

# Evidencing the impact of the Primary PE and sport premium

Woodstone Community Primary School

# 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 make additional and sustainable improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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. 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 2022/23	£17,790
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,790
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,790

## **Swimming Data**

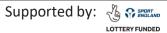
Please report on your Swimming Data below.

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	90%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No













### **Action Plan and Budget Tracking**

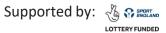
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated: 13 <sup>th</sup> July 2023		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that			Percentage of total allocation:	
primary school pupils undertake at le	ast 30 minutes of physical activity a o	day in school		%
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:
*All class have 2 hours curriculum PE every week: one lesson indoors, one outdoors where possible	*2 hours of curriculum PE each week for all classes, including indoor and outdoor activities	NWLSSP sign up £6,905.00	*All children had 2 hours of high- quality curriculum PE every week (indoor or outdoor)	*Ensure all classes continue to have 2 hours of high-quality curriculum PE every week
*All classes (both key stages) have a 6-week block of swimming lessons per year	*All children (both key stages) receive a 6-week block of high- quality swimming lessons	Travel costs: £3,040.00	*All classes attended a 6-week block of high-quality swimming lessons (Reception 5 weeks)	*6-week block of high-quality swimming lessons booked for next year
*Extra-curricular sports clubs are provided at lunchtime and after school *Access to sports/games at lunchtime	*A variety of sports clubs are run at lunchtime and after school with provision to cover all year groups	Equipment: £2,647	*Extra-curricular clubs run: cross country (KS1 & 2), football, tag rugby, cricket, hockey, gymnastics, KS1 multi-sports	*A wide range of sports are offered through timetabled extra-curricular club provision
through 'Better Lunchtimes Mark' activities – supervised, timetabled sessions to ensure all children have opportunities to enjoy being active	*Ensure that lunchtime supervisors are trained and able to confidently deliver a range of timetabled activities with the provision of appropriate resources and facilities  *New equipment is purchased/used to ensure and improve provision in classes, clubs and lunch times		*All children had access to activities of their choices every lunchtime (football, basketball, dodgeball, skipping, balance skills, rounders etc)  *Equipment purchased improving provision and supply in PE lessons, clubs and at lunchtimes	*Timetabled sports and activities continue, providing all children with the opportunity to be active at lunchtime  *Old/damaged equipment is replaced as required. Additional equipment purchased for new activities as required.













*Sports festivals & events entered to	*Enter sporting events and festivals		•	*Children across both key
provide opportunities for competition	(competitive and introductory) –	took part in a	a range of events,	stages have the chance to take
with other schools and children	NWLSSP provided, school led	festivals and		part/compete in a wider range
		throughout th	ne year	of events at their level of ability
*Forest School activity sessions for	*Timetable Forest School sessions			(inspire, develop, excel)
all classes – 5-week block per year	into the classes curriculum and PE		provided with	
	lessons to ensure equal and		1	*Forest School curriculum
	appropriate opportunities for all			provision is maintained across
leading and supporting sports sessions	children to develop physical and	,		the school for each year group
(and representing School at events)	problems solving skills in an outdoor	as KS compe	etitions and festivals)	
	learning environment			*Primary Ambassadors are
*Play Coaches trained for leading and				chosen and trained again
supporting sport and activity sessions			ons to provide active	
at lunchtimes	receive training to be Primary	learning in a		*Year 5 receive training for the
	Ambassadors	environment		Play Coach award and lead
				activities at lunchtime
	*Year 5 children attend a Sports			throughout the year
	Coach training session and plan a		ing competitions	
	selection of activities suitable for	within their o		
	lunchtimes		epresented School at	
			Evening and helped	
		to run events	at the Area Athletics	
		*Year 5 child	dren prepared and ran	
		a series of di	fferent sporting	
		activities thro	oughout the year,	
			ldren in both KS1	
		and KS2.		













<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				%
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:
*PE noticeboard to show when clubs are running and to celebrate success of school teams and individuals	*Keep noticeboard up-to-date with relevant information, photos, etc displayed throughout the year	Engraving: £24.00	*A variety of sports clubs run each week/term and registers show they are well attended	*Noticeboard and TV monitors are up-to-date with news/photos
*PE/sports news shared on the School's fortnightly newsletter	*Ensure that all sports activities are covered in newsletters and on-line assemblies		*Participants and others in school can see evidence of success on the noticeboard, in newsletters,	*Newsletters report on and promote participation/success *iPads are used effectively to
*PE/sports news shared on the School's internal television monitors	*Assemblies, newsletters and school TV monitors lead on ways to promote active travel to school –		assemblies and on TV monitors	update website and social media where appropriate
*Sports success in inter-school competitions and events celebrated in assemblies	walking, cycling, scootering		sporting success  *Children in both key stages	*Sports success is celebrated in assemblies *iPads are used to reflect on
*iPads are used to take and share photos of children in action	*iPads used to show demonstrations and success before, during and after lessons for quick feedback on performance		competed in a variety of inter- school events	performance in lessons and provide opportunity for self-evaluation
*Children have the opportunity to lead activities in PE their lessons and at extra-curricular clubs	*All children are given the opportunity to lead sessions or skills in lessons and extra-curricular clubs		*Children were inspired by 'role model' older pupils to participate and some now have ambition to lead in the future	*Children have greater skills & confidence when competing in and leading sports events,
*Active travel promoted to all years  *End of year Sports Days for each key stage	when they feel confident to  *Sports Days for each key stage held (parents invited to watch)		*End of year Sports Days for each key stage successfully run and attended by parents	*School Games Championships and Sports Day are held with children leading events and













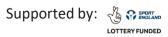
		sessions where applicable

<b>Key indicator 3:</b> Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				%
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:
*3 PLT training sessions with SSP per year and feedback given to all other teachers in staff meetings  *SSP coach provides specialist coaching for all classes and teachers/TAs for 2 half-term blocks of lessons over the academic year	Teams) and relevant details and feedback shared with other teachers  *CPD and coach support are	£6905.00 SSP  PLT supply cover  2 x £100 (half day)	*Staff feel more confident when	*maintain level of coaching CDP support from SSP next year *1 x sports/games specific CPD training session timetabled in and provided by SSP
*SSP coach provides specialist coaching in extra-curricular clubs  *PE lessons are well planned and effective to ensure all children have the opportunity to advance their skills  *A wider range of lessons and skills are taught as teacher skills and confidence enables them to teach more sports/skills	*Children receive specialist coaching and teachers/TA receive CPD coaching and support across different sports/activities in PE lessons and extra-curricular club sessions (football, tag rugby, cricket, athletics, Woody's morning sessions)  *Lesson plans are shared between SSP coach, teachers and TAs to support provision and skill		*Year 5 teacher attended a gymnastics coaching session	*Timetable extra-curricular club sessions to provide additional 30 minutes of activity AND to prepare for competition opportunities and participation  *All staff given the opportunity to lead/be involved with PE lessons and clubs/events













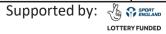
development for all		
*Resources and equipment are bought/available to support a wider range of activities		

<b>Key indicator 4:</b> Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
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:  *Children have the opportunities to experience a range of activities and	*Children in all year groups have the opportunity to try something not usually provided in PE	Staffing: Wrap Around Care Sports Lead	*All children had the opportunities to experience new sports in both PE lessons and extra-curricular clubs	*Children of all abilities have the opportunity to participate in a variety of different activities
sports in PE lessons, clubs and competitions and festivals	*Children experience high quality, specialist teaching	£3,414.00	*Activities were chosen to suit a	*Previously non-active children encouraged to
*Children have the opportunity to attend Woody's Wrap Around Care Club which provides a wide range of sports and physical activities	*Lessons with specialist coaching timetabled to accommodate all classes throughout the year	Club Activ8 membership: £310.00	wide range of abilities, including for those with physical disabilities  *Woody's sessions well attended	participate in a variety of sport  *Primary Ambassadors and Play Coaches to run inclusive Level 1 competitions based on
*Extra-curricular sports clubs to provide opportunity and specialist training for all children	*Before and after school sports and physical activity provision available for all in Woody's		*Extra-curricular clubs run for all children	new/different sports  *All children offered the
*Children from Years 4, 5 & 6 taken to help with on-the-day organisation at the Area Athletics event	*Extra-curricular clubs advertised and promoted on noticeboards and in assemblies		*Children had the opportunity to lead and volunteer to help with sports provision for others in school and at the Area Athletics	chance to lead skills/volunteer to support others in PE lessons and club sessions













		(27 schools attended)	*Provision of intra and inter-
*Year 4 children help to run Sports	*Years 4, 5 & 6 children have the		school events and competitions
Day	opportunity to be involved in the	*Year 4 children worked brilliantly	y
*Club Activ8 membership provided for all children	running of a large, multi-school competition	to support others and help with equipment changes at Sports Day	*Children selected to help at the Area Athletics in June 2024
The A Hermanive Choric Section for a K N /	*Alternative sports session timetabled for summer 2023	*Year 3 really enjoyed a Flag Football session (alt sport)	*Alternative sports session booked again













Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				%
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:  Children had the opportunity to take	Make sure your actions to achieve are linked to your intentions:  *Competitions and festivals are	Funding allocated:  Travel costs:	Evidence of impact: what do pupils now know and what can they now do? What has changed?  *Children across all key stages	Sustainability and suggested next steps:  *Ensure that at least 2 teams
part and/or compete in:	entered and teams/participants selected	£1,155.00	attended sports events suitable to their ability and experience	participate in all SSP events entered
KS1 (inter-school) Multi-skills (festival) Multi-sports (festival) Gymnastics (competition)  KS2 (inter-school) Kirby Shield Football (competition) Rose Bowl Football (competition) Girls Football (festival) Girls football (competition) Tag Rugby (competition) Tag Rugby (festival) Dodgeball (festival) Indoor athletics (competition) Basketball (competition) Gymnastics (competitions x2) Swimming gala (competitions x2) Orienteering (competition) Quick sticks (competition) Quick sticks (competition) Mixed Dynamo cricket (competition) Unity Netball (competition) Area Athletics (competition)	*Children receive in-class and extra-curricular pre-event training and coaching  *Children experience trying a new sport or set of skills in a non-competitive environment  *Children experience appropriate level competition, learning how to win and lose in a sporting manner  *Participation and success are celebrated in assemblies, newsletters and TV monitors	Supply Costs: (Area Athletics programme)  1 x £100 (half day)	*Children who have never represented school in a competition had and enjoyed the opportunity to do so  *Children competed competitively and fairly across a range of sports  *2 Girls Football teams entered leagues (Years 5 & 4)  *Events success: Tag Rugby – Coalville section runners-up; Unity Netball – winners Area Athletics – 1 gold and 1 bronze medal Unity Swimming Gala - 3 silver and 3 bronze medals Basketball semi-finalists Quick sticks semi-finalists	*Provide opportunities for more staff to be involved with club provision/event support  *Open links with more outside clubs to widen the provision of opportunity for all children to try new or previously experienced sports  *Ensure inclusive sports competitions are entered to provide opportunities for all abilities  *Monitor the up-take and participation rates of nonsports children ensuring that all have the opportunity and encouragement to take part













Signed off by	
Head Teacher:	Patrick Mullins
Date:	
Subject Leader:	Susie Williams
Date:	
Governor:	Scott Young (Chair)
Date:	13 <sup>th</sup> July 2023











