



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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 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"> <li>• Woodthorne Primary School achieved the Silver School Games Mark in recognition of the hard work put into Physical Education and Sport and have been recognised for commitment to Physical Education and Physical Activity.</li> <li>• 210 children participating in extra-curricular clubs encompassing 6 different sports.</li> <li>• Local clubs and sporting bodies delivered assemblies</li> <li>• 50+ children and parents attended competitive football match at Molinoux stadium.</li> <li>• New Long term plan has been introduced to ensure consistency across the school.</li> <li>• Increased number of children entering competitions. Competitions entered for all abilities including more-able, Non-active, SEND and DP.</li> <li>• Increased participation for girls' sport, particularly girls' football.</li> <li>• Positive attitudes towards sport and competition with our Woodthorne school values evident in competitive sport.</li> <li>• Staff received various CPD from external experts in target area (gymnastics), thus improving their subject knowledge.</li> <li>• 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).</li> <li>• Through collaboration with external specialists, pupils have received high quality PE lessons.</li> <li>• 'Games makers' provide opportunities for activity using equipment at break times.</li> <li>• 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.</li> <li>• Collaboration with Perry Hall MAT Schools to plan an engaging curriculum and offer inter-MAT competitions in a range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased inter-school competitive sport</li> <li>• Whole-school approach to raise the profile of Physical Education.</li> <li>• Ensuring all areas of the curriculum provide opportunities for increasing the physical activity levels.</li> <li>• Establish a 'Sports Council' with representatives from each year group to ensure PE provision can be adapted to meet their needs.</li> <li>• Encourage KS2 children to support and lead parts of a KS1 club to develop their communication and organisation skills.</li> <li>• Creating links with PSHE and Science curriculum.</li> <li>• 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.</li> <li>• Continue to offer a wide range of sporting opportunities including sports that are not widely known.</li> <li>• Track and develop SEND and PP participation within lessons and extracurricular activities using whole-school assessment tool.</li> <li>• More staff to gain qualification to drive the MAT minibus to ensure there is staffing available to travel to away fixtures and tournaments.</li> </ul>

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? <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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

## 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:</b> 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:	
			20%	
Intent	Implementation		Impact	
Increase participation levels of physical exercise	1.1 All children to learn how they can be physically active at break and lunchtimes 1.2 Encourage children to consider the benefits of being physically active at break times, make links to PSHE and Science curriculum. 1.3 Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs. 1.4 To source high quality functional and modern equipment to provide a richer experience to children. 1.5 Embed the school's house system into PE lessons and increase the number of intra competitions. 1.6 Personal challenges to be set up for children to complete at break time and lunchtime with the support of the Play Leaders. 1.7 Appoint Sports Captains for each sport to support, encourage and act as role models for children to engage in their given sport.	£570		
Increase the opportunities for children to be active across the curriculum, particularly during interventions.	1.8 Introduce Maths on the Move	£3230		

Implement the Active Schools Planner, Heat Maps and targeted provision.	1.9 Baseline, implement and monitor physical activity through Active Schools Planner. 1.10 Staff to plan targeted sessions for activity during the school day. 1.11 All staff are aware about ensuring children are active for at least 30 minutes each day.	N/A		
<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: 5%
Intent	Implementation		Impact	
Staff to adopt a uniformed approach to the delivery of Physical Education	2.1 Staff Physical Education policy 2.2 Staff Physical Education uniform (PE t-shirt)	£250		
Improve PE Storage creating a base for all Physical Education at Woodthorne	2.3 Physical Education storage shed	£700		
Encourage children to be active and signpost events and incentives to help them do this	2.4 Vinyl banners strategically placed to encourage children to be physically active	£90		
Consistently make cross-curricular links with Physical Education and the wider curriculum	2.5 Physical Education cross-curricular links document	N/A		
Engage pupils within and beyond the curriculum in leading, managing and officiating in School Games activity.	2.6 Appoint Sports Leaders for each class and House Captains for each house. 2.7 Appoint and train new 'Play Leaders' from Year 5 to develop and lead sporting activities alongside games makers at break time and lunchtime. 2.8 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. 2.9 Adapting the existing provisions based on the outcomes of pupil	£200		

	voice. 2.10 Building opportunities for children to lead different parts of the lesson, whether that be leading the warm up, officiating or setting up equipment.			
Maintain consistent planning and assessment tool to ensure all teacher have access to high quality planning.	2.11 Introduce 'PE Passport', an app based PE planning and assessment tool, which is used by other schools across the Perry Hall MAT Trust.	N/A (Part of two-year subscription)		
'Healthy Lifestyle' days to improve children's understanding of a healthy lifestyle, changing attitudes and behaviours over a period of time.	2.12 Meeting with SLT to discuss focuses for each 'Healthy Lifestyle' day. 2.13 PE lead, PSHE lead and HofS to work collaboratively, providing plans linked to the key focuses for staff to access for own class. 2.14 PE Lead to ensure we broaden the curriculum and experiences within these days. 2.15 Whole school to take part in themed days 2.16 Children to develop understanding of healthy lifestyles, including mental health, being active & healthy eating.	N/A		
School Games Mark – to maintain Silver/achieve Gold.	2.17 Subject lead to sign up to School Games competitions and use of calendar 2.18 Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions. 2.19 Use of minibuses for travel. 2.20 Staff cover for school day competitions. 2.21 Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less	N/A		

	active.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			60%	
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 Ipads purchased to allow staff unlimited access to PE passport app	£700		
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)		

<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 Free (Staffordshire Cricket – Chance to Shine)  RB Gym and Sport (as above)</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
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>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>4.2 £1,500 (Footy Coaching)</p> <p>4.5 £300 (Quiddich day incorporated as part of Sport Relief)</p>	
Introduce children to a wide-range of sports from around the world	4.6 Celebrate high-profile sporting events in the 2020/21 calendar including the Olympics, Wimbledon, European Championships and the cricket	£100		

	World Cup. 4.7 Make cross-curricular links between sport and topics where applicable e.g. Ancient Greece			
Increase the number and variety of sports accessible to pupils	4.8 Establish pupils' views on the sport provision currently at school. 4.9 Evaluate current clubs on offer. 4.10 Introduce specialist sports coaches to deliver high quality clubs	As above		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				5%	
Intent	Implementation		Impact		
Improve provision to facilitate more competitive sport to be played at Woodthorne	5.1 Permanent mini-soccer football goals that will not be damaged by adverse weather conditions 5.2 Additional Samba goals to facilitate inter-school competitive football 5.3 Establish weekly X-county club	5.1 £500 5.2 £250 5.3 N/A			
Provide clearer pathways for all children, including those who are hard to reach, to play the appropriate level of sport outside of school.	5.4 Collaborate with local clubs to facilitate more inter-school competition 5.5 Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports. 5.6 Signpost children to clubs in the local area. 5.7 Continue to talk to parents about the opportunities available in the local area, especially focusing on swimming.	£100			
To continue embedding the school's house system to ensure children are given more opportunities to compete at appropriate levels.	5.8 New weekly class award for Physical Education 5.9 Provides opportunities for teachers to highlight children who are ready to compete in Level 2 competitions, including A, B and C teams. 5.10 Pupils of all ages, abilities and interests are able to access competitions, which are appropriate to their levels. 5.11 Provide more interesting ways to compete in houses, including the Woodthorne School	£50			

	Sports Day, Sports Relief 2020 and Invasion Game sports.			
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Signed off by	
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Date:	
Subject Leader:	Jeremy Stack
Date:	07/07/2020
Governor:	
Date:	