

# 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](https://www.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	£ 19,567
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 19557
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19557

**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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2021. Please see note above	51%
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	43%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	48%

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
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## 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: £	Date Updated: 15 /7/2022	
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:
			100%
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 exceed the minimum guidelines for physical activity by providing children with a range of physical activities both within and outside of the school day. Increasing the fitness levels, confidence and resilience of all children in school.</p> <p>To continue provide an extensive range of out of hours clubs at breakfast, lunch, evenings and holidays.</p> <p>To involve those pupils who we deem as vulnerable in the sporting activities.</p> <p>To increase the number of SEND pupils attending after school clubs.</p>	<p>After school clubs delivered by Hat-Trick and Yogi Bees</p> <p>Delivery of sports lunchtime sessions – full year</p> <p>We will target individual children and groups of children and design the activity around their needs.</p>	<p>£2,387.00</p> <p>£988.00</p> <p>£9,980.00</p>	<p>Year round holiday clubs have taken place. Children that would normally have been at home have been kept active during the school holiday, received a health lunch and also been able to participate in enrichment sporting activities that they would not normally access e.g. archery.</p> <p>External providers have supported us to delivery sports, dance and drama during this time.</p> <p>We had over 100 different children attending our summer programme. On average every child accessed 10 out of the 28 sessions available.</p> <p>We have delivered a full after school club programme enabling all age groups to access a variety of activities including team games, dance and gymnastics. Children</p>	<p>A strong emphasis on sport, dance and fitness has been built up over a number of years at Wingrove Primary School. Children see and take part in these activities as part of their normal day, and have come to rely and enjoy on the clubs and sessions that are provided.</p> <p>The after school clubs club works effectively and we change the nature of the activity regularly to ensure that the activities stay relevant and fresh, in order to maintain sustainability.</p> <p>We have built up strong working relationships with existing partners that we will continue.</p>
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			<p>were active in breakfast clubs, at lunchtime and after school.</p> <p>75% of SEND children attended an after school club this year.</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:
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 resilience in key students by encouraging them to take up a challenge. Increasing confidence. Ultimately increase ability to undertake academic tests in maths and increase stamina in reading and writing.	Resilience activity – Cycling – The children will be taken on increasingly more difficult and lengthy cycle rides.	£800	<p>60 pupils were challenged and encouraged to ride further, faster and be able to ride on the roads. push themselves each week. Over the duration of the cycling club, children increased confidence, resilience and wellbeing, which they took forward into other areas of school life.</p> <p>45 of the pupils increased either their stamina, speed and confidence on riding on roads.</p> <p>Children built up their levels of fitness, stamina and able to take on the cycling challenges set.</p> <p>%2 of the children reported they were ready to tackle pieces of work they were previously reluctant to try.</p>	We will be extending the cycling programme to Y3 and y4. We will be supported by Bikeability, using some of the PE funding for this.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
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				2.8%
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 CPD of all school staff in relation to sport delivery.  Pupils offered a wider PE curriculum delivered by confident staff members.	Courses/ opportunities to be identified throughout the year. These include:  Gymnastics; Archery;	£500	PE team are seeing a larger number of children able to use the balance equipment more successfully.	We will be increasing the number of staff who can teach cycling and accompany the children on longer trips.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	18.5%

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>Additional achievements:</p> <p>Increase resources held in school so that children can participate fully in sports outside those traditionally played in school.</p> <p>Increase interest in 'other' sports.</p>	<p>Resources budget</p> <p>Positive Energy school club</p>	<p>£500</p>	<p>New sports kit such as volleyballs, handballs and rounders equipment were purchased to allow staff to be able to provide a wider range of games and activities.</p> <p>Hoops, tennis balls and bean bags were also replenished and used</p>	<p>PE equipment audit to identify anything that we may need to purchase for new areas of delivery.</p>
<p>Engage children in sporting activity who may be reluctant to participate</p> <p>Increased confidence, mindfulness and resilience for all children. A range of events chosen to suit a range of abilities, age groups and confidence levels.</p>	<p>Increase the number of bikes including balance bikes.</p>	<p>£1600</p> <p>£2400</p>	<p>for multi-skills, agility, balance and co-ordination lessons.</p> <p>Pupils took part in HIIT sessions, yoga and mindfulness. Weekly improvements of fitness, energy, state of mind, and productivity was observed and recorded by the class teachers.</p>	<p>We will be looking to build upon these types of sessions for after school clubs.</p> <p>We will ensure our involvement in the competitions aimed at SEND children.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.6%
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:
<p>We want the children to:</p> <ul style="list-style-type: none"> <li>manage the experience and challenges of competitive sport;</li> <li>be willing to compete in a range of sports;</li> <li>be able to increase their skills level so they are ready to compete in a range of competitive sports that are on offer.</li> </ul>	<p>Our actions are to apply for participation in the following competitions;</p> <ul style="list-style-type: none"> <li>Dance competition/festival;</li> <li>Football league;</li> <li>WEST school competitions;</li> <li>Athletics;</li> <li>Young Leaders. .</li> </ul>	<p>£200</p> <p>£200</p>	<p>We have had an increasing number of children participate in the competitions. The numbers were up by 40% from last year. Wingrove Primary School PE team have taken the lead on organising some of the competitions. This has proved to be effective in encouraging and managing more of our pupils to take part.</p> <p>Those children representing the school showed social and emotional skills that cannot be measured in a quantifiable way. These included:</p> <p>Increased self esteem Increased motivation Ability to work as a team</p>	<p>We will continue to offer all children opportunities to attend events, festivals and competitions.</p>

Signed off by	
Head Teacher:	Jane Mullarkey
Date:	June 2022
Subject Leader:	John Rutter
Date:	June 2022
Governor:	Anne Laws
Date:	July 2022