



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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

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 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 2020. To see an example of how to complete the table please click [HERE](#).

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.

| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <p><u>Increased engagement of all pupils in regular physical activity</u></p> <p>Fitness Fifteen The Daily Mile was introduced in KS2 in September 2018, however this did not hold the children's attention so a move was made to 'Fitness Fifteen' which empowers the children with knowledge of playground games.</p> <p>Additional ideas and resources for teachers, in order to keep the offer fresh. This has proved to be much more popular due to the variety of activities.</p> <p>After School Provision Extra-curricular Participation 2016-17 = 64% Extra-curricular Participation 2017-18 = 40% Extra-curricular Participation 2018-19 = 68% Extra-curricular Participation 2020-21 = 19%</p> <p>*The final figures for 19-20 are not available due to Covid-19</p> <p>*The final figures for 20-21 are for one term only due to Covid-19</p> <p>However in 20-21, extra-curricular provision included:</p> <ul style="list-style-type: none"> - UPKS2 Boy's football - LWKS2 Boy's football - LWKS2 Girl's Football - UPKS2 Girl's football - KS1 multi skills Fitness - KS1 drama/dance - UPKS2 Netball - KS2 multi skills | <p>To deepen the knowledge of staff and children we have employed a specialised sports coach to start in Sept 21 to work across school. Having this knowledge and experience in school will enhance the lessons delivered.</p> <p>To continue the variety of activities that are available during the fitness fifteen session.</p> <p>Ensure activities are changed regularly to keep up the participation of all class members.</p> <p>Staff audit of skills in order to ascertain the new skills available in school due to new members of staff.</p> <p>Pupil voice survey to gauge the children's interests.</p> <p>Provide opportunities for 'Personal best' within PE lessons and Competitions.</p> <p>Enhance the opportunities for our less active and other targeted groups.</p> <p>Enable every year group to have the expertise of a coach.</p> <p>Provide opportunities for non-traditional sports and inspirational sessions for all.</p> |

The profile of PE and sport is raised across the school as a tool for whole-school improvement

Active Maths

In addition, Active Maths has been introduced across school and has a positive impact on the children's attitude to learning.

Increased confidence, knowledge and skills of all staff in teaching PE and sport

CPD has taken place with:

- Specialist sports coach

In addition, the curriculum has been revisited with a comprehensive overview of the skills the children need by the end of each year group. The resources and additional teaching ideas have been matched up to provide the teachers with a comprehensive overview of what to offer.

Broader experience of a range of sports and activities offered to all pupils

Curriculum PE

We have continued with H.I.I.T and the boxing offer has been refined to offer a more skills based approach.

Increased participation in competitive sport

Westfield have taken part in a variety of YSSN Level 2 competitions (inter-school)

The figures represent the number of **different** sports we have participated in.

2016 - 2017: 6 (+2 North Yorkshire Finals Appearances)

2017-18: 6

2018-19: 5

The final figures for 19-20 are not available due to Covid-19

The final figures for 20-21 are not available due to Covid-19

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Additional training is needed in Active Maths for new staff and to raise the confidence of existing staff.

Additional play resources are needed to broaden the offer to the children including:

- OAA activities
- Construction
- Zumba/dance

The playground could be 'zoned' in order to structure the play.

Music introduced at break/lunchtimes to encourage self-expression and improve confidence.

The staff skills audit will need to take place in order to 'plug' any gaps in the staff's knowledge. Having the new sports coach in school will help with the introduction of new sports.

Based on the feedback from Y6 pupils, the HIIT and Boxing plans have been reviewed and updated. This review process will continue each year.

We are continuing our membership with YSSN which will give us access to a Variety of competitions.

Curriculum swimming will be offered to the children in Y4.

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| Meeting national curriculum requirements for swimming and water safety. | |
| <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 2020.</p> | 36% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 36% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % Due to bubble closure this aspect was not assessed. |
| <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> | Yes/ No Due to covid closure of pools. |

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: £20,380 | | Date Updated: July 2021 | |
|---|---|--------------------------------------|--|--|---------------------------------|
| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | | Percentage of total allocation: |
| | | | | | 10% |
| 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>To ensure no children miss their two hours curriculum PE due to a lack of kit</p> <p>Embed 'Fitness Fifteen'</p> <p>Increase the variety of activities on offer at break time.</p> <p>Increase the variety of equipment available at break time.</p> | <p>Buy PE kit for Y1-6, including footwear.</p> <p>Buying resources for each class which would then be passed onto another class every few weeks. Mentoring provided by outside agency to upskill teachers.</p> <p>Pupil voice: the children will be consulted as to the equipment / games they want. Staff/MSA's supervise activities at break and lunch times. Sheds were bought to store equipment. Extra equipment bought specifically for break times.</p> | <p>£500</p> <p>£500</p> <p>£1000</p> | <p>No child is missing PE due to lack of PE kit.</p> <p>Children engage in extra exercise and maintain their enthusiasm.</p> <p>Positive playtimes – the children are happier and are ready for learning after lunch/break times</p> | <p>Sustainability and suggested next steps:</p> <p>Kit needs to be checked on a termly basis.</p> <p>Pupil voice surveys to measure the enjoyment of break times / FF</p> <p>Regular checks of the equipment and sheds will keep resources sustainable for the foreseeable future.</p> <p>Play Ambassadors to be explored in September 2021</p> <p>Look into ways of making it more accessible for the less active children.</p> | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 4% |
| 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 pupils currently do? What has changed? | Sustainability and suggested next steps: |
| <p>Aim: Use PE / sport to improve the quality of the children’s learning on an afternoon by building:</p> <ul style="list-style-type: none"> - Self confidence - Leadership - Determination - Team Work - Resilience - Self and peer respect | <p>Fitness Fifteen has been established in KS2.</p> <p>As detailed above, equipment and additional mentoring has been provided to support staff.</p> | £760 | <p>The standard of learning improved in the afternoon sessions as a result of a regular and consistent movement break.</p> <p>The children responded to the shorter sessions and became more productive.</p> <p>Teachers were able to respond to the needs of the class and were able to add a meaningful break when needed.</p> <p>Teachers have become more confident to deliver these sessions due to the additional coaching.</p> <p>The sessions have also been used to embed key learning behaviours like teamwork which have then impacted on the classroom.</p> | <p>Develop a Fitness Fifteen handbook. This will be full of ideas and games from the current staff and how these work for our children.</p> <p>This will be shared amongst all staff and any new starters to ensure a high quality provision.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 2% |
| 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 Pupils can do now? What has Changed? | Sustainability and suggested next steps: |
| Staff feel confident to deliver PE and Sport within and outside the curriculum. | Sessions to be led by specialised experts and observed / team-taught by staff. | £500 | Staff confidence to deliver the sessions will increase which will be evidenced in the quality of the sessions. Enjoyment of PE sessions will increase and be evidenced in the pupil voice surveys. | Re-establish the CPD program, will lead to all staff feeling confident to deliver PE and Sport within and outside the curriculum. Seek out new courses and specialist coaches for next academic year when restrictions allow. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 26% |
| 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: |

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|--|---|--------------|--|---|
| <p>Educate the children on how to lead a healthy an active lifestyle.</p> | <p>HIIT provides the children with skills for life which do not require expensive equipment.</p> | <p>FOC</p> | <p>Pupil voice surveys will be carried out to evidence the enjoyment and engagement in PE lessons.</p> | <p>Using the ‘Sports Club Directory’ arrange taster sessions at local sports clubs.</p> |
| <p>To provide the children with the confidence to try a broad range of sports and physical activities by giving them the core skills needed to take part.</p> | <p>The curriculum has been refined to promote a high level of proficiency in core skills such as, running, jumping, throwing, catching and body management (dance and gymnastics)</p> | | <p>An increased attendance at ASC which are closely linked to the curriculum offer.</p> | |
| <p>To highlight other ways to stay fit, away from the traditional sports.</p> | <p>A specialist dance teacher will be employed to deliver high-quality dance teaching.</p> | <p>£2960</p> | <p>An increase in participation in community sport.</p> | |
| | <p>Forest School will introduce the children to an alternative way to lead an active lifestyle and give them more confidence to take on outdoor activities.</p> | <p>£2340</p> | <p>Develop the PSHE link with PE and ensure the key skills for both are being taught.</p> | |

| 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 increase the number of children taking part in intra-school sport and drive the variety of sports in which we take part. | Due to Covid-19 restrictions, intra-school sport / competitions have taken part within school bubbles. | £0 | During lockdown, children in school bubbles were able to access competitive sport. | Re-establish inter school sport based on the YSSN competition calendar. Intra-school sport will be focus and a variety of competitions will be planned throughout the year. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | S. Bentley |
| Date: | 15/07/21 |
| Governor: | |
| Date: | |