



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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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 **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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Whole-school engagement through daily PE Home learning videos during Christmas and lockdown 2.0 ensuring children and parents/carers were encouraged to remain physically active and offering support and guidance for their mental health. • Recognition for our commitment to Physical Education and Physical Activity through the School Games Mark. • Organisation, development and participation in the Perry Hall MAT Athletics tournament. • Huge engagement with extra-curricular activities fully booked across all year groups. • SEND children received weekly interventions through Physical Activity to build confidence and support development. • Following the second lockdown, certain children (PP, FSM, children living in a flat/apartment and/or no siblings) received Physical interventions to ensure that they remained active. • Increased number of children leading, managing and officiating in School Games activities and what development we are providing to improve their interpersonal skills. • Sports Leadership Award introduced in 2020, with 10 children from each year group in KS2 taking the award. • Increased participation for girls' sport, particularly girls' football. • Staff received various CPD from external experts in target area (gymnastics), thus improving their subject knowledge. • Through collaboration with external specialists, pupils have received high quality PE lessons with teaching consistently good across school. • Ongoing collaboration with Perry Hall MAT Schools to plan an engaging curriculum and offer inter-MAT competitions in a range of sports. • 3 x additional staff qualified to drive MAT minibus to sports fixtures. 	<ul style="list-style-type: none"> • Utilise sport as a means to educate and reinforce equality and diversity. • Increased inter-school competitive sport • Whole-school approach to raise the profile of Physical Education. • 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. • Encourage KS2 children to support and lead parts of a KS1 club to develop their communication and organisation skills. • Develop and maintain cross-curricular links alongside our new curriculum plan. • Continue to offer a wide range of sporting opportunities including sports that are not widely known. • Utilisation of PE Passport as an assessment tool through further training and monitoring – data generated used to best inform physical intervention target groups.

Meeting national curriculum requirements for swimming and water safety.	78%
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.	60% 59 pupils
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: 2021/22		Total fund allocated: TBC		Date Updated: 30/07/22	
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 (£8,300)					Percentage of total allocation:
					43%
Intent	Implementation		Impact	Next steps	
Increase participation levels of physical exercise	1.1 Encourage children to consider the benefits of being physically active at break times, make links to PSHE and Science curriculum. 1.2 Embed the school's house system into PE lessons and increase the number of intra competitions. 1.3 Personal challenges to be set up for children to complete at break time and lunchtime with the support of the Sports Leaders. 1.4 Appoint Sports Captains for each sport to support, encourage and act as role models for children to engage in their given sport.	£1,000	1.1 The girls football team have recruited a number of girls and inspired them to start playing football. As a result, we are able to enter a team into the Futsal tournament (B team) 1.2 The sports leaders offer provision for children to partake in personal challenges at break and lunchtime. However, since break and lunchtimes are not being taken together as a whole school, Sports Leaders have requested additional training due to the shortage of space.		
Physical Activity interventions	1.5 Children identified as not being physically active, low on confidence and/or would benefit from physical activity interventions.	1.5 £2,100 (Footy Coaching)	1.5 Response from pupil voice would suggest that the Physical activity interventions have been extremely beneficial to SEN children and those lacking confidence.		
Enhance the physical activity provision for all children during playtimes.	1.6 Engaging age-appropriate play equipment to be chosen by 2020/21 Sports Leaders. 1.7 To source high quality functional and modern equipment to provide a richer experience to children.	£5,000	1.6 There has been a rise in physical activity at playtimes due to the sports leaders facilitating safe and engaging activities. Coloured barriers have been purchased to zone off areas for specific activities to ensure safety.		
Increase the opportunities for children to be active across the curriculum, particularly during interventions.	1.8 Implement whole-school 'Walk to Woodthorne' incentive where children will receive a token on arrival if they have walked to school. 1.9 Weekly 'Woodthorne Workout' before school where the whole school join together for 5 minutes of HIT Physical	1.8 £100 1.9 £100	1.8 WOW Walk to school incentive launched April 2022. 1.9 Short intervals of HIT physical activity were trialled but were found not to be effective for our cohort of children.	1.9 Research into how HIT physical activity can be incorporated into the school day by looking at the success of current initiatives or bespoke activities.	

	Activity to kick-start the day.			
Implement the Active Schools Planner, Heat Maps and targeted provision.	<p>1.10 Baseline, implement and monitor physical activity through Active Schools Planner.</p> <p>1.11 Staff to plan targeted sessions for activity during the school day.</p> <p>1.12 All staff are aware about ensuring children are active for at least 30 minutes each day.</p>	N/A	1.10 The active schools planner was utilised to track physical activity throughout the year. From this, we were able to target where physical activity needed to be increased and staff planned targeted physical activity accordingly (1.11).	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (£1,300)				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Ensure all staff have appropriate Physical Education uniform for delivery of Physical Education (including new staff)	<p>2.1 Staff Physical Education policy</p> <p>2.2 Staff Physical Education uniform (PE t-shirt)</p>	£100	2.2 Staff uniform helps raise the profile of Physical Education throughout school. Research has found that when staff place greater emphasis on a subject, children will pick up on this.	
Improve PE Storage creating a base for all Physical Education at Woodthorne	2.3 Improve storage and shelving in the overflow equipment room.	£100	2.3 Storage facilities have been improved to ensure that equipment is stored safely and is easy to locate when required.	
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	£250		2.4 Continue to look at how we can raise the awareness of Physical activity by signposting children to events and incentives. Enquire about the potential of a graffiti artist working on exterior container with sports mural.
Consistently make cross-curricular links with Physical Education and the wider curriculum	2.5 Amend PE Cross-curricular links document to compliment new whole-school curriculum (PKC).	N/A	2.5 Cross-curricular links have been identified and are becoming embedded into the curriculum.	
Engage pupils within and beyond the curriculum in leading, managing and officiating in School Games activity.	<p>2.6 Appoint Sports Leaders for each class and House Captains for each house.</p> <p>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.</p> <p>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.</p> <p>2.9 Adapting the existing provisions based on the outcomes of pupil voice.</p> <p>2.10 Building opportunities for children to lead</p>	£200	2.6/2.7 The Sports Leadership award continued this academic year, where a number of children received training in how to safely facilitate engaging activities at playtimes and how to deal with conflict in sport. This has been incredibly successful in the personal development in all of our Sports Leaders and will continue next academic year.	

		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.	£700		
'Healthy Lifestyle' days to improve children's understanding of a healthy lifestyle, changing attitudes and behaviours over a period of time.	2.12	Add a 'Healthy Lifestyle' day into the whole year school calendar.	N/A	2.12 Healthy eating week assembly planned for Spring 1 delivered by JS with professional nutritionist.	
	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.		2.15 Wimbledon 2022 themed day planned for Summer 2.	
	2.14	PE Lead to ensure we broaden the curriculum and experiences within these days.		2.16 PE lead delivered assembly to all children around healthy eating, celebrating healthy eating week. This was complimented by the PSHE curriculum.	
	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.			
School Games Mark – to maintain Silver/achieve Gold.	2.17	Subject lead to sign up to School Games competitions and use of calendar	N/A	2.17/2.21 Woodthorne were awarded the School Games GOLD award in July 2022.	
	2.18	Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions.		2.18/2.19/2.20 A number of competitive sporting events were attended by the school this academic year.	
	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 active.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport (£6,410)				Percentage of total allocation:	
				33%	
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	3.3 £1400	3.1 The long term plan has been updated to include a number of new sports to give children access to a wider range of sports and activities. 3.2/3.3 PE Passport is now accessible to all staff and they are working on developing an android version next academic year.

<p>To provide CPD for staff to support the teaching of gymnastics and dance.</p>	<p>3.1 Expert sports coaches to be put in place to support the teaching of areas of development identified by staff.</p> <p>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.</p> <p>3.3 Expert sports coaches will support staff with assessing children against the learning objectives, including looking at prior learning and next steps.</p> <p>3.4 Staff will feel confident and have the knowledge and skills to teach gymnastics independently.</p>	<p>Wolves Foundation (£4,680)</p>	<p>3.1 All staff have had access to external CPD.</p>	
<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.</p> <p>3.6 Expert coaches to support delivery of cricket.</p> <p>3.7 Highlight areas for development throughout school in order to provide the correct CPD and as a result enhance the teaching of PE.</p> <p>3.8 Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sport.</p> <p>3.9 Evaluate and adapt the long-term plans based on the outcomes from last year.</p> <p>3.10 Continue to embed PE Passport during lessons and use assessment for learning during lessons to maximise opportunities for development and challenge.</p> <p>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)</p> <p>3.11 (£330 spend on equipment)</p>	<p>3.5 – 3.11 High quality CPD was offered to all staff. This was bespoke to their current confidence and understanding of physical activity and tailored to ensure they received CPD in activities they had a lack of understanding in.</p>	<p>Staff voice has been recorded through a staff questionnaire to record confidence in Physical Education. It has emerged that there are areas of improvement and this is where the CPD will primarily be targeted.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils (£1,600)</p>			<p>Percentage of total allocation:</p>
			<p>9%</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>4.2 Footy Coaching (£500)</p> <p>4.3 Balancability (£700)</p> <p>4.6. £300 (Quiddich day incorporated as part of Sport Relief)</p>	<p>4.2 Extra-curricular clubs offered in football, multi-skills, gymnastics and netball, karate, orienteering.</p> <p>4.3 A sports provider working to provide clubs within school will conduct this in early 2023.</p> <p>4.4 Potential sports providers were due to be present at Sports Day 2022, which was postponed due to heatwave. This is rescheduled for September 2022.</p>	<p>4.3 Ensure that cycling lessons are present in KS1 with children using balance bikes before progressing onto a bike with pedals. Look into the potential of training a member of staff in 'Bikeability' delivery for a sustainable approach in future years.</p>
<p>Introduce children to a wide-range of sports from around the world</p>	<p>4.6 Celebrate high-profile sporting events in the 2021/22 calendar including the Olympics, Wimbledon, European Championships and the cricket World Cup.</p> <p>4.7 Make cross-curricular links between sport and topics where applicable e.g. Ancient Greece</p>	<p>£100</p>	<p>4.6 School assemblies were held to raise awareness about high-profile sporting events and we will look to build on the success of the England Women in the European Championships.</p> <p>4.7 Cross-curricular links are made through sport and topics.</p>	
<p>Increase the number and variety of sports accessible to pupils</p>	<p>4.8 Establish pupils' views on the sport provision currently at school.</p> <p>4.9 Evaluate current clubs on offer following successful uptake in 2020/21.</p> <p>4.10 Introduce specialist sports coaches to deliver high quality clubs (Wolves Foundation/Footy Coaching).</p>	<p>As above</p>	<p>4.8 Pupil voice was recorded in addition to learning walks to identify the strengths and weaknesses of Physical Education.</p> <p>4.9 Children were given a voice when looking at what clubs we would offer this academic year and this was reviewed throughout.</p>	

Key indicator 5: Increased participation in competitive sport (£650)				Percentage of total allocation:	
				4%	
Intent	Implementation		Impact		
Improve provision to facilitate more competitive sport to be played at Woodthorne	5.1	Additional Samba goals to facilitate inter-school competitive football	5.1 £500	5.1 Samba goals have been purchased but due to Covid-19, we were unable to facilitate and host an inter-mat competitive football competition. However, these have been used for inter-school sport.	
Provide clearer pathways for all children, including those who are hard to reach, to play the appropriate level of sport outside of school.	5.2	Collaborate with local clubs to facilitate more inter-school competition	£100	5.2 Relationships with local schools were strengthened to offer more competitive sport between schools. This was a necessity with girls football, which is in its early stages of development so collaboration with local schools was integral in ensuring competition. 5.4 We have developed links with local clubs in a number of sports: Cricket (Fordhouses Cricket Club), Volleyball (Tettenhall Tigers), Tennis (Albert Lawn Tennis Club), Football (Brewood Junior Football Club) and swimming, all of which regularly inform parents/carers about their offer (5.5).	
	5.3	Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports.			
	5.4	Signpost children to clubs in the local area.			
	5.5	Continue to talk to parents about the opportunities available in the local area, especially focusing on swimming.			
To continue embedding the school's house system to ensure children are given more opportunities to compete at appropriate levels.	5.6	Provides opportunities for teachers to highlight children who are ready to compete in Level 2 competitions, including A, B and C teams.	£50	5.6 Teachers and specific sport team leaders collaborated to identify children with a desire and level of competency to transfer skills acquired externally and in physical education lessons to participate in extra-curricular sporting activities. 5.7 Pupils of all ages, abilities and interests were exposed to intra-competitions, MAT competitions and local authority sport competitions. 5.8 The new houses were unveiled to mirror our core values (CARE; courage, ambition, respect and excellence). This has reignited the interest in the competitive nature between houses, which was evident in the Sports Day planning.	
	5.7	Pupils of all ages, abilities and interests are able to access competitions, which are appropriate to their levels.			
	5.8	Provide more interesting ways to compete in houses, including the Woodthorne School Sports Day, Sports Relief 2020 and Invasion Game sports.			

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	Jeremy Stack
Date:	30/07/2022
Governor:	
Date:	