

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 **31st July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Woodthorne Primary School achieved the Silver School Games Mark in recognition of the hard work put into Physical Education and Sport. • Increased number of children entering competitions. Competitions entered for all abilities including more-able, Non-active, SEND and DP. • Increased participation for girls' sport, particularly girls' football. • Positive attitudes towards sport and competition with our Woodthorne school values evident in competitive sport. • Staff received various CPD from external experts, thus improving their subject knowledge. • Increased engagement in physical activity during the school day has improved pupils' health and fitness, social skills and emotional well-being. It has also provided pupils with greater opportunities to take part in Level 0 competitions (personal best). In turn, these enhanced opportunities have led to relaxed, refreshed, recharged and ready to learn children. • Through collaboration with external specialists, pupils have received high quality PE lessons. External specialists have supported staff, allowing staff to increase their knowledge and understanding of high quality teaching, learning and delivery of activities. This has increased capacity and sustainability. • 'Games makers' provide opportunities for activity using equipment at break times. Through delivering lunchtime activities alongside the Wolves Foundation coaches, the games makers developed their leadership skills: organisation, resilience, initiative and communication skills. • Whole school wide, pupils are aware of the successes of teams and individuals. As a result, children are inspired by the examples set and more children are participating in sport at school. • Greater provision of sports encompassing a wider variety of activities on offer for children to try. • Collaboration with Perry Hall MAT Schools to plan an engaging curriculum and offer inter-MAT competitions in a range of sports. 	<ul style="list-style-type: none"> • Ensuring all areas of the curriculum provide opportunities for increasing the physical activity levels. • Establish a 'Sports Council' with representatives from each year group to ensure PE provision can be adapted to meet their needs. • Exposure to a broader range of sporting activities – long term plan and whole school use of new PE planning. • Encourage KS2 children to support and lead parts of a KS1 club to develop their communication and organisation skills. • Coverage of the National Curriculum through a wider range of sports and activities. • CPD needs to be provided to help support teaching staff with the delivery of gymnastics and dance. Enhance and develop staff skills and subject knowledge in identified areas through CPD. • Creating links with PSHE curriculum. • Continue to increase the number of children leading, managing and officiating in School Games activities and what development we are providing to improve their interpersonal skills. • Continue to offer a wide range of sporting opportunities including sports that are not widely known. • Continue to make links with local clubs, providing a clear pathway for all children outside of school, so that talent is nurtured and challenged and children can continue to excel. • Track and develop SEND and PP participation within lessons and extracurricular activities using whole-school assessment tool. • More staff are to be first aid trained to ensure there is staffing available to travel to away fixtures and tournaments. • More staff to gain qualification to drive the MAT minibus to ensure there is staffing available to travel to away fixtures and tournaments.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	69% 59pupils
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66% 59pupils
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	51% 59pupils
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: 2019/20	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			10%	
Intent	Implementation		Impact	
Increase participation levels of physical exercise by introducing further opportunities for after school clubs.	1.1 Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs. 1.2 To source high quality functional and modern equipment to provide a richer experience to children. 1.3 Offer a range of sporting opportunities for children to participate in. 1.4 Embed the school's house system into PE lessons and increase the number of intra competitions. 1.5 Personal challenges to be set up for children to complete at break time and lunchtime with the support of the Play Leaders. 1.6 Activities to be led by games makers, who will ensure equipment is accessible for all pupils and offer children a range of sporting activities. 1.7 Appoint Sports Captains for each sport to support, encourage and act as role models for children to engage in their given sport.	£1,800	210 children participating in extra-curricular clubs encompassing 6 different sports. Enhanced delivery of Physical Education with sufficient, new equipment to support delivery of Long Term Plan. Children offered provision to be physically active for 1 hour per day through play leaders. Sports Captains taking responsibility for their team and working closely with PE Coordinator to further develop this sport.	Partnerships established with external vendors to continue into 2020/21 academic year. Play leaders from individual classes to be given training to ensure physical activity in 2020/21.

Increase the opportunities for children to be active across the curriculum, particularly during interventions.	1.8 Use Active Mathematics and Active Literacy in order to increase progress. 1.9 Ensure all staff are using active mathematics and active literacy regularly at least once every two weeks.	£100	Cross-curricular links have been made with PE and the wider curriculum and children are more active during lessons.	Development of PE Cross-curricular link document. External vendors to provide active Mathematics lessons in 2020/21.
Implement the Active Schools Planner, Heat Maps and targeted provision.	1.10 Baseline, implement and monitor physical activity through Active Schools Planner. 1.11 Staff to plan targeted sessions for activity during the school day. 1.12 All staff are aware about ensuring children are active for at least 30 minutes each day.	N/A	Using the Free Active Planner allowed tracking of physical activity.	Baseline tests to be carried out for classes 1-6 at the beginning of the academic year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Engage pupils within and beyond the curriculum in leading, managing and officiating in School Games activity.	2.1 Appoint Sports Leaders for each class and House Captains for each house. 2.2 Appoint and train new 'Play Leaders' from Year 5 to develop and lead sporting activities alongside games makers at break time and lunchtime. 2.3 Year 6 to lead practise competitions for Year 2, including Multi-skills, as well as, organising an OAA activity for another year group to participate in. 2.4 Adapting the existing provisions based on the outcomes of pupil voice. 2.5 Building opportunities for children to lead different parts of the lesson, whether that be leading the warm	£200	House captains motivate children to work towards a common goal. Play leaders maintained provision for KS2 children to remain physically active during break times.	Sports Captains appointed for 2020/21 Individual class playmakers given responsibility of equipment. Whole class training in facilitating physical activity and play.

	up, officiating or setting up equipment.			
Introduce a planning and assessment tool to ensure all teacher have access to high quality planning.	2.6 Introduce 'PE Passport', an app based PE planning and assessment tool, which is used by other schools across the Perry Hall MAT Trust. 2.7 Increase access to the app by purchasing 2x PE ipads, one for each key stage.	£1,700	Consistent high quality Physical Education planning across the school. Reduced workload allowing staff to focus on delivery of high quality PE lessons.	Purchase KS1 and KS2 ipad to be used exclusively for Physical Education.
'Healthy Lifestyle' days to improve children's understanding of a healthy lifestyle, changing attitudes and behaviours over a period of time.	2.8 Meeting with SLT to discuss focuses for each 'Healthy Lifestyle' day. 2.9 PE lead, PSHE lead and HofS to work collaboratively, providing plans linked to the key focuses for staff to access for own class. 2.10 PE Lead to ensure we broaden the curriculum and experiences within these days. 2.11 Whole school to take part in themed days 2.12 Children to develop understanding of healthy lifestyles, including mental health, being active & healthy eating.	N/A	Unable to achieve due to covid-19.	'Healthy Lifestyle' days to improve children's understanding of a healthy lifestyle, changing attitudes and behaviours over a period of time.
School Games Mark – to maintain Silver/achieve Gold.	2.13 Subject lead to sign up to School Games competitions and use of calendar 2.14 Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions. 2.15 Use of minibuses for travel. 2.16 Staff cover for school day competitions. 2.17 Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.	N/A	School Games award was not awarded this academic year due to school closure. However, our commitment to PE and School Games was recognised.	Achieve Gold award.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				65%
Intent	Implementation		Impact	
New Long term plan introduced alongside PE passport planning tool to enable staff to teach a broad and progressive curriculum.	3.1 PE Lead & Curriculum Lead to update Long term plan. 3.2 Curriculum intent to be written by PE Lead and included in Long term plan. 3.3 I pads purchased to allow staff unlimited access to PE passport app	As above	All areas of Physical Education National Curriculum are being delivered across all year groups. Children given exposure to skills through a variety of sports. Assessment for Physical Education is being used in some year groups.	Revision of Long Term Plan to accommodate social distancing guidelines for 2020/21. Further CPD given to staff on effective use of PE Passport as an assessment tool.
To provide CPD for staff to support the teaching of gymnastics and dance. RB Gym and Sport (£6396)	3.1 Expert sports coaches to be put in place to support the teaching of gymnastics and dance (RB Gym and Sport). 3.2 Expert sports coaches will work with all teaching staff in order to develop and embed the teacher's understanding of how to teach gymnastics and dance, including warming up, progression of skills, differentiation, health and safety and cooling down. 3.3 Expert sports coaches will support staff with assessing children against the learning objectives, including looking at prior learning and next steps. 3.4 Staff will feel confident and have the knowledge and skills to teach gymnastics independently.	3.1/3.2/3.3 £11,400 (RB Gym and Sport)	CPD given to 60% of staff in Gymnastics and Dance.	100% staff CPD in areas of development. Team teaching Appraisals in PE delivery

<p>Increase staffs' confidence and expertise in delivering high quality PE sessions. (As above)</p>	<p>3.5 External sports provider to offer high quality staff CPD. 3.6 Expert coaches to support delivery of cricket. 3.7 Highlight areas for development throughout school in order to provide the correct CPD and as a result enhance the teaching of PE. 3.8 Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sport. 3.9 Evaluate and adapt the long-term plans based on the outcomes from last year. 3.10 Continue to embed PE Passport during lessons and use assessment for learning during lessons to maximise opportunities for development and challenge. 3.11 Audit available resources and ensure staff are aware of the available equipment for their lessons.</p>	<p>3.5 £1,200 (Wolves Foundation) 3.6 Free (Staffordshire Cricket – Chance to Shine)</p>	<p>CPD was given in multi-skills, invasion games and striking and fielding. Gymnastics was identified as an area of whole-school improvement.</p>	<p>Gymnastics CPD given through RB Gym and Sport.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 10%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

<p>To continue to provide opportunities for children to participate in a plethora of sporting opportunities, both within the school curriculum and as part of extra-curricular activities.</p>	<p>4.1 The LTPs from Reception to Year 6 offer opportunities for children to build on the skills needed for as well as play a range of sports. This includes, but not limited to Tri Golf, Rounders, Dance, Tennis, Cricket, Football, Gymnastics, Hockey, Tag Rugby, Athletics, OAA and Dodgeball.</p> <p>4.2 Offer a range of sporting clubs for children to participate in afterschool. These include Football, Netball, Gymnastics, Karate, Dance, Cricket, Multi-Skills and Dodgeball</p> <p>4.3 Introduce cycling lessons in KS1. The children will start by using balance bikes and will progress onto riding a bike with pedals.</p> <p>4.4 Provide parents with opportunities to take part in workshops aimed at trying new sports.</p> <p>4.5 Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports. These include Tennis, Cricket, Quiddich.</p> <p>4.6 Offer opportunities for children to go to watch sporting events, particularly at Molineux.</p>	<p>4.2 £1,500 (Footy Coaching)</p> <p>4.5 £300 (Quiddich day incorporated as part of Sport Relief)</p> <p>4.6 £100</p>	<p>Children are getting exposure to a wide range of sports and beginning to see there is a sport or activity for everyone.</p> <p>4.5 'Kiddich' – a Quiddich adaptation for schools came in for a whole-school taster day to coincide with World Book Day and Sports Relief.</p> <p>4.6 Wolves Foundation offered schools tickets for £1 for Wolves U23 v Liverpool U23. Over 100 children and parents from Woodthorne were given tickets and attended, many of which would have visited Molineux for the first time.</p>	<p>Introduce cycling lessons in KS1.</p>
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<p>Increase the number and variety of sports accessible to pupils</p>	<p>4.7 Establish pupils' views on the sport provision currently at school.</p> <p>4.8 Evaluate current clubs on offer.</p> <p>4.9 Introduce specialist sports coaches to deliver high quality clubs</p>	<p>As above</p>	<p>Pupil voice gave a good insight into what direction children would like to see PE move and has been instrumental in the development of the Long term plan for 2020/21.</p> <p>Extra-curricular clubs were inclusive and offered a wide range of sports.</p>	<p>Review extra-curriculum clubs at half term in Autumn term with a view to safe delivery.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 5%	
Intent	Implementation		Impact	
Provide clearer pathways for all children, including those who are hard to reach, to play the appropriate level of sport outside of school.	5.1 Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports. 5.2 Signpost children to clubs in the local area. 5.3 Continue to talk to parents about the opportunities available in the local area, especially focusing on swimming.	£500	Local clubs delivered assemblies to children to raise awareness of clubs on offer in the local area.	Maintain relationships with local clubs and try to source coaching from these clubs in their area of expertise.
To continue embedding the school's house system to ensure children are given more opportunities to compete at appropriate levels.	5.4 Increase the number of sporting competitions entered. 5.5 Provides opportunities for teachers to highlight children who are ready to compete in Level 2 competitions, including A, B and C teams. 5.6 Pupils of all ages, abilities and interests are able to access competitions, which are appropriate to their levels. 5.7 Provide more interesting ways to compete in houses, including the Woodthorne School Sports Day, Sports Relief 2020 and Invasion Game sports.	£450	Competitive sport was limited in 19/20 due to covid-19.	More opportunity for competition between classes and houses.

Provide further opportunities to increase pupil participation in competitive sport.	<p>5.8 Continue developing opportunities for the school football team</p> <p>5.9 Increase number of sporting events entered.</p> <p>5.10 Develop opportunities for competitive sport with other schools within the MAT.</p> <p>5.11 Continue to develop competition in Sports Day</p>	5.8 As above (Footy Coaching)	Introduction of girls football club with incredibly high participation levels across KS2.	<p>Maintain participation in competitive sport when available in 2020/21.</p> <p>Introduce more intra-school competition.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jeremy Stack
Date:	07/07/2020
Governor:	
Date:	