

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Year 6 data-84% had represented the school in KS2, even with the effect of covid-19 from March 2020-July 2021. • All pupils had PE lessons sent home during each lockdown via Teams and purple mash, which were as close to those activities taught at school as possible. • New sports such as Boccia were taught as they were very covid friendly. We entered the national League with all children in school during term 3 and 4's lockdown taking part. Our results were very successful but more importantly it gave the pupils a sense of purpose. • We also entered 3 virtual cross country runs, again successful but the taking part and the challenge as all pupils were able to do the run as part of their PE lessons and their own PB was far more powerful. • Introduction of Year Group PE equipment in KS1, mainly for outdoor games lessons. Allowing each year group to be in control of more relevant equipment directly linked to their PE planning. Making equipment easier to access and also they take responsibility for its upkeep. • Good communication with PE Coordinator to ensure they have the relevant planning/equipment/training. This is monitored at various points in the Year(every long term). 	<ul style="list-style-type: none"> • The Year 5 data is the now the focus as they are Year 6 in September; however, this has been greatly impacted due to Covid-19 in this academic Year of 2020-21. Those children who have not represented the school will be targeted throughout next year. • After school clubs - More coaches to come in and deliver and more paid for after school clubs if possible. • Fitness assessments are going to continue to be important and from September a higher importance placed on fitness throughout the school. • Yoga has been our focus as well as targeting groups who struggle at school and maybe have shown more negative behaviour since covid-19 started in March 2020. This needs to continue and be developed with a more formal reporting tool for the teachers on the positive impact to pupils. • Swimming has not been possible again this year and it is of high priority for September 21. • Started September 20th 2021, with Year 4. This is already a very positive change with the Year group being more settled than previous Years as they have had a Year in KS2. They know staff and staff know them and are able to manage their needs easier. The number of non swimmers isn't as low as anticipated(Approx 20/90).

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£N/A
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Swimming Targets and Achievemnets 21/22	
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>To be completed in July 2022 with 2021-22 results.</p> <p>Water safety lessons/assemblies to be covered in KS1 and KS2 in the Spring term outside of swimming lessons.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>Year 4 had an indoor PE lesson on the dangers of open water, and what to do if they got into difficulty. They were also asked by their swimming teachers and taught to skull, tread water and safe entry into open water.</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 2020.</p>	<p>89%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>89%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>60% those in the highest swimming group did a term of lessons in water rescue, swimming in clothes and performing simple reach rescues/throwing rescues.</p>
<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>	<p>To top up those children who have not met the required standard in Y4-6 £532 paid from the sports funding for the pool charges and swimming teachers</p>

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: £21,380		Date Updated: July 2022	
<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:
					12%
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>To continue to improve the facilities and provision of physical activity throughout the school day and strive to achieve 30mins of activity everyday.</p>	<p>1) Work with the English team to look at Active English and ensure it is used to the best of our ability throughout the school. Discussions with staff as Active English is not used in this way at present.</p> <p>2) Work with all teachers to look at their timetables and identify active lessons. This will be monitored every long term, tracking each year groups amount of activity in a general week, using hot maps. The PE coordinator to have release time to meet Year groups in PPA to discuss this. Looking at ways to improve and develop throughout the Year.</p>		<p>£2,700 PE Coordinator wages</p>	<p>1) Brief discussion with the English team and staff members. There needs to be more formal discussion and a look at the planning (Feb 2022) No action taken June 2022.</p> <p>2) Curriculum time given, but focus was on planning of PE lessons and medium term planning/long term planning audit. Snap shot of progress carried out in term 3.</p>	<p>2 & 3)</p> <p>This needs to be a focus for next year now that a new PE curriculum is in place for Septemeber and that clubs have been changed after consultation with Tower Road school. Sports clubs will be run differently to non sporty clubs, pupils should have more access to them throughout the year. The PE coordinator will lead the</p>

3) To use physically active clubs both before the school day, during the school day and after school to enable more children to have access to structured physical activity. Some of these clubs will have target groups of the least active children or pupil premium pupils. Sports leaders will have had training with our SSCO on 'Change for life activity clubs' they will set up lunchtime target groups, working alongside the dinner staff, the PE coordinator and the PE apprentice to ensure that as many children as possible have access to physical activity which is friendly and fun for all, hopefully inspiring them to become more active and take up a sports club or represent the school at a sports event in the future.

3) March 2022 after a successful cross country event season with 4 events, alongside weekly running in PE lessons, cross country clubs on MON/FRI before school are almost up to 30 children each morning. Targeted clubs will start in the Summer term when there is more space at lunchtime. The PE Coordinator is working with similar schools like Tower Road to look at how clubs are run for next Year to allow more children to have an active club.

The PE coordinator is working with Premier sports to pay for some pupil premium children to attend and after school Dance club, they are running taster sessions on the 21st and 28th of March. Funding was used for this as uptake of the clubs from the taster session was higher than expected.

Targeted Yoga clubs have run in Year 4 and 5 with Laura Tilley from Tilley yoga, these have been in school time and after school.

Sports leaders are beginning to help with lunchtime and after school clubs and will be used a lot in the summer term. **12 target**

coordination of these clubs and have an active role in trying to share them out fairly.

In this academic year 21-22 In year 3 63/90 pupils attended at least 1 or more sports /active club and in Y5 59/90 attended 1 or more sporty or active clubs.

The target next year will be to try and achieve 100%

In Sept 2022 the PE coordinator has arranged for similar taster session for fencing to take place and for performing arts/dance clubs run by premier sport. Next academic year looking at paying for some pupil premium children will be a priority.

Y4 Yoga after school-Paid by school for 12 pupils with well being needs.

Y4 In school yoga time for 30 pupils with wellbeing needs

Y5 In school yoga/lunchtime club 30 pupils with well being needs

	<p>4) Introduction of activity clocks in KS1 classrooms so the pupils become aware of when they are active and how important it is.</p> <p>5) More inter house or inter class challenges to promote activity, for example skipping or daily mile or how many laps of the playground challenge. In KS2 2 or 4 square teams and competitions run by the sports leaders/PE apprentice. The game of 2 and 4 square was introduced in Year 3 and 4 as part of their net/wall games lessons but we didn't have a competition.</p>		<p>Pupils from Year 3, 12 from Y4 and 12 from Y5 had 4 weeks of multi skills activity club run by the sports leaders in Term 6</p> <p>4) This didn't happen but PE coordinator has had many discussions with teachers to improve active time. From Sept 22 longer out door PE sessions for all KS1 and a focus on more sports clubs in KS1, with the introduction of 2 early morning cross country clubs alongside 2 in KS2.</p> <p>5) Iner house tennis /cricket and rounders for all Y6 pupils was successfully completed with all pupils taking part. This will be extended next year to all Y5/6. PE coordinator worked with the dinner staff to provide lunchtime clubs for Y3/4 boys and girls football, Y5/6 boys and girls football. Multi skills clubs on PPA days when year groups in PE kits run by Y6 sports leaders. This was a real success and needs to be introduced earlier next year, perhaps in term 1, term 4, 5 and 6. (Weather and space depending)</p>	
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	6)Active class awards, walk to school on Wednesdays or park and stroll. This will be done in the Spring term.		6) This was not completed.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
17%

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?:
To continue to improve the well-being of all pupils with an added focus on those with Pupil Premium. To educate pupils on the importance of physical activity and how it will have appositive impact on their behaviour and their learning.	1)Inspirational assemblies for whole school or specific year groups. This can be from professional sports people or from local coaching to inspire children to take up sports. These visits to have a resilience focus and why it is so important in our everyday lives and how physical activity and sport can help us improve. How sports can help us make friends and feel good about ourselves. 2)Sporting hero and heroine of the month. To start after the first term. PE coordinator to send details to each class teacher, maybe clips to watch of their stories and photos to go up in the classroom. This can be teams or individuals. What have they over come in their lives?	£1000 £240.00 Tennis coaches Y2 T1 £250 Youth sports Trust membership	1)Waiting for Summer term to be able to do outside maybe with a coaching element, possibly using local Paralympic athlete. Hopefully assemblies can be live or if not Year based. March 22, this was looked into but the set up was not what we desired as the pupils only got a short circuit based activity. This was through Youth sports trust. 2) The first of these has been a huge success with all of KS2 talking about Stef Reid(Paralympic athlete) we have also watched some of the Winter Paralympics and used this as a platform to encourage pupils to try there best and enjoy physical activity.

	<p>3)Val Sabin Activate training, to use this as a whole school tool for being active, focused and ready for learning. Update packs for each Year group. This also links to the active 30 mins target in Section 1.</p> <p>4)Classroom Yoga training and yoga target groups on a Tuesday afternoon and after school with Laura Tilley @Tilleyyoga. This will continue or yoga journey from last year and develops its importance as tool for good focus and learning throughout the school. Which also links to our active 30 mins.</p>	<p>£1000 ?</p> <p>Complete PE £1,170,00</p> <p>£2000</p>	<p>Year 4 have also looked at successful golfer Scottie Scheffler in relation to the Westy way and everyday we try our best, never give up!</p> <p>In July we focuded on the Athletics world championships and then looked at the common wealth games. Due to the heatwave we were unable to carry out as amny of the Athletics activities that we had planned.</p> <p>3) We moved away from Val Sabin, although it is still used as a resource. We decided to look at new PE schemes. In the end after consulation with SLT and all class teachers we had a trial of Complete PE and have subscribed to this. We have implemeneted this for the start of September.</p> <p>4) As we have continued out yoga and well being journey, classroom yoga was taught to 90 FS pupils and their class teachers to use as often as they like. This was then delivered to all KS1 pupils, Y6 pupils ahead of SATS and Year 4 pupils. As stated before we ran after school and lunchtime targeted yoga sessions alongside targeted groups within the school day for children with a variety of needs-Identified by the class teacher/ send register/senco</p>	
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			<p>4) March 2022 15 –Y3 have attended a 6 week course 10 –Y4 have an ongoing course which started after school in Term 1 and 2 and then is now last thing on a Tuesday in school.</p> <p>30- Y5 have an on going 6 week course during school time. NB: These have been updated above</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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:
To continue to develop our teachers confidence and ability to deliver high quality PE by providing CPD across the school, in areas that have been identified by the staff and the PE coordinator. This will be done through a variety of approaches through links with local clubs/coaches/organisations/ outside agencies/training providers.	<p>1)The PE coordinator to make sure all teachers have an opportunity to ask for training and then that training is made available. This might be internal training or help with planning and schemes of work. The PE long term map will be looked at annually to look at any areas of change or those in need of development.</p> <p>2)Local clubs/Coaches and organisations to teach sessions with class teachers present to enable CPD on the job, teachers are then able to access lessons plans and to do build upon the lessons taught by the coaches. For KS1 this will be specific sports such as tennis and cricket. PE coordinator to coordinate this and ensure that the teachers get the relevant resources and have the correct equipment to carry on teaching. PE apprentice to be involved with this as it will assist in their training and understanding of lesson development.</p>	<p>£3000 equipment Actual spending £1,335</p> <p>£300 Dance workshop arts week and maypole staff training</p>	<p>2) Sept/Oct 2021 On2court tennis coaching for 4 weeks as part of CPD for all Year 2 Teachers. Children had expert coaching and a club will run in the Summer term after school by a Year 2 teacher. Feedback from the coach Simon Bentley was that he had received a good number of enquires for his tennis coaching at the local club directly from these sessions. Year 3 have Emily Hill from Lincolnshire Cricket in Coaching them for Term 4, this is CPD for the PE coordinator and the sports apprentice and encouraging local club links and participation.</p>	<p>2) This has proven so popular with pupils and teachers that we are repeating this for Y2 who has some new teachers in September, we ran 3 tennis clubs after school in the Summer term for Y2, Y3/4 and Y5/6.</p>

	<p>3) Golf to become used in KS1 through individual class lessons with Darren Game and Maths golf with Darren instructing TA's for practical intervention groups. This will be from after Easter. This again didn't happen as cover and various activities got in the way. Golf maths is a firm feature in Y3, the results of the sessions can be seen by those who know the pupils, not only for maths confidence but for pupils who find it hard to be calm and fit in the group has been a sanctuary. Langtoft is another local school that has embraced golf and old maths through our recommendation.</p>	<p>£2500 Darren Game weekly sessions</p>	<p>3)The Golf Team will represent the school in March 2022 and continues to be an important sport which can allow maximum participation to those pupils who don't consider themselves sporty, allowing pupils to achieve and improve self esteem. This is seen as the terms progress with a number of SEND pupils excelling. The team won the local tournament, getting the highest score of any Westfield golf team, good lunchtime club practice alongside lesson time had really paid off. Pupils were also invited to Burghley park golf club for a free taster session. Then in June we took a team of 9 to our local Prep School at Witham on the Hill to play a golf match. This was a mixture of KS2 pupils, some playing with real clubs for the first time.</p>	<p>3)The creation of a real putting green at Westfield to show the importance of sports like golf. The fixture at Witham Hall Prep school is to become an annual event. After talking to a teacher who is going to do a PE day in KS1 I have said that she could do some tagetted Golf maths groups for the Younger pupils from September.</p>
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<p>key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 33%</p>
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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: To ensure that all pupils have access to a broad and balanced range of sports and activities through PE lessons, clubs and active play sessions.</p>	<p>1)Golf to be spread wider in the school, using it in Year 1 as another sporting activity/math intervention as said above. To be continued next academic year with Jenny Bell class teacher to have training with Darren Game to enable her to do target group work/clubs on her PE day.</p> <p>2)Appointing of a PE apprentice through inspire +. The role of the PE apprentice will be to assist the PE coordinator and other teachers throughout the school to allow more physically active clubs to take place with sports leaders within the school day. To work with individuals/small groups within PE lessons allowing the teacher to focus on other smaller groups. This will ensure that all pupils get more instruction at their required level. Groups such as gifted and talented can be targeted as well as those with SEND or other needs. The apprentice will also be able to work with individuals within the classroom setting who may struggle, providing this 1:1 or small group support with someone who also helps them in PE will hopefully enable them to create a positive working environment/role model for the pupil/pupils.Hopefully having a</p>	<p>Golf continued from section 3</p> <p>£7000 Inspire plus Appentice</p> <p>£80 ref course</p>	<p>2) The PE apprentice has qualified as a football ref and activity takes part in football clubs after school and at lunchtime. In PE lessons, especially the older groups when they are playing matches for example in Hockey, he is supporting the teacher and allowing 2 games to take place or another activity which is tructured and supported whilst the teacher assesses the other children. The sports apprentice has had a positive impact on individuals at school, even being named in one childs IEP. This child now comes to clubs and is being a PE helper at specific times. There is a plan to get him to go into the classroom and work with this child or a small group to enable these positive links to improve learning for that child.</p> <p>March 2022 the PE apprentice had a positive first lesson observation in which he did a cricket lesson with half a Year 4 class and all of the feedback was positive. In term</p>	<p>2) The school is planning to get another apprentice for 2022-23.</p>
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	<p>positive impact on their daily school life. He was named on a child's IEP and has had a couple of children become his sports helper to help with their behaviour management issues.</p>		<p>5 the PE apprentice will take small groups up to half the class for planned activities within the main lesson plan and will use the teachers plans and schemes to plan their own activities for the needs of their learners. He has enabled us to take less TA's out on sporting trips and therefore has had a positive impact on learning time in school.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>To build upon last years figures and increase participation in competitive sport throughout the school, both within our own school setting and outside of the school setting if restrictions allow.</p> <p>To focus on those Y6 pupils who haven't represented the school at a sporting event.</p>	<p>1)Join our local SSP(Agilitas) Taking 20 teams to different events when permitted. To try and be proactive in terms of the relevant and updated covid-19 restrictions and guidelines.</p> <p>Target groups to be set up with those in Y6 to be indentified and events chosen to accommodate this and the PE coordinator to run sporting events at Westfield to enable as much participation as possible.THE TARGET WAS ACHIEVED 90% REPRESENTED WESTFIELD AT LEAST ONCE IN KS2</p> <p>2)Additional lunchtime training for groups selected throughout the year.</p>	<p>£750 Agilitas £1,156 Travel</p>	<p>1) March 2022 11 sporting events entered. 226 children representing Westfield, some are duplicate due to the nature of the events(Running) however I am working to a list for Year 6 who haven't represented the school yet and trying to close the gap and include as amny pupils as possible. This is ongoing and my Target for the end of the Year is to be at 80% after the last 2 years of missed time.</p> <p>At the start of the academic Year there were 43 pupils in year 6 who hadn't represented the school. At the end of Term 4 we are at 20!</p> <p>2) March 2022,ongoing, 2 Mat PE meetings have taken place and we are becoming a very supportive group sharing ideas and competitions are already in place.</p>	<p>1) Target groups are already being looked at for next year.</p> <p>2) We achieved Gold Award in the Schools Games Mark!</p> <p>3) After Smashing the target of 80% representation after covid, the next academic year target is 100%</p> <p>4) New events have already been entered as we have signed up to Elite sports bronze package for 6 extra football competitions</p> <p>5) A keystone Netball cup at bourne westfield is to be planned next year.</p>

	<p>3)The PE coordinator with the role as Lead PE at Keystone Academy Trust to work with other trust members to create a competition calender for the academic year, looking at areas of participation which all schools need to improve.</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Hannah Anderson
Date:	27/7/22
Governor:	
Date:	