

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19,460
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,490
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,490

Swimming Data

Please report on your Swimming Data below.

<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 2021.</p> <p>Please see note above</p>	72%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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>	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: £19,490		Date Updated: 11/10/2022		
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:	
					%	
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?:		
Develop the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.	<ul style="list-style-type: none"> Pupils will receive direct teaching from a teacher who specialises in sport. Pupils (on both KS1 and KS2 playgrounds) are targeted and supported through interventions to increase their physical activity. Work with the children to build relationships and support targeted children during lessons. Links are made to different sports when skills are being taught. 		£1,506 (UPS) £1,509 (50% of TLR)	The children are now experiencing a range of sports, are enjoying taking part in lessons and are confident on building on previous learning, this is evident from the pupil questionnaires. They can discuss their learning during a lesson and can use the STEP strategy to differentiate their own learning. Targeted interventions on the playground didn’t happen - The children however, have two timetabled 15-minute movement breaks. 95% of the children achieved the expected standard in PE.		Introduce forest schools (Wild tribe) to the curriculum.
			Sustainability and suggested next steps:			

	<ul style="list-style-type: none"> Children's progress is tracked through DC Pro. Children in Years 2-6 engage in WOW walking to school tracker. 		92% of the school were making active trips every day when using WOW tracker.	
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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:
Physical education promotes a love for exercise and competition and an understanding of their bodies in action	<p>Wolverhampton Wanderer's Foundation Team are part of the school community to promote and support physical activity during lesson times and after school clubs.</p> <p>Pupils are provided with the opportunity to further develop their sporting interests and development by attending after school extra- curricular activities ran by LT and Wolves Foundation.</p> <p>The purchase of new sports equipment to be used on the playground.</p>	<p>£8,800</p> <p>£1,028</p>	<p>Children can discuss the importance of exercise and how it effects our bodies. The children have experienced competition outside of school in all KS2 classes.</p> <p>There are 6 extra-curricular activities offered across school. Year 4 sports club (Wolves). Year 6 dance. Year 5 sports club (Wolves) Year 2 dance. Year 6 football club. Year 3 sports club.</p> <p>Competitions entered were: Basketball festival Y3. Basketball finals Y3. Multi Skills festival Y2. Football league Y5 and Y6.</p>	<p>Enter a team into the netball league.</p> <p>Host an inter school competition.</p> <p>Re launch the use of WOW travel tracker.</p>

	LT to enter leagues and competitions that are scheduled on the WASPS calendar and use PE as a platform to teach skills needed to compete.		St Georges park football competition Y6. Dodgeball competition Y4 Gymnastics Competition. Unified football tournament. Futsal competition. 92% of the school were making active trips every day when using WOW tracker.	
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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:
Deliver quality skills-based lessons to all children.	Regular CPD delivered to Y2 staff in partnership with Wolverhampton Wanderers Foundation. PE lead to attend CPD sessions, deliver lessons and assess children using the age related expectations. Children to use the skills taught in lessons and extra-curricular activities in a competitive scenario.	£2,000	The PE specialist teacher has changed the planning of gymnastics, dance and dodgeball due to attending CPD sessions. Wolves and the PE teacher tailor the extracurricular activity offer to feed the competitions coming up. ConnectED delivered a CPD session on how to be an effective support member of staff during PE lessons. Using the AREs on DC pro, 95% of the school are at the expected	Employ a level 4 sports coach to support PE lessons and extracurricular activities. Wolves to support EYFS by offering CPD sessions once a week.

			level in PE.	
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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:
The children will apply their skills when taking part in: dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities	Year 2 take part in an outdoor residential visit. They had an experience to handling different animals, used adventure ropes, orienteering/map skills, rope trails.	£4,560 £13,680	The children in year 2 and year 6 took part in a residential visit. Both year groups were given the opportunity for a visit to an outdoor education centre to experience a different learning environment. The children were able to reflect	Host an inter school competition. Children to experience forest schools as part of the curriculum.

	<p>Year 6 to take part in a week's residential at PGL. They will experience a range of outdoor adventure activities, water safety and team building.</p> <p>The whole school participated in sports day where each child competes in at least 2 races each.</p> <p>Children will have the opportunity to visit elite sport venues and meet professional sports people to inspire them. For example: St George's Park, Molineux.</p>		<p>positively about their time there.</p> <p>The school sports day was cancelled due to the weather. Competitive races were in year groups were held instead so the children were still able to compete against their peers.</p> <p>Y6 attended St Georges park for a football competition.</p> <p>Year 5 were able to attend swimming lessons all year and 75% of the year group could perform a safe self-rescue.</p> <p>Wolves delivered healthy eating interventions to years 2 and 3, which has allowed the children to understand the importance of healthy choices.</p>	
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Key indicator 5: Increased participation 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:	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:
The children want to engage in competition outside of the curriculum.	<p>School will enter more competitive events and more pupils are able to compete in interschool events due to transport being provided.</p> <p>Pupils experience 'cultural capital' by being invited to: have a tour of Molineux Stadium and visit St. George's park.</p> <p>Eastfield will enter several leagues and events which will give children the opportunity to use their skills in a competitive situation. This is due to LT not being class based and is able to organise more opportunities for the children to compete.</p>	<p>£660</p> <p>£300</p>	<p>There has been a huge increase of children taking part in after school clubs.</p> <p>The link with Wolves gave us the opportunity to take part in a competition at St. George's Park and meet Prince William.</p> <p>The children have competed in a range of different sports - Competitions entered were: Basketball festival Y3. Basketball finals Y3. Multi Skills festival Y2. Football league Y5 and Y6. St Georges park football competition Y6. Dodgeball competition Y4 Gymnastics Competition. Unified football tournament. Futsal competition.</p>	<p>Host an inter school competition.</p> <p>Introduce house events to encourage participation in competitive sports.</p>

	<p>LT will attend CPD and network meetings to build a relationship with SGOs and other PE staff to organise more opportunities to compete.</p> <p>Eastfield will become a primary hub to hold competitions in school.</p>			
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Head Teacher:	MRS S. HAY
Date:	26.09.23
Subject Leader:	MR. L. TEW
Date:	26.09.23
Governor:	
Date:	