

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.

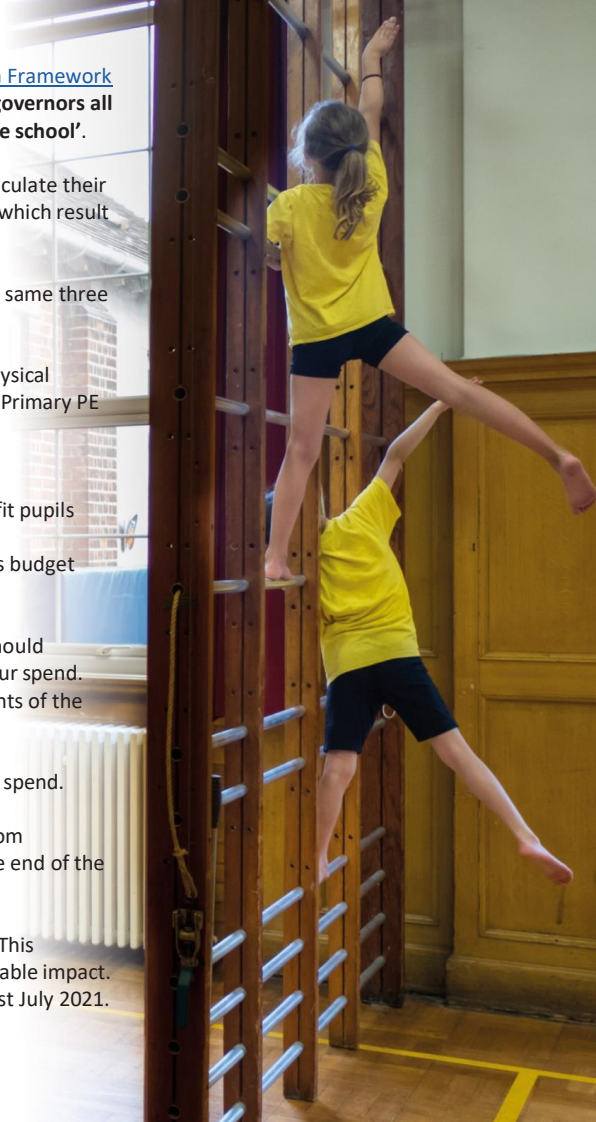
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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](#).

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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>Clubs maintained ensuring access for pupils across the school to engage in lunchtime clubs – these were held outside where possible (due to COVID) and enabled more pupils to attend</p> <p>Installation of climbing structure in sensory garden</p> <p>Installation of fencing to create outside learning space for Hexagon class</p> <p>Y6 activity week – Y6 pupils were able to access boating/archery and orienteering days - July 21</p> <p>Bubble 3 cycle sessions – Autumn term 20</p> <p>Bubble 1 yoga morning – July 21</p>	<ul style="list-style-type: none"> - Pupils will return to school swimming sessions in September 2021 – Woolgrove pupils have been unable to swim since Feb 2020 due to COVID/Lockdown and Pool closure. <p>Swimming lead has attended Swim England return to school swimming training and the school will:</p> <ul style="list-style-type: none"> - Support the return to swimming through visual support/video to aid pupils’ understanding and anxiety regarding transition - Adopt Swim England School Swimming Charter FOUNDATION award to teach and assess swimming - 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 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2021/2022 £17, 200
= Total to be spent by 31st July 2022 £17, 200
Underspend from 2020/2021 to be carried forward £2870.00



	club and develop scooter track area e.g. purchase signage		Scoters purchased and have had positive impact upon engagement and behaviour of pupils at playtimes - signage on track has supported directional awareness of pupils	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 work with Physical Development (PD) subject team to plan, monitor and evaluate delivery of PD/PE across the school Provide opportunities for "personal challenge" for pupils at Woolgrove – link to new "Live, Laugh and Learn Award"	Team meetings, Deep dives, Assessment data Create links between pupil EHCP targets related to physical development and PTS in order to encourage personal challenge for pupils. Incorporate some of these challenges into our new school award (from Jan 2022).	£0 £0	Deep dive completed Spring 22 - All classes now delivering own PE lessons and following planned topics across the school year. Assessment completed by class teams using observation proforma and PTS recording sheets. PD subject powerpoint delivered to Governors. Live laugh learn award criteria completed and award scheme ready for Autumn launch	To continue to work with PD subjects leads to monitor delivery and assessment of PE across the school Meeting with SGO and PD leads planned in September to action plan for 2022-2023 LLL award roll out in September 2022
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	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	<p>Provide training, where necessary to support staff knowledge, skills and confidence when delivering PE and school sport</p> <p>Teach model lesson/Team teach where necessary to support staff in the delivery of PE lessons</p> <p>Membership of the North Herts School Sports Partnership (NHSSP) - Staff attendance at appropriate training events</p> <p>Rebound therapy team to attend refresher training</p>	£1500	<p>PD team attendance at NHSSP training events.</p> <p>Increase in staff confidence through regular delivery of PE curriculum.</p> <p>Refresher training completed by Rebound therapy team</p>	<p>Online Rebound refresher sessions to be booked for existing staff – Autumn 2021</p> <p>Continue to provide opportunities for staff training to develop confidence where required</p>
Key indicator 4: Broader experience of a range of sports and activities offered 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:

<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>Fund existing sports lunchtime and after school clubs;</p> <p>1. Gymnastics 2. Dance</p>	<p>TBC</p> <p>1. £756 2. £1008</p>	<p>Sessions provided for semi-formal/formal classes in Spring term</p> <p>Y6 Residential holiday and Y6 activity weeks successfully completed by pupils in summer term</p> <p>Clubs continue to offer sessions for identified class on a rota basis</p>	<p>Review impact and engagement of existing clubs in September with emphasis on providing opportunities for pupils to engage in positive play/exercise during playtimes</p>
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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:
<p>To continue to provide pupils with the opportunity to participate in competitive sport</p> <p>To develop skills related to small sided team games with identified pupils via intervention group</p>	<p>Provide opportunities for pupils, where appropriate, to experience and participate in competitions and festivals with pupils in special and mainstream schools:</p> <p>Membership of the North Herts School Sports Partnership (NHSSP)</p> <p>Provide opportunities for INTRA school competitions and festival:</p> <p>Establish links with The Valley School PE department in order to liaise/organise multi skills sessions/competitive events</p> <p>Establish Woolgrove PE intervention for identified pupils, focusing on small sided team games, communication, team work, development of tactical awareness;</p> <ul style="list-style-type: none"> - Identify pupils - Organise weekly sessions 	<p>Membership</p> <p>As above</p>	<p>INTRA school events run organised and run on a termly basis - these focused on multi skills linked to termly sport focus</p>	<p>Links with Valley School identified but event not able to take place -</p> <p>ACTION: to liaise with Valley School PE lead in September to create a plan of events for identified pupils</p> <p>ACTION: develop and provide opportunities for INTER school sport/ competitive events against other special schools - liaise with PE leads in September</p>

Signed off by	
Head Teacher:	Lisa Hall
Date:	13/07/22
Subject Leader:	R Pritchard
Date:	

Created by:  

Supported by:  

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

Created by:  Association for Physical Education  YOUTH SPORT TRUST

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