

Evidencing the impact of the Primary PE and sport premium

**Woodloes Primary School
Academic Year 2021-2022**

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 19, 390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 19, 440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19, 460

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above</p>	61 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	82 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67 %
<p>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?</p>	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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation: % 38	
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:
<p>Purchase of new playground equipment to encourage more active participation in physical activity at playtime and lunch times.</p> <p>Provision of before/after school sporting clubs for children.</p>	<p>Variety of playground equipment purchased and distributed among year groups throughout the school. Allocated days for different year groups to use larger equipment. Purchase of football barriers to allow for playing of football during play times without disrupting other playground activities.</p> <p>Storage lockers purchased for ease of access to playground equipment for children and staff to encourage activity.</p>	<p>£ 5570</p> <p>£1950</p>	<p>Children have the opportunity to play a wide range of sports at play and lunch times, they engage in collaborative games and have built resilience, sportsmanship and ball handling skills.</p>	<p>Observations and monitoring of pupil engagement.</p> <p>Pupil voice attained through school council regarding most popular games and any requirements to facilitate activities.</p> <p>Teacher guided active learning break sessions to ensure children know how to use equipment and to teach whole class games.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% 6
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 develop a range of athletics skills based on running, jumping and throwing which promote self-improvement and teach the fundamental skills of athletics which can be used as a format for school games competition at level 1 and aid preparation for competition at level 2 and 3.	<p>Specialising in Sport UK to deliver two Sportshall athletics PB challenge days to provide an opportunity for children to focus on self-improvement in physical activity and sport.</p> <p>Sportshall Athletics Roadshow to be delivered to Years 5 and 6 to learn running, jumping and throwing skills as well as understand and practise the format of indoor athletics. This is delivered by Specialising in sport UK and provides a format for school games competitions which we will compete in next March and June.</p> <p>Purchase of new primary athletics equipment</p>	<p>£ 975</p> <p>£125</p>	<p>Pupils will learn core running, jumping and throwing skills which provide the fundamental skills of athletics.</p> <p>Children are given the opportunity to develop and practise their skills using newly purchased athletics equipment in school during PE sessions.</p> <p>Children are encouraged to engage in self-improvement to better their PB during the two PB challenge events.</p> <p>Children will have the opportunity to participate in sportshall primary athletics competitions between other schools.</p>	<p>Teachers will observe and participate in Athletics Roadshow and learn new skills to continue developing children’s athletics skills across the school.</p> <p>Children have opportunity to participate in inter-school athletics competitions.</p> <p>Children given wider range of skills and activities to practise and keep active during PE sessions, break times and active learning breaks.</p> <p>Opportunity for Year 5 and 6 to lead an athletics afternoon for KS1 to teach them some skills.</p>

<p>Incorporation of Orienteering across the curriculum to encourage PE and activity across cross-curricular learning.</p>	<p>lessons with Woodloes branding to ensure all staff feel comfortable and well equipped to deliver PE lessons.</p> <p>Purchase of cross-curricular ultimate impact package with maths, English and other subject lessons set up to be delivered across KS1 & 2 around the school. Teacher training in delivery of orienteering lessons.</p>	<p>£1880</p>	<p>Use of orienteering to learn in an active way across the curriculum increasing physical activity beyond PE lessons and playtime and encouraging classes to get outside and learn in an engaging kinaesthetic way.</p>	<p>Lessons are set up school wide and package can be renewed and expanded annually, staff incorporate orienteering lessons into long-term plans and adapt them accordingly.</p> <p>Staff become increasingly confident at delivering active cross-curricular lessons and develop their own active learning lessons across the curriculum.</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:
8%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>Children participate in a wide range of activities extended beyond the National PE curriculum.</p>	<p>Incorporation of extra-curricular PE activities across the school with targeted sessions from SYL Sports including Boxercise and Zumba sessions.</p> <p>Urban Strides Dance Workshop in the autumn term.</p> <p>Whole school session with Darren Harris, Paralympic athlete with circuit training session, football skills demonstration and assembly on overcoming struggles, persevering and work ethic.</p> <p>Commonwealth Games workshop with KS2 to learn about the games, countries and sports involved.</p>	<p>£ 1590</p>	<p>Children are able to experience new activities and learn new skills, keeping active and having fun.</p> <p>Children have learned how to use dance as a form of exercise and keeping active.</p> <p>Children were inspired by Darren Harris' story and overcoming his blindness to be able to play football and compete in Judo for Great Britain. Children learned the value of persevering and working hard to achieve success.</p> <p>Children have learned about the Commonwealth games and are inspired to follow the events of the games this summer.</p>	<p>Additional Boxercise scheduled for next year and other extra sport activities planned to be delivered to widen children's experience of sporting activities (street dance, cheer leading, adventure golf).</p> <p>Teachers and PE lead to be vigilant and incorporate opportunities for guest speakers, demonstrations or other sporting activities to broaden children's exposure to a wide range of sports and activities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 15
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:
The school consistently send teams to compete in inter-school competitions in a wide range of sports.	<p>Children participate in indoor athletics roadshow with specialising in sport as well as PB challenge days to increase athletics skills enabling children to compete in competitions.</p> <p>School to participate in Year 5 Hockey workshop day at Warwick school, learning new skills and competing in friendly matches.</p> <p>Year 6 to form partnerships with Aylesford and other local schools to compete in football, netball and other sports.</p> <p>Sports equipment ordered for school to enable practise and learning of new skills to participate in competitive sport.</p> <p>After school clubs offered in a range of sports (multi-sports, football, tennis)</p> <p>Purchase of football barriers to allow for playing of football during lunch times without disrupting other playground activities</p>	£2910	<p>Children's knowledge of athletic events will increase from inter-school athletics competition results from 2022 to 2023, children will practise and increase their PB and have the opportunity to develop their skills over the autumn term before competition in March and June.</p> <p>Year 5 pupils will have the opportunity to learn hockey skills and compete in friendly matches enabling them to practise with a view to inviting other schools for friendly competitions at Woodloes.</p> <p>Team practise and development of skills to increase participation and activity in inter-school sporting competitions.</p>	<p>School to increase participation in competitive sporting activities across Warwickshire over the next year post-covid.</p> <p>Teams to be developed for hockey, football, netball and athletics.</p> <p>Regular practise of competition sports incorporated into PE lessons.</p> <p>Teams allowed to practise with sports equipment at lunchtime breaks with adult supervision.</p> <p>Active communication with local primary schools to arrange and schedule friendly competitions in a variety of sports.</p>

Signed off by	
Head Teacher:	Andy Mitchell
Date:	21.07.22
Subject Leader:	Jo Younghusband
Date:	21.07.22
Governor:	
Date:	