> <li>Observations of external deliverers</li> <li>Participation rates</li> <li>Extra-curricular registers</li> <li>Extra-curricular plan</li> <li>Wide range of after-school clubs to provide sports.</li> </ul> |         | <ul style="list-style-type: none"> <li>Increased participation of children taking part in extra-curricular activities</li> <li>The range of extra-curricular opportunities is increased and includes those requested by pupils</li> <li>PP children are targeted to receive a paid club for free</li> <li>Targeted clubs for SEND children</li> </ul> |                |       |       |       |       |       |
| To continue working alongside external companies such as: Ryders Farm, Salford Reds and Salford   | <ul style="list-style-type: none"> <li>Observations of external deliverers</li> <li>Participation rates – clubs register</li> <li>Extra-</li> </ul>  |         | <ul style="list-style-type: none"> <li>Higher percentage of children taking part in sports lead by external providers.</li> <li>Higher percentage of children's attainment for clubs.</li> <li>Good links with Ryders Farm, Salford Reads and Salford Trampolining.</li> </ul>  |                |       |       |       |       |       |



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| Trampolining. | <ul style="list-style-type: none"> <li>curricular registers</li> <li>Extra-curricular plan</li> <li>Wide range of after-school clubs to provide sports.</li> </ul> |  | <ul style="list-style-type: none"> <li>Look for extra providers that can be used in the future year e.g. Muay Thai.</li> <li>Full registers for active after school clubs</li> <li>Sustainable – reputations are built</li> </ul> |  |  |  |  |  |  |
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**Key Priority 5 Competitive Sport**  
*To increase participation in competitive sport*

Ofsted factor: the increase and success in competitive school sports

| Actions and strategies  | Evidence   | Cost        | Outcomes, Impact and sustainability  | Progress (RAG) |       |       |       |       |       |
|---|--|-------------|--|----------------|-------|-------|-------|-------|-------|
|   |  |             |  | Baseline 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| Promote competitive opportunities for all pupils across school in both intra and inter school formats | <ul style="list-style-type: none"> <li>Participation rates</li> <li>Increase staffing capacity</li> <li>2 school minibuses to take pupils to external events</li> <li>Programme of level 1 activity for EIP cluster (intra-school)</li> <li>Daily Sport Timetable implemented</li> </ul> |             | <ul style="list-style-type: none"> <li>Daily Sport timetable implemented across school with each day promoting a different sport allows children to try different sports daily</li> <li>Brentnall to host at home EIP competition during Summer term</li> <li>Minibuses provide free means of transport for competitions for all future events.</li> </ul> |                |       |       |       |       |       |
| To prepare children for upcoming  | <ul style="list-style-type: none"> <li>Targeted after school clubs to</li> </ul>   | Sports Lead | <ul style="list-style-type: none"> <li>Higher rankings against EIP competitions.</li> <li>Children more prepared for upcoming</li> </ul>   |                |       |       |       |       |       |

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| sporting events through after school clubs | promote increased participation in a range of sports <ul style="list-style-type: none"><li>• Increased participation in after school sports</li></ul> |  | sporting competitions <ul style="list-style-type: none"><li>• After school clubs linked with next sporting events and competitions</li></ul> |  |  |  |  |  |  |
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