

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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

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 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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Virtual competitions and planning for PE achieved and children accessing during National Lockdown April – July 2020</li> <li>• Continue to achieve the school games certification through WLSP and virtual competitions</li> <li>• Streamlined offer of skills through move to termly sports coverage</li> <li>• Achievement and success in school games throughout this time</li> <li>• Completion of MUGA despite challenges to ensure more access/ opportunities to physical activity at lunchtime</li> <li>• Success of TASA ( Cluster sports focus) up to Covid to be continued thereafter</li> <li>• Strength of staff and pupil wellbeing during this time through previous sports funding initiatives and priorities</li> <li>• Enjoyment of Bretherton Blast high</li> </ul>	<ul style="list-style-type: none"> <li>• Pursuit of competitive sports post Covid</li> <li>• Assessment of children high priority on return to school to assess lockdown fitness</li> <li>• Start of review on curriculum and transition with WLSP to online planning and assessments</li> <li>• Supporting pupils to regain fitness and self confidence and wellbeing as we return after Covid lockdown</li> <li>• Enabling children to support their mental health through sport and physical activity post lockdown</li> <li>• Refine Scheme of work through WLSP online resources and Jigsaw and confident me for wellbeing</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £6000</b>	<b>Date Updated: May 2020</b>		
<b>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</b>				<b>Total Carry Over Funding: £6000 + lottery funding</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
To increase the space available to children to extend running and games at lunch times and other times within school and wrap around provision	Provision of a MUGA to extend our physical activity areas and opportunities at all play and lunch times sessions and can be used in curriculum time.	Carry over funding allocated: 6000	<p>Provision has resulted in additional area that can be used which means more space for more active play.</p> <p>Provision has encouraged a greater variety of sports and games.</p> <p>Had enabled staff to lead games and support development of sports and key skills.</p> <p>Enhanced the role of sports leaders.</p>	Continue to develop its uses to maximise physical fitness and opportunities

Meeting national curriculum requirements for swimming and water safety. <b>Data for July 2021</b>	17 children 1 missed the goal despite additional support out of school
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No not this year however, Class 2 resumed swimming as soon as it was possible in April 2021

## 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: 2020/21		Total fund allocated: £17110 Planned for : £22000		Date Updated: written July 2020 ; <b>March 2021</b> <b>July 2021</b>	
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: 23%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to improve children’s active enjoyment of physical activity at lunch and break times	<p>Maximise use of the MUGA and other areas of school grounds</p> <p>To recruit additional staff for lunch time to facilitate active lunchtimes</p> <p>To develop roles of young sports leaders to encourage engagement in sports</p> <p>To further develop sports ambassadors through WLSP</p> <p>Resource box of equipment to be used at lunch time to inspire play and activity- socially distance games resources</p>		£4000	<p>MUGA has been timetabled for all break times and sports/ PE lessons and has been invaluable allowing more space through bubble restrictions</p> <p>Additional staff employed all year to ensure children were supported for both physical and mental health concerns and they maximised opportunities for children to be active</p> <p>Sports ambassadors through WLSP were successful through lockdown and high level of engagement and participation meant we could continue competitive sports even if virtually</p>	<p>Continue to maximise use of sports leaders</p> <p>Develop skills for welfare staff in sports and games activities at lunch time</p> <p>Continue to maximise after school club sporting offering to include traditional and non primary specific sports</p>

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			<p>Every class was allocated a mix of sporting equipment such as tennis rackets, cricket equipment so they could be active in sports throughout the year</p> <p>We maximised sports after school clubs in the summer term to bridge the gap of covid restrictions as soon as we could. High level of participation – 26 max for rugby after school along with whole class rugby through sale sharks. 22 football ( nearly ¼ of school)</p>	
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To promote swimming as an active choice for more pupils in school	As current swimming arrangements in school cover 4 terms over 4 year, look for additional opportunities for inter class competitions ( virtual if necessary)		<p>Virtual competitions took place as soon as class 2 could attend. We bought in as soon as possible and class 2 came 3<sup>rd</sup> in virtual swim competition against older KS2 children.</p>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				46%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Succession planning for sports leaders both adults and pupils is in place to ensure passion and commitment to sport continues in the event of staff changes	To increase knowledge of all staffing relation to expectations of physical activities in school and competitive sports. This to be linked to West Lancs new planning portal	Staff meeting time	Planning portal rolled out to all staff and CPD planned for Inset in sept 2021	Re launch sports ambassadors for inter school competition using Friday afternoons and maximise role of sports leaders in working with WLSP and tardis schools for competitive

	Initial plans for Level 3 sports apprentice have been changed due to extent of covid and removal of incentives for apprentice hire.			opportunities at Bretherton
Review PE curriculum in light of research into how to teach extended and sustained skills in order to maximise sports skills	Remap our 2 rolling program year PE curriculum into termly skills and sports coverage	Subject leader time £500	Whole scale review of categories for classes on 2 year cycle due to changing to 12 week WLSP coverage. Rationale for skills to be taught along side games and strategy skills to ensure children have full understanding of each sport and necessary transferrable skills. This aims to involve more children and encourage more children into competitive sports	CPD for staff on fundamental skills throughout school to ensure that we are assessing and targeting skills and children who need it.  Monitoring of using WLSP portal ( Succeedin) to plan and deliver high quality skills based learning and develop assessment further through the use of the platform and ipads
To investigate physical literacy and language to improve high level understanding of strategy and skills in PE	To implement PE floor books to develop language To review use of pupil PE passport in relation to skills and development	£500	Leadership roles for children and understanding of games Improve enjoyment in sports through effective communication through improvement coaching	To reflect on what is needed after baseline assessments
Improve wellbeing of staff and pupils through Lockdown and understanding the importance of active lifestyle and healthy foods in relation to mental health and happiness	Timetable of Pastoral TA time to support children's wellbeing  Subsidised Relax Kids after school club  CPD for pastoral staff for ELSA and Emotional literacy support  Staff wellbeing suite of programmes including additional supervision for all staff  Confident ME package purchased	£7000	CPD provided by ELSA staff for all staff including Welfare.  Suite of staff wellbeing package including whole school supervision included  Confident Me rolled out for whole class year 6 and targeted individuals for class 3. Huge success with all mediums so plan to roll out to more staff and plan in additional support as part of our provision mapping	Provision mapping updated to include the pastoral and educational support.  Sports skills interventions to be reported next year  Active mile track being costed summer 2021 to be fitted Autumn 2021



	<p>and will be used 1 to 1; small groups ; whole class as additional layer of COVID mental health response</p> <p>Further development of the active mile ( Bretherton Blast).Begin to research possibility of a running track in grounds.</p>		<p>Pastoral TA time planned for an delivered in the summer term. Benchmarking and impact measured to ensure maximising results for all children.</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:
				35%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to develop sustained CPD for sports leaders, teachers and support staff	To utilise new relationship with West Lancs Sports Partnership to develop further CPD with all school staff in all aspects of PE and some additional active/physical fitness opportunities.  Access to AGT events  Access to SEND festivals	£4500	Tennis CPD completed in covid lockdown and new Succeedin platform set up and distributed to all staff. Staff training planned Sept 2021  Provision for all festivals was planned for but limited success as covid restrictions. Virtual competitions took place and all face to face ones that could – we took part in	
To improve the quality of assessment in PE by class teachers to facilitate improved progress and support planning	To research effectiveness of online/Technology as ways of recording assessments to improve planning. Children assessed as individuals  Continue to monitor reception; year 2; year 4 and year 6 through assessments to be designed in conjunction with WLSP start and end of year  Utilise the WLSP and possible PE passport app to continually develop staff's subject knowledge and encourage other sports introduced	£2000	Decided not to purchase PE passport with the arrival of the WLSP portal. Subject leader training completed on portal and some aspects cascaded to staff	Further develop the use of the portal for assessments for all staff  Benchmarking to be completed by Level 5 Sports coach in school for year R, at the end of the year. Year 2,4,6 start and end.

	into curriculum.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				11%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:  Develop gross motor skills of reception children  Relaxation and mindfulness resources  Links to local community sports  To provide the 'wow' and all children to attend a stadium event and participate in one – linked to Olympics ( subject to Covid restrictions)	Purchase/hire of balance bikes and bigger physical play equipment to support more active learning  Purchase and used YOGA resources ( additional WLSP come into school for limited time to develop individuals and whole classes with YOGA)  Connections with locals Cricket and bowling clubs to facilitate school use of their resources and setting with the aim of maintaining numbers and inspire sustained use. <b>Community is a high priority during and post Covid</b>	£2000 £600	<b>Balance bikes provision added to 2021 2022 provision</b>  <b>Scoot safe added to 2021 2022 provision</b>  <b>Continue with safer cycling and look to develop further through year 6 fun cycle.</b>  <b>Before safe cycling Level 5 staff member to support children in 'learn to ride' so all children can access the award.</b>  <b>Sadly links to local Bowling club were unfeasible due to staffing in summer 2021. This to be fitted into curriculum for next year</b>  <b>Additional cricket coaching</b>	<b>Develop links to more local sports such as golf, table tennis , badminton, bowling</b>  <b>Learn to ride support of current year 4/5</b>  <b>Continue to offer high quality sports after school inc dance</b>

<p>Inspire children to play something they may not choose to and combat Lockdown lethargy</p>	<p>Use of Sale Sharks coaches to work with class 2,3,4 over 6 week period with high quality sports coaching and in class work on self esteem and team work. Purpose to reconnect our children in school with their peers and kicks start active living over summer term. After school club offered.</p> <p>Additional/extra after school club offered for football by professional external provider recommended by WLSP</p> <p>Use of dance professional to work in school and offer after school club</p> <p>Through SCA bid in school to mark out badminton courts in school hall and ensure lighting facilitates sports opportunities</p>		<p>through community provided for class 3 and 4 due to lack of out of school clubs available</p> <p>Trikids ( triathlon) provided Aut 2020 to develop stamina after lockdown previous year</p> <p>Additional sports clubs offered as soon as possible in summer 2021- football, rugby, dance</p> <p>Dance professional 2 terms in summer 2021 subsidised by sports money to support alternative fitness in KS1 as limited availability for clubs for them.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to develop competitive sport through TASA ( Cluster) competition.</p> <p>To follow the national lockdown roadmap to facilitating competitive sport as soon as is able</p>	<p>Calendar of cluster events planned with local schools in areas of identified need for pupils sports and health improvements</p> <p>TASA to support CPD of subject leader and knowledge of how to prepare for competitive sports events</p> <p>To pursue opportunity of TASA Olympic competition</p> <p>Continue to monitor whole school involvement in TASA and cluster sporting opportunities</p> <p>TASA to link/promote local clubs such as Tarleton Rugby, Local football teams; Bretherton cricket</p> <p>Due to Covid increase the number of virtual competitions available and plan class competitive sports opportunities</p>	<p>Staff cover time only</p> <p>£1000 ( Tardis subscription)</p>	<p>Tasa planned events but some were cancelled due to covid in area</p> <p>Tasa Olympics had to be cancelled but we hosted our own Olympic obstacle course for all classes lead by sports leaders and year 6 and we were the start of the Olympic torch relay race</p> <p>Competed in 80% of virtual competitions. Provided 100% online PE Lesson including video and provide sports coaches for those in key worker provision</p>	

Ensure transport and staffing is no barrier to children accessing competitive sport within school time	<p>To resources/subsidise transport when needed during the day due to high level of working parents who cannot due to work commitments and due to the potential restrictions of travelling in cars and Covid</p> <p>To release staff and support CPD of those staff to support in the preparation and coaching of pupils accessing competitive sport.</p>	£500		
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Data for children:  
8 KS2 children received intervention on outdoor sports Spring 1 through WLSP  
6 KS1 children received intervention on outdoor sports Spring 2 through WLSP  
Class 3 and 4 ( 51 children) supported for additional cricket coaching  
Whole school involved in Trikids triathlon  
Whole school rugby coaching 2 afternoons each summer 2021  
Bikeability completed for all year 5 and any year 6 who missed.  
32 swimmers April – July  
Year 6 swimming summer 2021 – assessed  
Enriched with outdoor pursuits Class 3 and 4 as unable to attend residential in 2020 2021  
Anecdotal evidence/ feedback of over 50% of pupils accessing sports planning and videos in lockdown  
Lunch time participation: 40% on active games and fitness in summer term.  
Olympic obstacle course – all children  
Miles in May initiative for running fitness for charity – 80% of school

Signed off by	
Head Teacher:	Alison Moxham
Date:	July 2020
Subject Leader:	Alison Moxham
Date:	July 2020

Governor:	Anita Berry
Date:	July 2020