

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. 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 2021/22	£19,600.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,590.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,590.00

Swimming Data

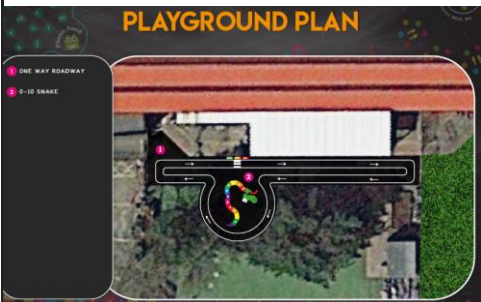
Please report on your Swimming Data below.

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 2023. Please see note above	92%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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: 2022/23		Total fund allocated:	Date Updated:	
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				Percentage of total allocation:
				23%
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:
Children to continue their extra 15 minutes of activity through the Weekly Mile.	- Teachers to keep activity as a priority on their weekly timetables. - Children to track their progress on the Weekly tracking sheet - Sports coach to analyse data and praise children who have made the most progress rather than fastest times.	£0	Children across the Academy improved their overall fitness through number laps, increasing endurance and stamina. Most of all to promote physical fitness and a healthy mind and body.	
Own Sports Coach has been employed to give high quality PE teaching and expertise to our children.	- Provide high quality PE lessons - Staff to have access to high quality Continuous Professional development - Additional booster groups for identified children	£4500	<u>All</u> children take part in at least one hour of a high quality PE lesson. - A termly review of PE provision takes place to seek ways to improve. - Booster children complete pupil voice throughout the 3 weeks and comment on their progress. - Times and achievements of booster children are recorded and AFL taken place.	Continue to monitor progress

Children have the opportunity to take part in structured activity during lunchtime along with a choice of After School Clubs.	- Provide afterschool clubs for both Key Stage 2 and one for Key Stage 1. KS1- 1 after school club with Spirts Coach KS2- 3 afterschool clubs (2 with Sports Coach and 1 with Judo company) Extra PPG/SEND afterschool club to target this chn specifically. - Provide lunchtime clubs for both Key Stages	£	<u>All</u> children have the opportunity to attend lunchtime clubs for an additional 30 minutes each week 5 after school clubs are run weekly. <u>All</u> KS2 PPG/SEND children have the opportunity to attend an additional one hour afterschool club.	
Children are now enjoying a newly marked EYFS, KS1 and KS2 playground markings.	- EYFS  - KS1  - KS2	£	<u>EYFS</u> - EYFS children now have a driving track to develop their gross motor skills. This will develop their fine motor and will impact on their writing. This is a priority for our school. - It will develop coordination, role-play, and encourage real life interaction. - It will also impact on PHSE in the early years by sharing space and the equipment. - It will also provide a new real life experience for all our children with the painting of Stop, Look and Listen painted on the floor crossing the road. This will allow staff to teach Road Safety. <u>KS1</u> - The children now have a double racetrack, which includes jumping, walking on hands, hopping and running. This will develop coordination and introduce the competitive/ teamwork element. This a key aspect in our Physical	



- Education Vision at Woodlands.
- The children will also be able to play in groups and communicate with 'What's the Time Mr Wolf.' Children will be able to develop their agility, balance and coordination through the hopscotch, long jump and target throw.
 - Around the perimeter, there is now a designated track for the children to follow for the Weekly Mile. This is giving our children the opportunity for extra physical activity time per week. With the visual Weekly Mile symbol on the floor this will encourage children to independently run outside of the 1 hour statutory PE lesson and the Weekly Mile slot on our timetables.

KS2

- Our KS2 children now has multicourt lines, which include a basketball court, netball court and 5 a side football court. This will develop and focus our older children on invasive games, communication and especially teamwork. It will also provide our children with the opportunities to play a variety of competitive games.
- Around the perimeter, there is now a designated track for the children to follow for the Weekly Mile. This is giving our children extra physical activity time per week. This also places more emphasis on our schools Weekly Mile.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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:
Raise attainment of children reaching ARE and GD in PE.	- Staff to ensure that the curriculum objectives are being taught for each year group using the MTP. - Planning to reflect Rosenshine and implement levels of challenges to support and challenge children per lesson. - Lessons to follow the progression and weekly AFL to take place. - Ensure non-participant registers are taken and children who are not taking part in physical activity are targeted and reminder letters sent home. - PE coordinator to monitor planning and speak to staff about barriers to learning. - Achievements celebrated in assembly (match results and notable achievements in lessons etc.)	£	- PE lead checks the assessment to monitor chn Working Towards, ARE and GD. These saved on the planning drive for staff to access when they need. - Activities are being planned for and are progressive. This is tracked through planning scrutinies.	- Planning and assessment is in place to ensure that progression and development of skills is evidenced throughout the school. - Review data produced through assessments and consider where further improvements can be made to increase the number of ARE and GD children in PE. - Review EYFS planning.
Sports Star of the week celebrated every week to ensure the whole school is aware of the importance of PE and Sport. It encourages all pupils to aspire to be involved in the assemblies.	- Photographs of the children achieving in and out of school displayed on the PE notice board - Sporting poster on school newsletter. - Sports coach to identify 1 child from each class per week to celebrate their achievements. - Sports Coach to use the Sporting Values language.		- Celebrate our success and share on the weekly newsletter that goes out to all parents. - More awards are being celebrated in weekly assemblies - Competition results are celebrated in assemblies.	- Continue to celebrate weekly achievements in order to raise the status of PE throughout the school. - To see 'sport' as an embedded part of celebration at Woodlands and continue to support. - Continue to update website.

Annual Health and Fitness week which is a whole week of physical activity for the whole school.	- Provide outside agencies to come in to provide a range of activities for the children and staff. - Place emphasis on the importance of Physical Fitness on everyday life. - Special Health and Fitness newsletter given to the parents at the end of the week to share and celebrate sporting activities and achievements over the academy. - Involve external clubs, especially during Health and Fitness week, to come in and work with staff and pupils to share good practice.	£500 Additional money also put aside for teacher planning time. This money is also taken from the fund.	- Children are more physically active during that week and we promote being active throughout every day. - Positive approach to activity from our children at Woodlands. - Children experience new activities. - Sports Days included to promote competition. - External clubs have been into school and taught new activities to our children.	- During Health and Fitness week, all children across the school are given the opportunity to be physically active and compete in competitions. - Continue to promote being active not only during the designated week but every day. - Seek ways in which children can become more active everyday, not just in PE lessons and extra-curricular activities.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
Use the assessment tool to track children's progress on a half termly basis in each subject area.	- Teachers to use the objectives on the Long Term plan to plan progress lessons. - Teachers to use the objectives to come to a judgement on children's attainment at the end of each half term. - Teachers and Sports coach to track children's progress on a half termly basis giving % of chn Working Towards, ARE and Greater Depth	£	- PE coordinator to track % of children who are below, ARE and GD on a half termly basis. - Teachers are now confident with the assessment system, allowing accurate assessment to take place. - Data is analysed regularly allowing areas for improvement to be identified.	Regularly analysing data allows areas of improvement to be identified and acted upon

PE equipment purchased.	- Use the equipment to aid lessons in school. - New noodles and floats purchased	£3,600	- Equipment is being used in a varied way in competitive and noncompetitive ways. - Swimming aids are now sustainable and no longer need to pay for hire.	- Children continue to have the opportunity to keep physically active during lunch times with a range of activities. - Gather pupil voice to see which equipment is popular and ask the children what they would like aswell.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 26%
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: Woodlands continues to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and become more active.	- Continue with the offer of afterschool clubs for all children at Woodlands. - Start a new afterschool club for PPG children to attend	£4500 Resources and an additional day with the sports and wellbeing staff member	- Lunchtime clubs a week available for all children to attend. Drop in club no limit of children who want to attend. 5 afterschool clubs for children to attend. - From the pupil surveys our Sports Coach is now rotating his lunchtime clubs on a half termly basis and assessing the popularity of afterschool clubs and changing those accordingly - Increased participation from our SEND/PPG children in specific target after school club.	- Arrange a pupil survey of what the children would like for lunchtime clubs and start to implement - Use pupil voice to see what activities/clubs children would like to participate in.

Ensure the Forest School and Outdoor Learning curriculum is implemented in Woodlands.	- To follow the Outdoor and Adventurous curriculum which facilitates learning from Nursery to Year Six. - To follow and know there progression steps for each area. - To incorporate the cross curricular links into Forest School sessions. - Assess pupil's progress against the curriculum criteria and record pupil progress. - To use pupil voice at the end of a year groups Forest School provision to determine effectiveness of sessions and take into consideration pupil's views and opinions for future planning. - Report to link governor and Leader of Learning for science on effectiveness of Forest School provision and any subject developments. - Forest School lead reports to PE half termly. - Termly meetings with other schools and outdoor education providers to improve and ensure good quality provision in Forest School.	£200	- Curriculum is being implemented by our Forest School lead. - Learning which takes place during Forest School is linked to children's learning throughout the year.	Continue to incorporate curriculum content into Forest School.
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Promotion of healthy eating and teach children to prepare healthy foods, snacks and meals through Taste Time and Phunky Foods which is part of our D& T curriculum.	Foods to be purchased to support the curriculum for healthy eating.	£480 8 year groups x £20 per term	Children undertake Taste Time Termly therefore increasing their knowledge of healthy eating and how to prepare a range of food types	Impact to be reviewed following each taste time/Phunky Foods session
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
➤ Increase the number of children taking part in competitive sports.	- Increase participation in intra-school competitions. All class compete in houses against each other in their last lesson every half term. - Results to be recorded by Sports Coach and celebrated. - Yearly Sports Day	£0	- Children competed in a number of intra-school competitions during Health and Fitness week – this enabled all children across the academy to participate in competitive sport. - Children taking part in competitive sport is celebrated weekly during assembly increasing awareness of different opportunities for children to compete across the school. - Yearly Sports Day enables all children at Woodlands to represent their House colour. - Children now have the opportunity to apply their learning in a house-tournament.	Continue to celebrate sporting achievements during assembly.

			This will give children more opportunities to compete in intra-school competitions throughout the academic year.	
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Other indicator identified by school: Additional swimming				Percentage of total allocation:
				31% (swimming)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
➤ Increase the number of children reaching NC in swimming in Year 5 and Year 6 using a Pop Up Pool for 7 consecutive weeks.	- Children swimming for 45 minutes 5 days a week for 3 weeks. - Baseline assessment took by Swim United (STA approved) using an online tracking tool. This reported on Distance, Effectiveness of stroke and Water Safety. - End of swim assessment took against same baseline criteria. - Progress assessed continually in every lesson - Swimming certificates given in a celebration assembly with parents in July. - Extra staff to monitor changing of the children and to collect for their lesson - Phase 2 electrical point to be installed. - Provide swimming boosters for children who did not reach NC attainment in years 5 and 6.	Total spend: £6,400 Includes: Utility bills Electrical point Extra staff to coordinate chn	- Baseline for Year 5 17% children could swim at least 25m 8% of children were able to use a range of strokes effectively 19% of children were able to perform safe self rescue in water based situations <u>End result for Year 5 Impact</u> 84% children could swim at least 25m 79% of children were able to use a range of strokes effectively 91% of children were able to perform safe self rescue in water based situations - Baseline for Year 6 38% children could swim at least 25m 0% of children were able to use a range of strokes effectively 0% of children were able to perform safe self rescue in water based situations	- Rebook Pop Up Pool for Summer 1 2023-2024. Change to the children that are targeted as we will now being targeting Year 4 and 5. This is because we have a high percentage of children reaching NC in Year 5 moving to Year 6. - Introduce afterschool sessions. 30 min extra lessons that children can sign up for. We will need to look in to staffing and if we want to target certain children to attend.

			<u>End result for Year 6</u> <u>Impact</u> 92% children could swim at least 25m 86% of children were able to use a range of strokes effectively 95% of children were able to perform safe self rescue in water based situations • Children who were just below the 25 m distance had extra swim lessons • Assessment was clear and detailed outlining different areas of swimming in which we have to report on: Distance Range of Strokes Water Safety • 5 extra children were boosted after their 3 week program for a week, they also reached their National Curriculum 25m by the end of the course.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L. Newton
Date:	27.07.23
Governor:	
Date:	

