

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).

Created by:  

Supported by:  



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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:
<p>All classes have accessed school swimming sessions on a rota basis. Adoption of Swim England scheme has improved monitoring, assessment of swimming provision.</p> <p>Clubs maintained ensuring access for pupils across the school to engage in lunchtime clubs</p> <p>Y6 activity week and residential holiday– Y6 pupils were able to access boating/ archery and orienteering days - July 21</p> <p>Spring term cycle sessions for Formal Pathway pupils</p> <p>Training updated by staff to refresh knowledge and confidence in trampoline and pool life saving</p>	<ul style="list-style-type: none"> - Introduction of new Play and Movement lead (PML) to provide movement and sensory breaks for identified pupils, lunchtime clubs and support in delivery of PD curri - Liaise with other local special schools to organise opportunities for inter school festival/competitions - Continue to develop Woolgrove’s outside areas in order to provide engaging opportunities for pupils to develop their fine and gross motor skills

Did you carry forward an underspend from 2021-22 academic year into the current academic year? YES/NO * Delete as applicable

Total amount carried forward from 2021/2022		£					
+	Total	amount	for	this	academic	year	2021/2022
=	Total	to	be	31st	July	2023	£17, 200
		spent	by				
Underspend from 2021/2022 to be carried forward							

Created by:  

Supported by:  

<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 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>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	

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: 01/09/22	
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: total spend:
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?:
<p>Continue to re-develop and improve outside areas in order to improve pupil access and engagement in physical activity</p> <p>Replace and update as necessary resources and equipment in order to provide high quality and engaging activities/learning opportunities for pupils</p> <p>Children to take part in regular physical activities and have good quality equipment for use in PE lessons.</p> <p>Daily walk/walkouts to be built into children's timetables.</p> <p>Timetabled Sensory circuits/movement breaks to be built into class/group or individual timetables as necessary</p>	- Complete PE equipment audit to identify areas that need equipment updating/purchasing	£2000	-

Created by:  

Supported by:  

--	--	--	--	--

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:
To work with Physical Development (PD) subject team to plan, monitor and evaluate delivery of PD/PE across the school	Team meetings, Deep dives, Assessment data	£0		
Provide opportunities for “personal challenge” for pupils at Woolgrove – link to new “Live, Laugh and Learn Award”	Create links between pupil EHCP targets related to physical development and PTS in order to encourage personal challenge for pupils. I	£0		
Movement and PE opportunities to be offered to all children To enable the activities to be tailored to meet the needs of the individual child and be inclusive.	Introduction of new Paly and Movement Lead (PML) role to work across the school to provide individual/group/class movement and sport opportunities	£10,000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:

				Total spend:
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 improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence	Provide training, where necessary to support staff knowledge, skills and confidence when delivering PE and school sport. Training as needed for new Play and Movement Lead role Teach model lesson/Team teach where necessary to support staff in the delivery of PE lessons Membership of the North Herts School Sports Partnership (NHSSP) - Staff attendance at appropriate training events	£700 £500 £1500		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Total Spend:
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:

Created by:  

Supported by:  

<p>Additional achievements:</p> <p>To provide pupils with increased opportunities for accessing sporting opportunities/ clubs.</p> <p>To maintain the range of sporting clubs on offer and the high number of children who attend</p>	<p>Provide bikeability sessions in the Spring term for Level 1 and Level 2 ability pupils</p> <p>Oranginse and run Y6 activity weeks including Wymondley Woods residential for Formal pupils</p> <p>Ensure lunchtime clubs are organised and run on a regular basis and are accessible for all pupils</p>	<p>£1300</p>		
---	---	--------------	--	--

Created by:  

Supported by:  

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 provide pupils with the opportunity to participate in competitive sport	Provide opportunities for pupils, where appropriate, to experience and participate in competitions and festivals with pupils in special and mainstream schools:	Membership As above		
To develop skills related to small sided team games with identified pupils via intervention group	Membership of the North Herts School Sports Partnership (NHSSP) Provide opportunities for INTRA school competitions and festival: Establish links with The Valley School PE and local special schools in order to liaise/organise multi skills sessions/competitive events Establish Woolgrove PE intervention for identified pupils, focusing on small sided team games, communication, team work, development of tactical awareness; - Identify pupils - Organise weekly sessions			

Signed off by	
Head Teacher:	Lisa Hall
Date:	01/09/22
Subject Leader:	R Pritchard
Date:	

Created by:  

Supported by:  

Governor:	<i>John Hayes</i>
Date:	

Created by:  Association for Physical Education  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND LOTTERY FUNDED  Active Partnerships