



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 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2022. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,800

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	100% (24 out of 24 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	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: 2021/22		Total fund allocated: £18,575		Date Updated: 26.7.2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – As a minimum we intend for children to participate in 2 hours of 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: %
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:
A1 Sports- All children in school should receive high quality PE curriculum.	<ul style="list-style-type: none"> Weekly A1 coach working with staff and children across the whole school (Reception to year 6) Thursday and Friday. A wide range of sports covered throughout the academic year. 			<ul style="list-style-type: none"> Increased fitness levels of children. Increased engagement in a wide range of activities. Pupils are more active in PE lessons. Standards achieved in PE improved. Attitudes to learning improved- better concentration levels. 	Staff upskilled in the delivery of high-quality PE. Broad and balanced curriculum embedded across school. PE skills are being developed across the school and progress between year groups is clear.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
Intent	Implementation		Impact		Sustainability and suggested next steps.

<p>To raise the profile in school so children, look forward to PE and look forward to that time each week.</p>	<ul style="list-style-type: none"> • Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. Parents to attend these assemblies as encouragement. • Children receive shining star awards for effort and their work in PE lessons. • Yammer communication system to raise the profile of PE and Sport for all visitors and parents. • Role models- local sporting personalities are encouraged to visit Wood's so that pupils can identify with success and aspire to be a local sporting hero. • Partnership between Woodborough Woods C of E Primary School and Holly Primary School to allow children in school to compete regularly. Football World Cup to be held and invitation sent out to parents and the Nottingham Post. 		<ul style="list-style-type: none"> • Pupils are very proud to be involved in assemblies/ photos on notice boards etc. which impacts children's confidence and self-esteem. • Improved attendance rates for identified groups. • Increase no. of children attending clubs in the community which is complimenting activities in school and in the curriculum. • Increased self-esteem/ confidence-evidenced in learning across the curriculum. 	<p>Use links with MTFCC, NFFC and other sporting centres/ institutions to raise awareness of other clubs and sports on offer to the children. To revert back to allowing parents to attend shining star assemblies.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
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			%	
Intent	Implementation		Impact	
The up-skilling of subject leader, teachers and TAs will improve the progress and achievement of all pupils.	<ul style="list-style-type: none"> • 1 to 1 time with subject co-ordinator to discuss ideas/ sports/ techniques and skills. • Staff meeting time. • Observations of skilled coaches from different organisations. • GetSet4PE to upskill staff's knowledge of a broad range of PE and school sports. • Planning with specialist sports coach 		<ul style="list-style-type: none"> • Increased subject knowledge for subject leader, teacher and TAs. • Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. • Subject leader more confident when undertaking lesson observations/ team teaching- able to provide effective feedback and lead discussions. • Skills, knowledge and understanding of pupils are increased significantly. • Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve (pupil voice). 	Clear progression of skills throughout the school. Teachers happy and confident in teaching outstanding lessons in PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
Intent	Implementation		Impact	

<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved – focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<ul style="list-style-type: none"> • Pupil voice activities to ascertain what pupils would like. • Involve external coaches to work with staff in clubs. • Purchase of new sports equipment linked to activities that the children would like to do. • A1 Sports to implement sports leaders in Year 6 at lunchtime on Thursdays and Fridays who will be trained to run lunchtime and playtime games. • Opportunities such as athletics, girls and boys' football, basketball, tennis and netball clubs. 		<ul style="list-style-type: none"> • Increased no. of children participating and enjoying the love of PE. • Sports leaders to run clubs at playtimes which has improved the levels of behaviour especially at lunchtimes and this has led to improved learning in the afternoons. • 95 % of pupils say they enjoy PE and Sport and want to get involved in more activities. 	<p>Staff work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. The school is no longer dependent on 'experts' coming in to teach PE and Sports as staff are more confident and keener.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>Children across the school have access to competitive sport either inside or outside of Woodborough Wood's</p> <p>To give more opportunity to a range of children to take part in competitive sports.</p>	<ul style="list-style-type: none"> • PE lead to develop years 5/6 boys football team. • Girls football club to resume • Identify staff to begin a wide range of after school sports clubs throughout the year, including and not limited to; fitness club, football club, basketball club, netball club, athletics club. • Arrange friendly competitions- inter/intra school- use the local sport partnership. • Use the schools new house system to arrange inter house competitions throughout the year. • Discuss and organise with the PE leader at Woodborough Woods C of E regular football, basketball and netball games for children in years 3 to 6. • Family of schools 	<ul style="list-style-type: none"> • Improved standards in invasion games in curriculum time. • More girls are keen to take part with a noticeable difference in attitudes to PE and Sport. • Parental engagement in PE and sports is very high. 	<p>Use the feelgood factor to encourage more participation. Liaise with School Games Leader's and PE coordinators to access as many competitions</p>

Signed off by	
Head Teacher:	Duncan White
Date:	14/09/22
Subject Leader:	Caitlyn Farrell-Daly
Date:	13 th September 2022

Created by:



Supported by:



Governor:	Deborah White
Date:	14/9/22