

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).



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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £21,380 |
| How much (if any) do you intend to carry over from this total fund into 2022/23 | £0 |
| Total amount allocated for 2021/22 | £21,380 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £22,500 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2023.</p> <p>Please see note above</p> | 84% |
| <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> | 84% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 80% |
| <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> | 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: 2022/2023 | | 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> | | | | <p>Percentage of total allocation: 5.3 %</p> |
| 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>1) The importance of being active throughout the day</p> | <p>1) Whole school promotion and awareness of being physically active for 30 mins during the school day, through teacher discussions, assemblies, PE lessons and promotions of before school, during school and after school clubs. Active English to be promoted and brain breaks to be active and purposeful. Promotion of activity campaigns such as walk to 5K, at home and during school.</p> | <p>£550.00 Agilitas Rupert Gibson to deliver training for students and Apprentice</p> | <p>1) Throughout the year this has been looked at - we are still awaiting the running track (due to building work) to improve outside space for the active mile. Active brain breaks have been promoted by the PE coordinator, especially those from our new PE scheme Complete PE. They have had a really positive impact on those classes using them as they awaken but calm the children ready for learning. Sensory circuits have been used successfully every day for focus children. More work needs to be done next year to really focus a whole school approach to this and more active learning within the classroom as well as brain breaks for the whole class.</p> | <p>1) This is to be the main focus next year, notice boards around school. Class /KS1 /ks2 prizes etc</p> |

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| <p>2) How to be healthy both physically and mentally, eating a healthy diet and keeping active through sports and physical activity.</p> <p>3) To understand why we warm up and cool down before and after exercise.</p> | <p>2) Through Positive discussion, posters, well being taught cross curricular in class. Change for life clubs run for those less active after Easter with the Y6 sports leaders and PE apprentice working with Rupert Gibson our local School sports school games coordinator .</p> <p>3) Through new PE curriculum promoting this from EYFS to Year 6.</p> | <p>£400/ resources</p> <p>Staff training £250</p> | <p>2) Mental health awareness week provided us with a whole school approach as the school council decided to run a sponsored obstacle run across the school, discussion about being healthy, warming up, active and eating was included. All pupils in KS2 have had a before school, afterschool or lunchtime club, our PE apprentice ran change for life clubs with targeted pupils in y3-5 with the y6 leaders. All year 6 pupils were targeted with lunchtime clubs such as tennis.</p> <p>3)The new curriculum has had a really positive impact on PE, warming up and cooling down are becoming second nature to the children through on going discussions, as children progress through KS2 they are encouraged to lead warm ups for groups or classes This will be continued through the following year, maybe with posters especially as this is in the new for avoiding serious injury which is on the increase in young people.</p> | |
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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:

2.7%

| 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: |
| 1) To increase the profile of sports and activity through inter house competitions throughout the year in KS2 and introduced in KS1 which will build up to sports day. To raise the profile and importance of PE and improve attitudes and behaviour across the school with a new PE kit, to raise expectations and show the importance of being part of the school through PE in school and outside of school, PE to be part of the school uniform expectations. | 1) KS2 at least 3 competitions in the school year in year groups and in whole key stage where appropriate, run during PE lessons and used to help with final assessment of skills and games understanding. New PE lead to introduce this in KS1, with the help of the PE coordinator. PE coordinator to work with headteacher and our supplier to introduce a new PE kit from Sept, phasing may start in summer term. New PE kit on hold for next year. | £400.00 Release time for PE coordinator to help assist new PE lead in KS1 £200.00 Stickers | 1) Inter house football, netball and Cricket have been run in KS2. Alongside interhouse golf in Y4. This has been positive and has shown an increased amount of participation, those children who were reluctant have been scorers etc This hasn't been taken up in KS1 as the PE lead was often used for cover. Sports day were a success with the PE lead in KS1 following KS2 format. The PE coordinator had release time to check on Y1 and Y2 outdoor games and asses the success of the new scheme The PE coordinator also taught some Year 2 indoor PE for the PE lead to observe alongside a student teacher. The PE lead also observed indoor Gymnastics for Foundation Stage, looking at the scheme and have looked to change units for the next academic year now that the teachers are more familiar as to what is on offer. One KS2 teacher in year 4 was saying how successful she has found the new scheme as for someone who | KS1 house competition next year run by PE apprentice Continuation of sports star and keep it in the whole school's eye, with regular promotion. Continue to look at new PE kits after initial chat with Shotbowl(Our Suppliers) this year. |

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| <p>2) To introduce sports stars of the lesson, given daily not waiting for the celebration assembly at the end of the week, this needs to be done in across the school. The use of specific sports stickers to raise pupils awareness of the importance of PE and Physical activity.</p> | <p>2) New stickers and certificates to be purchased and designed. Teachers to give them out at the end of the lesson or the day. Children to be made aware of the focus for that lesson. PE coordinator to source and supply to all teaching staff</p> | | <p>hasn't taught a lot of PE it is easy to follow, good use of questioning, prior learning and easy to follow activities from the lesson plan.</p> <p>2)Sports star of the day certificates have been a huge success since the introduction after Easter. A pupil voice for Y4 showed some children were unable to say what the teacher would do to show they had done well, the introduction of the certificates has been positive with pupils asking at the end of the lesson who is the sports star. Parents have also shared these on FB.</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:

13.3%

| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
|---|--|---|--|--|
| 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: |
| 1) Improve the quality and consistence of PE teaching across the whole school | 1) The implementation of our new PE scheme-Complete PE, all teachers to be offered training to use the format to get the most out of it, introduce its assessment tool, which will help influence future lessons, identify areas of weakness and pupils who need more support. It will link directly to end of year reports and will identify which children have attended school sports clubs and represented the school. PE coordinator to have some release time to monitor this. -Outside coaches to support teachers and provide face to face CPD, use of CPD through SSC- Rupert Gibson. -Ballet/dance CPD during arts week. | £2,000 Complete PE Release time £1,000 | 1)As mentioned in indicator 2 above, release time and discussion within the school has proved that Complete PE has had a positive impact on the teaching of PE across the school. It has also helped with PE assessment and that teachers are using this to influence/focus their teaching. The videos are a great tool to help teachers see what the expectations are. It has also been used to assist clubs such as badminton, providing tops resources. From observations by the PE coordinator all teachers are using the lesson plans and teaching is now more consistent within the 3 classes in each year group. -Outside coaches included, Year 2 and 5 4 weeks of tennis with Simon Bentley the local tennis coach. Teachers have then used this alongside Complete PE, we have had 3 staff run after school tennis clubs this year, for year 1-6 and tennis club at lunchtime for Year 3-6 for 4 weeks. | 1)Next year to use the scheme to look at Extra curricular reporting. Use Simon Bentley next spring to provide gifted and talented pupils with extended tennis lessons. Hopefully to have Year 5 and 6 tennis matches, instead of just the annual Y3/4 competition. PE coordinator to talk to all year groups to ensure they are happy with the curriculum, and make any changes. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 49.8% |

| Intent | Implementation | | Impact | |
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| 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: |
| 1) All pupils to have access to before school, during school and after school sports clubs throughout the year. Use of cross curricular to increase activity. | 1) Introduction of before school cross country club to KS1 and sustain 2 KS2 morning clubs. 2) Overhaul of the sports clubs system within the school. PE coordinator to work with Office staff to introduce a new system of termly sports clubs which is offered to all alongside 1 other club(yearly) this is to encourage children to sign up for more clubs and try new sports. The clubs in KS2 are linked to the competition calendar and those sports being taught in lessons. If space pupils can also be invited to those clubs. PE coordinator to work more closely with Premier Sports to fill the gaps so that a range of clubs are offered throughout the year, and some different clubs are offered, such as fencing. Taster sessions to be offered to target children for some activities. 3) As before change for life clubs to be run, least active targeted in each year group 4) New sports to be introduced | £3,000 equipment updating and new sports This has mainly been indoor, year group equipment not large pieces, they need to be the focus next year. | 1) Before school Cross County clubs ran from Sept to Easter for KS2 on 2 mornings and all year on Mondays, which then became athletics club. KS1 had one morning club from Sept -Easter. 2) Clubs have taken a different format this year with Sports clubs being signed up for every long term, this has allowed more pupils to join an after school club as they are also allowed one non sporty teacher run after school club a year. This is in addition to as many sports clubs as there are spaces on. It has worked well on a first come first served basis initially and then each term the PE coordinator then gives priority for pupils who haven't had a club yet. If there are spaces pupils who already have had a club are accommodated. The PE coordinator has also worked closely with Premier sports to provide a broad and balance sports club provision across the year and across the year groups. Taster sessions were run for clubs such as fencing and uptake on these paid clubs was good. | New equipment in Tennis needed, nets, rackets and balls. Cricket new dynamo cones needed Hockey 15 new hockey sticks needed Netball new posts needed Football new goals needed ? Premier stars ? |

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| | <p>with target children to be encouraged to take part, for example Lacrosse festival, followed by a lacrosse lunchtime club.</p> <p>5) Orienteering through Geography in Year 5 and 6.</p> | <p>PE apprentice to enable increased participation</p> <p>£7,000</p> <p>Staff training</p> <p>£600</p> <p>Release time</p> <p>£600</p> | <p>3) All pupils in KS2 have taken part in a club, with those children who had at Easter coming to lunchtime clubs such as multi skills/Tennis.</p> <p>4) Lacrosse has been a huge hit with Year 6 less active girls, once we went to the festival, we have run a lunchtime club, all of the girls are keen to take part in all weathers, and other pupils have asked to be involved. See link to a video made by Rupert Gibson our SGO about the success of Lacrosse at Westfield.</p> <p>Lacrosse Festival Impact.mp4</p> <p>5) Orienteering taught in PE in Term 5 in Y5 and on Y6 school residential</p> | <p>More staff run clubs next year as current PE apprentice is staying for level 3 and is now able to take clubs for youngers years.</p> <p>Lacrosse to start at the beginning of the year, for a target group and then look at expanding during the year for those less active pupils.</p> <p>Purchase some more equipment and have some more inter school matches.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 28.9 % |
| 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>1) Focused target pupils in Year 6 to increase participation in competitive sports/ events to 95%</p> <ul style="list-style-type: none"> - Introduction of intra school events in KS1 and in KS2 its profile increased. - New sports to be introduced | <p>1) Enter as many events as possible, PE coordinator to have awareness of target pupils.</p> <p>2) Increase local links, awareness of clubs outside of school and promote these within school.</p> <p>3) Lunchtime clubs for extra training for events, on an as and when basis.</p> <p>4) A wide variety of sports to be offered for competition and clubs</p> <p>5) KS1 lead to implement intra school competition.</p> <p>6) Press release and bulletin</p> | <p>£2,500 Darren Game golf coach</p> <p>£250.00 Elite sports events</p> <p>£250.00 school sports membership</p> <p>£2,500 Transport to events -actual £3,500</p> <p>£1000-Not spent</p> | <p>1)TARGET OF 95% of year 6 have represented the school at sports at least once! 82/86 pupils.</p> <p>Intra school events in KS2, golf, rounders, football and netball.</p> <p>Lacrosse introduced to Year 6 least active girls.</p> <p>2)Local clubs and organised promoted within school and in school bulletins throughout the year, flyers sent home via parent mail. Cricket engagement day organised within school and run in partnership with Lincolnshire cricket.</p> <p>3)Lunchtime clubs have been fully packed with football, golf, tennis, multi skills and lacrosse, to enable teams to practice before events and more pupils to take part in school based sports clubs.</p> <p>4)This is the first year we have entered 4 more football tournaments run by Elite sports. All of Year 2 represented the school at the local multi skills competition. We have competed in 20 different sports events with 396 pupils taking part.</p> <p>5) Not achieved this year, to continue</p> | <p>Keep this going for next year, aim for 100% run a friendly competition at Westfield to enable those pupils who might struggle to go off site to represent the school.</p> |

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| | <p>7) To bring in inspirational athletes or individual that use sport as a career to inspire and raise awareness- Not achieved for all year groups (Year 6 presentation evening did see Josh Smith football Ref lead a speech on team work) as didn't fit the right format for our large school, trying to find someone who will do inspirational talks and sessions</p> <p>8) Have had local professional football ref working with some Year 6 pupils to inspire them and use their passion for football to help them with behaviour</p> | | <p>next year</p> <p>6) Press releases and sports new in the bulletin are regular features throughout the year, Bulletin is almost weekly</p> <p>7)Continue and try to find an independent athlete next year. We did have a cricket inspiration day and we also had 2 whole school sports events, firstly the reindeer run and then the whole school obstacle run for mental health awareness week. Josh Smith spoke at the Year 6 leavers presentation about team work.</p> | |
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| Signed off by | |
| Head Teacher: | Kate Atkinson |
| Date: | July 23 |
| Subject Leader: | Hannah Anderson |
| Date: | July 23 |
| Governor: | Scott Slocombe |
| Date: | July 23 |