

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2019/20	£0
Total amount allocated for 2020/21	£18,630
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,630
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,630

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 2020.</p> <p>Please see note above</p>	91%
<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>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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 (Used existing allocation for catch up swimming in Y5/Y6)

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: £18,630		Date Updated: 14/07/22	
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: £7,792 42%
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:
1a. To increase engagement of children in physical education.	1a. Daily Mile- Children to run for around 10 minutes each day around the flagged track on the field/designated playground.	1.a £0	1a. Increased level of children getting their 30 minutes + of active minutes.		A lot of the purchases will be able to be used for the next 5 to 10 years. Small replacements of equipment etc will allow for low costs to maintain the same outcomes over the next few years. More input into sport leaders and the Girls' Active leaders next year.
1b. To upskill children in Upper Key Stage 2 to make themselves more active and also younger children.	1b. Training of 'new' playground monitors to support playground games.	1.b £220	1b. Increased uptake on Westgarth friends and engagement with younger children during playtimes.		
1c. To increase the 'active' minutes used in play times and PE lessons.	1c. Purchase of equipment to support active lessons and PE lessons.	1.c £3,674	1c. Further engagement in lessons with staff being able to offer more chances to be active in lessons.		
1d. To increase engagement of children to be active during the school day.	1d. Purchase Skip2Bfit equipment for whole year group small sessions.	1d. £945	1d. Increased skill with skipping ropes and better understanding of personal bests.		
1e. To increase active playgrounds.	1e. Playgrounds markings on the KS2 playgrounds.	1e. £2,134	1e. Increase in social interaction and more vigorous playtimes.		
1f. To have sustainable equipment.	1f. Purchase storage boxes for chess and playground equipment.	1f. £355	1f. Equipment is stored correctly and they realise the importance of looking after equipment.		

1g. To increase engagement in being active towards specific children.	1g. Purchase of active chess sets on both KS2 playgrounds.	1g. £164	1g. Children have more choices of how to play actively and this has engaged some children that were previously.	
1h. To increase vigorous play times during better weather conditions.	1h. Purchase football goals for Y6 pitch.	1h. £300	1h. Numbers of children playing during play and dinner times has increased.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £890 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:
2a. To increase the importance of sport and where it can take you.	2a. Purchase of Commonwealth flags for Sports Day teams.	2a. £110	2a. The children understand more about sporting events and why PE is important for their future.	More time and training for sports leaders. To continue to train girls that are in Year 6 to work with other girls in Westgarth.
2b. To increase awareness of what physical education and sport that is happening at Westgarth.	2b. Children and staff are trained to tweet, blog and report on sporting activities in school.	2b. £0	2b. Increased the content that is being shared through social media, the website and the Westgarth Weekly.	
2c. To promote the sporting success and participation in school.	2c. Celebration assembly every week, to ensure the whole school is aware of the importance of PE and sport.	2c. £100	2c. It has continued to grow the enthusiasm of what the children at Westgarth are achieving.	
2d. To build up leadership and the profile of the importance of PE in school.	2d. Sports Leader training.	2d. £0	2d. All Year 6 children to do the Sports Leader training.	
2e. To raise confidence and strategies of resilience.	2e. Box2Bfit to come in and work with Y1-Y6.	2e. £680	2e. Staff have an understanding of boxercise and children have something to hang on to when it comes to resilience across their subjects.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£2,245	12%
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:	
3a. To increase the staff's understanding of its use and delivery.	3a. Super movers- Staff to be trained on how to use it.	3a. £0	3a. Some staff are using Supermovers to help with general teaching.	To upskill teachers on dance and gymnastics delivering a skills-based curriculum and how teachers can make the children more active throughout the school day.	
3b. To upskill the staff on how to deliver different aspects of PE.	3b. CPD- Release time for staff to train, team-teach, observe and be observed.	3.b £500	3b. Staff feel more confident on certain aspects of the PE curriculum.		
3c. To upskill staff on delivering PE in different year groups.	3c. Real PE training on how to teach a skills based curriculum.	3.c £495	3c. Staff feel more confident on certain aspects of the PE curriculum especially the ones that moved year groups.		
3d. To upskill certain members of staff.	3d. CPD on training for staff.	3d. £0 (Free events attended)	3d. Numerous aspects of PE upskilled in key areas of the school.		
3e. To increase staff's knowledge on sport.	3e. Send staff to events ran by the Sports Partnership to observe and join in.	3e. 0	3e. An increase in staff observations of events and sports.		
3f. To support EYFS with how we link EYFS to the rest of the curriculum.	3f. Subscription to Sports Xplorers.	3f. £250	3f. This has allowed teacher's to have a thread through the school of the same PE approach.		
3g. To increase the knowledge and confidence of teachers in PE.	3g. iPads to be purchased to support staff with the delivery of Real PE.	£1,000	3g. This has given access to all teachers to teach using the Real PE skills based approach.		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4,642
				25%
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:
4a. To help offer a chance to children to experience a range of PE and sports.	4a. Continue to offer wider range of activities: -Yoga -Dance Magic -Aspire Judo -Team Soccer 442 -School Sports Partnership -Yoga Bugs	4a. £2,825	4a. Children's social interaction and calmness has increased and incidents at play and dinner times have decreased.	Increased understanding for children on adults about different sports. Bring in more coaches that offer a greater range of sports as after school clubs.
4b. To increase the experience of children joining in with different sports.	4b. Staff to run activities/lessons -Football -Rugby -Cycling/Bike Ability -Golf -Running	4b. £0	4b. Increased number of after school clubs and participation.	
4d. To increase inside and outside participation in cricket.	4d. Bought into the cricket association specialist coaching.	4d. £150	4d. More children understand the sport/game of cricket and tried out for the local cricket club.	
4e. To increase the offering of Dance in school.	4e. Purchase of more dance equipment in school.	4.e £220	4e. Increased used throughout the year of dance equipment.	
4f. To increase the offering and quality of gymnastics in school.	4f. Purchase of gymnastic mats.	4f. £800	4f. Increased use of gymnastic equipment and higher level skills have been able to be practised.	
4g. To increase the exposure of experiences in sport and festivals.	4g. Sign up to festivals for all year groups and allow transport.	4g. £647	4g. Increased participation of all children in a range of sports.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				£3061	16%
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:	
5a. To increase the participation and inclusion of more children in sports teams.	5a. Purchase more kits for children to wear. Pay for signing up fee.	5a. £461	More teams were able to compete in tournaments.	To continue to buy into the Sports Partnership to ensure that children compete and to give intra school a continued focus.	
5b. To increase the participation and inclusion of all children in the school.	5b. Inter school festivals and fixtures for a range of sports and enter as many children as possible.	5b. £2,000	5b. Increased number of children joining in participation against other schools.	Use the database to target children moving into their next year group.	
5c. To increase participation of competitive fairly.	5c. Use a database to track children's participation throughout the year to identify gaps.	5c. £0	5c. Successfully tracked throughout the year and gaps identified.		
5d. To increase specialism in certain sporting events.	5d. Use a specialist coach during sport competitions.	5d. £300	5d. Successful experiences in school sport with extra knowledge learnt.		
5e. To increase school competitions at the school.	5e. Purchase new goals.	5e. £300	5e. It has allowed for tournaments to be held at the school and children from our school to participate.		

Signed off by	
Head Teacher:	Jackie Woodhead
Date:	15/07/22
Subject Leader:	Andrew Duncan
Date:	14/07/22
Governor:	Ruth Botlton
Date:	15/07/22