

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2022/23	£18,156
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,156

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2022. Please see note above	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	43%
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?	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: £18,156	June 2023	
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	Sustainability and suggested next steps:
KPI 1a: For all pupils to engage in regular physical activity.	Actions: Specialist Dance Teacher - teaching Dance and Yoga to children.	Funding allocated: Dance teacher £6,684	Evidence of impact: More pupils to be able to link dance movements together to perform a short series of dance sequences, remembering previously learnt movements. Skills ladder shows clear progression and attainment of skills.	Pupils to lead a healthier lifestyle, develop new skills and gain confidence to use these skills in a range of situations.
Evidence of KPI1a: Across the year groups more children have been able to link dance moves together to create dance performances. Evidence collated with discussion with dance specialist and class teachers. Year 1 100 % of the class were able to remember and link dance patterns linked to curriculum planning. Year 2 100% of the class were able to remember and link dance patterns to perform a short series of dance sequences. Year 3 100% of the class were able to create and perform a short sequence linking basic actions to with a clear beginning, middle and ending. Year 4 100% of the class were able to plan and perform a movement sequence showing contrasts in speed, level and direction Year 5 100% of the class develop longer and more varied movement sequences demonstrating smooth transitions between actions. The class were also able to describe and comment on their own and others performances, suggesting ways to improve. Year 6 100% of the class were able to develop and adapt movement motifs to create longer dances. The class were also able to describe constructively how to refine, improve and modify their own and others' performances.				

	Pupils have also had the opportunity to do Yoga. This was brought in to help after the pandemic. pupils have enjoyed yoga sessions and staff have commented that some pupils have used strategies. Through pupil discussion (see folder) children are able to use the calming strategies in other situations and use skills learnt in other areas of their school life. Planning (skills ladder) shows clear progression in a range of different physical activities, following a broad and balanced curriculum.			
KPI1b:	Actions: Sports Ambassadors have planned and executed activities for year 1 and year 4 pupils	Funding allocated: £45.88	Evidence of impact: More pupils to be physically active at breaks and lunch times.	Pupils to lead a healthier lifestyle, develop new skills and gain confidence to use these skills in a range of situations. Pupils to be able to play these games independently.
	Evidence of KPI 1b: Photos on school website show children taking part in activities designed and run by Sports Ambassadors. Records of % of the class who took part in the games and comments made by pupils are in PE folder. Year 1 22/30 73% took part in the activities over a 6-week period. Year 4 16/30 53% took part in activities over a 6-week period.			
KPI1c:	Actions: Purchase PE/Break time equipment, including new outdoor sensory garden for pupils to access throughout break and lunch times to help our Physical Activity levels remain high.	Funding allocated: £3906.15	Evidence of impact: More pupils to take part in regular physical activity at break times and lunch times. A range of different equipment. Eg. skipping ropes, sticky bat and ball, footballs, hoops are used at playtimes and lunch to encourage more pupils to take part in regular physical activity and to promote cooperative play.	More pupils to engage in planned for activities at break and lunch, increasing the amount of time spent on physical activity.

	Evidence of KPI1c: Sports equipment being used by MD supervisors to encourage cooperative play. Year 1 100% of class use equipment at lunch time. Year 2 100% of class use equipment at lunch time 100% of the children who have had the opportunity to use the sensory garden have enjoyed using it. Sports Ambassadors have planned and executed activities for year 1 and year 4 pupils. See KPI1 c. See photos/ file for comments			
KPI 1d:	Actions: Sports Ambassadors to run small games and activities with Specialist coach, for a lunch time group of year 3 to improve their physical activity (change for life club)	Funding allocated:	Evidence of impact: Using skills gained through the Sports Ambassador conference, pupils to plan and execute a range of activities to improve pupil's physical activity and understand the importance of this physical activity. Working with specialist to develop ideas and coaching skills.	Pupils gained confidence, raised self-esteem and amount of physical activity completed. Sports Ambassadors will develop and adapt their coaching skills in a range of different activities.
	Evidence of KPI1d: 8 pupils took part in the sessions, chosen by the class teacher to improve their physical activity. Increased enjoyment, confidence and self-esteem. Discussions linked to change for life – how these pupils can improve their own awareness and other pupils' on the dangers of obesity, smoking etc. 100% of pupil's increased enjoyment in physical activity. 100% of pupil's increased confidence in physical activity. 100% of pupil's increased self-esteem.			
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	Sustainability and suggested next steps:
KPI2a: The profile of PE and sport being raised across the school as a tool for whole-school improvement.	Actions: School used a UPR 3 teacher to lead and produce high quality lessons.	Funding allocated: £58.18	Evidence of impact: Taking part in the review tool will allow us as a school to help develop PE and Physical Activity further. Allowing coordinator to work with other schools to develop next steps.	Complete school games self-review tool. The review tool will be saved and revised to develop action plans to improve key areas of development, and to ensure PE and Physical activity is the best

				it can be and is ever improving at Westglade Primary School. To achieve silver or gold.
	Evidence KPI2a: Westglade Primary School achieved Bronze award through the School games self-review tool. As a school we began the walk to school initiative to encourage pupils to be more active. We received positive feedback from the pupils who also loved receiving the badges. (this is an area which needs to be reintroduced by sports ambassadors) Pupils were able to participate in intra-school competitions including Me v's Me, school sports days, weekly lessons with sports coach. Positive feedback received from pupils and staff. Developing the use of sports ambassadors to run sessions with different year groups at break times and lunch times, has enabled more pupils to engage in more physical activity. Sports ambassadors and pupil council have spoken to classes to gain all pupil's views on sport offered within school and which after school clubs they would like to try. Communication with parents through Class Dojo enables parents to be informed of all sporting activities taking place within school. The school website showcases what we have achieved as a school to increase physical activity and enjoyment of all.			
KPI2b:	Actions: Sports ambassadors to help in leadership activities – Me v's Me	Funding allocated: See KPI1b	Evidence of impact: Sports Ambassadors confidence to lead sessions and encourage other pupils to participate. Pupils from years 4 and 5 have the opportunity to take part in different activities against themselves and each other. Pupils have the chance to improve on their personal best.	Sports ambassadors have increased confidence to lead a range of sessions with other year groups. See KPI1 b KPI1d
	Evidence of KPI2b: Year 4 and 5 took part in 2 Me v's Me sessions run by SGO and Sports Ambassadors. The pupils had the opportunity to improve on their personal best from one session to the next and develop their resilience in winning and losing. Feedback from children, staff and SGO very positive. Year 4 100% of the pupils enjoyed the sessions and commented that they beat their personal best. (see pupil notes for comments) Year 5 100% of the pupils enjoyed the sessions and commented that they beat their personal best. (see pupil notes for comments)			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	Implementation		Impact	Sustainability and suggested next steps:
KPI3a: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Actions: Through Sports Specialists teaching lessons, class teachers will develop their skills, confidence and competence in delivering high quality lessons.	Funding allocated: Notts County £5600.01	Evidence of impact: Staff's confidence and competence in delivery of PE increases, meaning pupils experience higher quality lessons. Staff are willing and able to deliver lessons if sports specialists are unavailable.	Teachers are able to deliver high quality lessons with clear objectives making sure the knowledge path is used to sustain and improve skills and knowledge pupils have year on year.
	Evidence of KPI3a: Teachers have gained clear knowledge and skills from working with Sports specialists. This has helped increase their confidence and skill set. Staff are able to develop their own teaching skills and can confidently deliver fun well - planned lessons. Teacher skills audit July. Lesson observations and teacher discussions show areas where teachers have developed their skills, confidence and competence			
KPI3b	Actions: PE coordinator to attend PE conference. PE coordinator to attend local networks	Funding allocated: £189	Evidence of impact: PE coordinator will gain valuable knowledge to further enhance the skills and knowledge. This knowledge and skillset can then help the school further develop the subject of PE.	PE coordinator to cascade the relevant knowledge to staff. Activities implemented from the conference will continue to help develop PE within school
	Evidence of KPI 3b: PE coordinator was able to attend the PE Conference for 2021-22. This gave opportunities to reflect on current practice and what we already offer, and allowed opportunities to explore other avenues in the near future. We have purchased extra equipment to ensure pupils are more active at Lunchtimes. To continue to implement a wide offer of curriculum subjects to ensure pupils are physically literate by the time they leave primary school.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	Sustainability and suggested next steps:
KPI4a: Pupils to have access to a broader range of activities and sports.	Actions: Run bike ability sessions for year 6 pupils.	Funding allocated: £780	Evidence of impact: Year 6 pupils to develop and improve road safety skills through cycling.	Pupils receive a positive experience of riding a bike out on the road, leading to future engagement with cycling and other forms of active travel, this can develop the ways we travel to school.
	Evidence of KPI4a: Pictures on website show clear enjoyment. We have had positive pupil/ staff feedback. Pupil feedback focused on how proficient & confident they became at riding a bike. 12 pupils achieved level 1. 44 pupils achieved level 2. Hope to use this as part of active travel.			
KPI4b:	Actions: Run skateboarding sessions for Year 6.	Funding allocated: £600	Evidence of impact: Year 6 have the opportunity to have skateboarding instruction to develop and improve skateboarding skills.	Pupils receive a positive experience of skateboarding and learning new skills, leading to future engagement with skateboarding and other forms of active travel.
	Evidence of KPI4b: 60 pupils have had the opportunity to learn how to skateboard and be safe while skateboarding. Most pupils were extremely positive and fully enjoyed the course. We were able to offer an after-school club for 14 pupils. 93% of pupils who took part in skateboarding lessons agree they now know new skills and how to be safe while on the skateboard. 100% of the after school club enjoyed the sessions.			

KPI4c:	Actions: Offer different sport after school clubs run by school staff. And other after school sports clubs such as street dance and basketball provided by sports specialists.	Funding allocated: See KPI1a, KPI3a, KPI 4c	Evidence of impact: KS1 & KS2 Pupils are provided with an opportunity to try a new sport they may not have had a go at before.	Pupils try as many sports as they possibly can in primary school in the hope they seek future opportunities to take part in sports outside of the school setting. Local sports centre, Park Vale Academy dance club and Notts County send fliers into school which is passed on to the children telling them about external sports clubs.
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Evidence of KPI4c:
Due to previous years Covid restrictions this is the first year we have been able to run after school clubs again. Below show the % of pupils who have taken part in the clubs. This will hopefully increase next year.

 Clubs Analysis 2021-2022									
Class	Autumn 1			Autumn 2			Spring 1		
	Overall	PP	No club	Overall	PP	No club	Overall	PP	No club
Year 1	4/29 14%	1/8 12.5%	5/29 17%	7/29 24%	1/8 12.5%	5/29 17%	9/29 31%	4/8 50%	5/29 17%
Year 2	5/29 17%	2/12 17%	8/29 28%	6/29 21%	1/12 8%	8/29 28%	10/29 34%	4/12 33%	8/29 28%
Year 3	3/28 11%	3/15 20%	2/28 7%	12/28 43%	7/15 47%	2/28 7%	5/28 18%	3/15 20%	2/28 7%
Year 4	6/28 21%	3/17 18%	4/28 14%	7/28 25%	3/17 18%	4/28 14%	7/28 25%	4/17 24%	4/28 14%
Year 5	5/30 17%	3/15 20%	2/30 7%	9/30 30%	3/15 20%	2/30 7%	10/30 33%	5/15 33%	2/30 7%
Adders	6/20 30%	3/13 23%	4/20 20%	3/20 15%	2/13 15%	4/20 20%	6/20 30%	4/13 31%	4/20 20%
Foxes	5/20 25%	4/10 40%	6/20 30%	3/20 15%	1/10 10%	6/20 30%	3/20 15%	3/10 30%	6/20 30%
Rabbits	3/20 15%	3/14 21%	8/20 40%	2/20 10%	1/14 7%	8/20 40%	3/20 15%	2/14 14%	8/20 40%

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability and suggested next steps:
KPI5a: For more children to take part in inter school competitions.	Actions: Mixed pupils from Years 5 and 6 to represent Notts County at a football event.	Funding allocated: £176.42	Evidence of impact: Pupils selected from Years 5 and 6 to take part in the U11's National League tournament.	Pupils develop a love for Physical activity and sport in school. Leading to more competitive sports.
Evidence of KPI5a: Through the school partnership with Notts County Football club, a mixed team on 12 pupils from Years 5 and 6 were chosen to represent them at Solihull Football ground in the U 11's National League Tournament. The pupils came 3 out of 9 They were the only mixed team.				
KPI 5b: For more children to take part in intra school competitions.	Actions: The whole school to take part in a sports day that allows competition against each other led by Sports Ambassadors and Pupil Council.	Funding allocated: £116.36	Evidence of impact: All pupils across school will be split into teams to take part in competition against others.	Pupils develop a love for Physical activity and sport in school. Pupils will also learn the values of the Olympic games which stems back to the legacy of the 2012 Olympics and the reason the sports premium money came about.
Evidence of KPI 5b: Due to the Pandemic this was the first year for 3 years that the annual Sports day has gone ahead. All pupils took part in various athletic themed activities, competing against each other and were able to showcase their skills to parents and the community. It was brilliant to have the whole school socialise together and generate a real team spirit with both adults and pupils, celebrating sport in our school. Pictures of the event on the school website. Feedback from staff, pupils, parents and Sports Ambassadors.				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	