

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](http://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 2022.**

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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 7,978
Total amount allocated for 2020/21	£10,789
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 8,341
Total amount allocated for 2021/22	£15,556
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,897

## 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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></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><b>N.B.</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 2020.</p> <p>Please see note above</p>	38% of the current Y6 cohort have said they can do this. Due to Covid, teachers are unable to verify, so this is rough estimate asking the children themselves.
<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>	38% of the current Y6 cohort have said they can do this. Due to Covid, teachers are unable to verify, so this is rough estimate asking the children themselves.
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	22% (same as above)

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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/No

## 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:	Date Updated:		
<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>			Percentage of total allocation: <b>6.69%</b>	
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:
Embed physical activity into the school day through active playgrounds and active teaching.	Key aim to utilise resources to encourage active lunchtimes, as well as active play in before and after school club provision. Working party to be established, comprising: PE coordinator and senior MDSA, Breakfast and After School Club leaders, HT and SENDCO. Aim is to create action plan and weekly activity rota for high quality before school, after school, as well as lunchtime physical play.	£1000	Improvements in all children's PE learning and skill acquisition. Improved range and quality of Action Plan and Budget Tracking	Clubs starting up again enables more children to participate with restrictions being lifted. More indoor/inclusion equipment to be purchased. This will enable more physical activity to be done in classrooms but also as a theme/challenge throughout the school.
To organise outside agencies to come and deliver taster sessions to enable the chn to access different sporting opportunities.	To approach and organise a range of sports professionals/organisations to come and deliver workshops to chn.	£1200 per year (parents to pay half so cost to school £600)	Monitor number of chn attending these clubs, if well attended, offer possibility of alternative sports clubs led by professionals.	Encourage chn to take up outside of school hours/weekends after experiencing it first in school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				61.32%
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:
PE lessons enhanced by using quality and safe equipment.	Quality PE equipment purchased to match with our new curriculum including, basketball, orienteering, badminton and tennis (including storage).	£3059	PE confidence, skills and performance has improved given that the range of sports the children experience are now widened. Supports SEMH needs.	To audit other equipment that may need replacing, purchase consumables such as tennis balls, gym mats etc that are not fit for purpose.
	Outside play/gym stations around the school for chn to use at play times and during the school day to promote physical activity. Incorporate into outdoor learning. (ActivePlay & Leisure Outdoor Gym Set 1	£6875	Pupils questionnaires pre and post coaching sessions (end of term) to monitor enjoyment and self review. Monitor amount of children attending.	Encourage children to take up sports outside of school hours at weekends after being introduced to it in school.
	Continual promotion of PESSPA and engagement of families through remote learning social media and virtual sport (if and when necessary Covid rates increase).	Weekly/termly sports round up/newsletter to promote physical fitness. Virtual medals – used to celebrate success in physical activity.	£0	These outdoor gyms are fun and encourage the imagination as well as building up balance, confidence, fitness and co-ordination for chn aged 5+.
			Children continue to participate in virtual events and have access to a range of different physical activity challenges. Positive attitudes to health and well-being from all age groups seeing them being more active throughout the day.	Continue to raise the profile of PESSPA in school as well as the wider school community.

Embed physical activity into the school day through active playgrounds and active teaching.	PE lead and leadership to source and purchase short 10 minute classroom and outdoor PE activities that can be linked into the school day, ensuring 30 minutes activity a day goal is achieved. Resources to be purchased alongside, e.g. yoga mats, workout mats, support materials or subscriptions to sites.	£122	Increased physical activity for all pupils across the school day. Increased links for children between an active body and an active mind.	Research possible implementation of whole school initiative, e.g. the walking mile.
To improve EYFS children's physical development by purchasing new equipment	Purchase equipment that enhances Physical Development (including storage). Use data to monitor impact.	£4000	Analysis of PD in EYFS. Children following lockdown are significantly behind with PD which impacts on writing and concentration.	To use equipment to ensure best practice.
To increase percentage of Y6 swimmers by providing all KS2 chn swimming lessons throughout the year.	All KS2 chn to have swimming lessons. Teachers to assess chn's swimming ability to close the gap as children reach Y6.	£400 top up for additional transport costs etc.	Constantly review the number of chn who can swim.	Extend provision to KS1 chn in light of missed opportunities during Covid.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>17.5%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 be able to provide high quality lessons so that more chn can perform at ARE with a particular focus on improving chn's fundamental movement skills.	Create a new curriculum for PE that has clear progression skills for each year group.	£0	The development of a more inclusive curriculum which inspires and engages all chn and one that supports their development throughout their time at primary school.	Assess curriculum at the end of the year.
O engage with MDASAs and staff in providing quality PE and activities during lunch times and after school.	PE specialists and coaches for lunch time and after school clubs.	£2752	All teachers have access to and use sequence of progressive lessons for their year group and can see progression across all year groups.	Identify areas of CPD for staff.
Writing of a new PE curriculum linked into skills progressions for YR-6 with supporting sequencing of lessons to support understanding.	To ensure that staff are confident in completing PE assessments.	£0	Chn have a regular and wide range of PE opportunities-increasing their physical fitness/stamina and giving them different experiences of types of exercised that can be continued out of school.	Monitor quality of teaching and learning during PE lessons. Constantly reviewing equipment will mean no high expenditure in one go, but instead, a drip feed approach to replace mis-used or broken equipment regularly.
To ensure that all PE equipment is stored appropriately and safely and is easily accessible.	Appropriate stored purchased to enable safe and accessible storage to replace old and rotten ones. 3x large sheds and staging/shelving Audit current resources.	£1431		

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
**13.81%**

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:				

After school clubs to be offered each term led by teachers and/or outside coaches.	HT to encourage colleagues to offer after school sports based clubs alongside outside coaches.	£0	High uptake of club participation by all children. Questionnaire/survey if not.	
Bratton Primary School to take part in West Wiltshire Schools Sports Partnership (Selwyn Widger).	HT to book events and facilitate taking part in these events.	£185	Children demonstrate passion for a wide of sporting experiences. All children including SEN participate.	
Children to participate in the Dance Festival at Bath Forum.	Classes to be taught by a dance specialist.  Costume allocation and resources for participation in the festival.	£2202  £50	Children in Y5/6 of ranging abilities participate including SEN in the Dance Festival.	To upskill another member of staff to help lead in the festival.
To support children's mental wellbeing and nurture their enjoyment of learning new skills. Following lockdowns etc we aim to reignite enthusiasm.	Invest in workshops for the whole school.	£499	Whole school engagement in an aspect of sport/fitness/movement that they may not have experienced before.	Invest in more workshops/ themed workshops.
To equip our children with strategies to maintain a healthy mind to make a healthy body into PE. (Cosmic Kids - yoga)	Identify children whose mental health may have a negative impact on their learning, including participation in PE lessons.	£0	PE to have a positive effect on children and enabling them to improve their mental health and then be more receptive to academic success.	Research other ways to incorporate mental well being into PE.
To include a physical element of PE in our After School Club.	Identify children who would benefit from physical activity at an after school sports club as a way to improve their mental health.	£0	Those children who are at school from 8-6pm, engage in physical activity to improve mental wellbeing, fitness and general health.	Continually reviewing our provision to make it better and adapting to the needs of our children.
To further invest in our Forest School to get children outside and closer to nature.	Purchase of a Forest School shelter canopy to provide shelter when outside – outdoor classroom.	£365	Children have full use of an outdoor classroom irrespective of weather. Provides shelter to learn fire-making skills etc.	Audit resources.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.49%
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:
Enter local competitions – eg Warminster Rugby Club, WWSSP etc.	Arrange for use of minibus	£290	Encourage greater participation in competitive sport.	Rugby/ sports clubs at school maintains weekly training. Ensure sufficient funding allocated to allow for transportation to events.
Host sports events against local schools if transportation is unavailable.	Arrange informal competitions in Spring and Summer terms when the weather is warmer and more hours of daylight, to enable after school hours to be fully utilised.	£0	Chn experience other teams from other schools. Greater participation. All chn have experience of competing with some acting as officials. % increase in uptake from previous years.	Ensure every year groups have opportunities to participate in competitions.
Hold whole house sporting tournaments throughout the year.	PE lead to implement house competition. Tournament termly.	£0	Promoted a termly house competition where chn are encouraged to 'beat their best'.	Review house teams – colours at present – could they be named after sporting heroes to promote sport and encourage engagement?
Increase children's participation in attending inter-school sports events, competitions and experiences (to include PP and SEN chn)	To provide more opportunities for SEN and PP chn to take part in these events.	£67 Santa dash t-shirts.	SEN chn to take part in a tailored event to help boost confidence and self-esteem.	Continue to attend sports tournaments to keep promoting competitive sports.
To engage chn in sporting	Use of The School Run format to	£0	All children in school to participate	Engage in new format of

events/competitions with an emphasis on personal challenge and personal best.	provide periods over the course of the year to take part in virtual competitive activities (Wiltshire Virtual School Games)		in inter school challenge and to at least attempt one virtual sport provided and try to improve their personal best.	competition put forward.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	