

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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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 2019/20	£0
Total amount allocated for 2020/21	£18,360
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>	91%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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 Planned but due to Covid restrictions it was not possible.

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: 2020/21	Total fund allocated:	Date Updated:		
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:	
			19%	
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.	To build on more ways that staff can involve active lessons and chances to give children more chance to be active.
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 £0	1b. Increased uptake on Westgarth friends and engagement with younger children during playtimes. Limited contact due to Covid restrictions.	To continue to include all children in PE and Sports throughout the school year.
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 £1,082	1c. Further engagement in lessons with staff being able to offer more chances to be active in lessons.	
1d. To increase time spent by a specific year group doing PE in critical weeks.	1.d 4-4-2 to come in and work with the Year 6 children teaching key life skills while gaining extra time spent exercising.	1.d £240	1.d Further understanding of teamwork and knowing more ways of exercising that is not just running.	
1e. To increase the time children, spend active during break and dinner times.	1e. Purchase of playground markings.	1e. 2,229	1e. Work to be completed for the next academic year.	

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:
2a. Year 6 children to be upskilled and to work with younger girls to inspire and grow on personal skills.	2a. Girls' Active to work with Year 2, 3, 4, 5 and 6 one afternoon a week. Each year group gets a half term.	2a. £0	2a. Suspended due to Covid restrictions.	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. Low levels due to Covid restrictions.	Boys mentioned the desire to have a boys active so this will be explored also.
2c. To promote the sporting success and participation in school.	2c. Celebration emails every event, to ensure the whole school is aware of the importance of PE and sport.	2c. 0	2c. It has continued to grow the awareness of what the children at Westgarth are achieving. Although, low levels due to Covid restrictions.	
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.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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, delivering a skills-based curriculum and how teachers can make the children more active throughout the school day.
3b. To upskill staff on delivering PE in different year groups with team teaching.	3b. Continuous professional development program for teaching staff delivered by a specialist PE teacher (Mr Buckby) delivered to each year group within school.	3.b £0	3b. Staff feel more confident on certain aspects of the PE curriculum especially the ones that moved year groups.	
3c. To upskill certain members of staff.	3c. CPD on training for staff.	3c. £0	3c. Numerous aspects of PE upskilled in key areas of the school.	
3d. To make teachers more confident with the curriculum.	3d. Buy into a programme of work to help guide teachers through the teaching PE and ensure skill progression.	3d. 3,280	3d. Scheme of work bought into for staff to use in September to help with the delivery of their lessons.	
3e. To support and upskill teachers when delivering PE lessons.	3e. Four iPads to be bought to be used during lessons.	3e.1,000	3e. iPads to be used in September.	
3f. To help aid EYFS teachers with the delivery of a fun, engaging and appropriate offering in the PE curriculum.	3f. Continue to buy into Sports Xplorers.	3f. £250	3.f Increased upskilling of teachers and engagement of EYFS children.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41%
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 -Destination Judo -Team Soccer 442 -School Sports Partnership -Mighty Yoga	4a. £1,500	4a. Children's social interaction and calmness has increased and incidents at play and dinner times.	To continue to build on the broad range of sports and activities. Bring in a boxercise company and buy resources for long-term sustainability. Suspended this year due to Covid restrictions.
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. Suspended due to Covid restrictions.	
4c. To train the staff to offer the range of sports for the children.	4c. Training Golf, OAA and cricket.	4c. £0	4c. Suspended until next academic year due to Covid restrictions.	
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. Visiting cricket club suspended due to Covid restrictions.	
4e. To offer more year groups a wider and specialised experience.	4e. Sports specialised teachers.	4e. £6,070	4e. Greater importance has been put on PE at Westgarth.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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 all children in the school.	5a. School Games Day- stickers bought for involvement award for every child.	5a. £29	5a. They have learnt how to compete in different events and applied skills in real life competitions.	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. £2,800	5b. Home competitions were running although data was impossible to track reliably. Suspended due to Covid restrictions.	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. Large impact on data due to Covid restrictions.	

Signed off by	
Head Teacher:	Jackie Woodhead
Date:	30/06/2021
Subject Leader:	Andrew Duncan
Date:	20/06/2021
Governor:	Ruth Bolton
Date:	30/06/2021