



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Woodstone Primary School

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> *Gold award achieved for School Games Mark *over 330 'team/individual' places for children in Foundation, KS1 and KS2 to participate in 19 competitions and events *Area Athletics Championships for 30 schools across NWL organised and coordinated by Susie Williams (PLT) *Area Athletics best ever medals success (2 x gold, 1 x silver, 4 x bronze) *Tag Rugby runners up in Year 3/4 competition *4 Bronze Ambassadors received specialist training & then led a training session for 12 additional Year 6s *Bronze Ambassadors helped as leaders at the dodgeball competition and Area Athletics *Headteacher on sports board for NWLSSP *57% of staff have led after school sports clubs and/or supported children at events *Woodstone has hosted Level 2 high fives netball, dodgeball, cross country and football competitions *32 Year 5 children supported the rest of the school as they competed in our School Games Day activities 	<ul style="list-style-type: none"> *Maintain Gold standard for School Games Mark *Ensure that at least 2 teams participate in all SSP events entered *Provide opportunities for more staff to be involved with club provision and event support *Ensure that the newsletter always has a sports/PE section to promote participation and success *All classes have and use their iPad effectively to record sports achievements on website and social media where appropriate *iPad used by children and teachers to reflect on performance in lessons and provide opportunity for self-evaluation *Ensure that new Bronze Ambassadors are trained and supported to provide sports and activity provision for other children across all key stages.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	<p>Yes/No</p>

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,820		Date Updated: September 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>*All children provided with 2 hours of curriculum PE/Forest School each week</p> <p>*Bronze Ambassadors lead sports sessions for all year groups across both Key Stages each lunchtime</p> <p>*Play leaders support Key Stage One children with games and physical activities at lunchtime</p> <p>*Bikeability training for Year 5</p> <p>*Children in all 7 year groups have 6 weeks of swimming lessons</p> <p>*Purchase of required sports equipment to ensure adequate provision for lessons and clubs</p> <p>*Register of non-active children in all year groups</p>	<p>*2 PE/Forest School lessons timetabled and taught each week in every class</p> <p>*Ensure that Bronze Ambassadors have a timetable of activities and appropriate resources</p> <p>*Ensure that Play leaders have resources and support to run their sessions effectively</p> <p>*Bikeability training booked and all children in Year 5 have the opportunity to learn about and practise road safety skills</p> <p>*Ensure that sessions are planned to provide effective teaching for all levels of swimming ability</p> <p>*Audit of PE equipment and purchase of new as required</p> <p>*Register of non-active children created and updated as appropriate</p>	<p>*free BA training and transport</p> <p>*Bikeability £0</p> <p>*Hood Park swimming teachers/pool hire £3,000</p> <p>*Bus costs for swimming £3,600</p> <p>Sports Equipment £2,750</p>	<p>*Quality lessons are planned and taught every week</p> <p>*Bronze Ambassadors/ Play leaders provide sports activities and games for target year groups over the week (football, tag games, etc) – timetable/register kept</p> <p>*Bronze Ambassadors help to run and officiate at the Yr 3/4 dodgeball held at Woodstone</p> <p>*Support KS1 chn to enjoy a variety of physical activities</p> <p>*31 children attend Bikeability and pass Levels 1 and 2</p> <p>*Lessons and clubs have appropriate and adequate equipment</p>	<p>*Maintain training and support for teachers to ensure quality lessons over a range of disciplines for weekly lessons</p> <p>*Ensure that new Bronze Ambassadors are trained and supported to provide a range of sports/activities at break and lunch times</p> <p>*Maintain level of swimming provision for all year groups</p> <p>*Bikeability run and booked in for the next academic year</p> <p>*Provide children with opportunities to volunteer in PE lessons and at clubs</p> <p>*% of non-active children join a school/outside club and/or represent school in a sports event/competition</p>	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>*PE noticeboard to:</p> <ul style="list-style-type: none"> - show when clubs are running - celebrate success of school teams <p>*PE/sports news shared on the School's fortnightly newsletter</p> <p>*Sports success, both for and out of school, celebrated in assemblies</p>	<p>*Keep noticeboards and website up-to-date with relevant information, photos, etc</p> <p>*Ensure that all sports activities are covered</p> <p>*Time provided in assemblies to celebrate success</p>	n/a	<p>*Children know which clubs are available and when so attendance is good</p> <p>*Participants and others in school can see evidence of success on the noticeboard, in newsletters and in assemblies</p> <p>*Children's self-esteem is boosted and others inspired to participate</p>	<p>*Noticeboard is up-to-date with club news and team photos</p> <p>*Newsletters report on and promote participation/success at competitions and events</p> <p>*Sports success is celebrated in assemblies</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>*3 PLT training sessions with SSP per year</p> <p>*CPD training provided for all teaching staff (including TAs)</p> <p>3 x CPD training for teaching staff as part of SSP provision package</p> <p>*PE lessons are well planned and effective to ensure all children have the opportunity to advance their skills</p> <p>*Lessons are observed by PE co-ordinator//HT to support and share constructive feedback on strengths and areas for improvement</p>	<p>*CPD and coach support for all staff throughout the year from SSP</p> <p>*CPD sessions are timetabled in and attended by relevant staff (staff meetings and training courses)</p> <p>*Lesson plans are shared</p> <p>*Resources and equipment are available to borrow from the SSP to support a wider range of activities</p> <p>*Lesson observations completed and constructive feedback given</p>	<p>£5,570 (£4,500 + £1,070 - £5.00 per pupil)</p>	<p>*PLT able to access and pass on new information and skills to all staff</p> <p>*SSP coach leads sessions with each year group and teachers are more confident and skilled when delivering lessons across the skills and activities range</p> <p>*Staff attend CPD sessions and are more confident at teaching a range of skills, sports and lessons</p> <p>*Children experience high quality teaching and coaching</p> <p>*Lesson feedback recorded and suggested actions carried out as appropriate</p>	<p>*Maintain level of coaching CDP support from SSP next year</p> <p>*3 x sports/games specific CPD training sessions provided by SSP programmed for next year</p> <p>*Lesson observations create agreed next steps for further staff development</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children provided with opportunities to experience different activities in both competitive and development events, including:</p> <p>Boccia New Age Kurling Orienteering Tri-golf Judo</p> <p>*Provision of alternative sports provided for Reception, KS1 and KS2 children</p> <p>*Take up offer of specialist sports sessions for whole school (eg judo)</p>	<p>*Children in all year groups have the opportunity to try something not usually provided in PE lessons</p> <p>*Timetabled lessons and facilities to accommodate all classes throughout the year</p> <p>*Alternative sports sessions are arranged for appropriate/all year groups</p> <p>*Judo sessions signed up for (with NWLSSP) and all classes timetabled to attend</p>	<p>Travel costs £1,700</p>	<p>*All children have the opportunity to experience new sports in lessons and specialist sessions</p> <p>*Activities are chosen to suit a wide range of abilities, including for those with physical disabilities</p> <p>*Alternative sports sessions are timetabled and attended by appropriate/all year groups and children who are not normally or regularly active</p> <p>*All classes/children attend judo sessions – children who join the judo club are recorded and given chance to feedback on their experience to inspire others</p>	<p>*Children with a range of abilities have the opportunity to participate and compete in different activities</p> <p>*Bronze Ambassadors to run Level 1 competitions based on new/different sports that are inclusive for all abilities</p> <p>*Registers kept of children joining outside clubs after attending specialist or alternative sports sessions in clubs</p> <p>*Opportunities provided in class or assemblies for children to share their experiences of outside clubs</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children entered into competitive and introductory events: Football - Rose Bowl and Kirby Shield competitions (KS2) Girls Football (KS2) Tag rugby (KS2) Dodgeball (KS2) Multi-skills festival (KS1) Multi-sports festival (KS2) Basketball (KS2) Gymnastics (KS2) High Fives Netball (KS2) Swimming galas x 2 (KS2) Orienteering (KS2) Quick Sticks hockey (KS2) Tri-golf (KS2) Area Athletics (KS2) Boccia (KS2) New Age Kurling (KS1 and KS2) Cricket (KS2) Cross Country races (FS, KS1 & 2) *Local sports clubs are promoted and advertised in school, with coaching or presentation visits from some to support this promotion	*Competitions are entered and teams of appropriate ability are selected *Children receive pre-event training and coaching *Children experience appropriate level competition, learning how to win and lose in a sporting manner *Clubs from the local area are invited to deliver sessions and/or assemblies	Travel costs £1,200	*Children across all key stages have the opportunity to attend sports competitions and events both in and out of curriculum time *Records kept of the number of teams and individuals participating in events *Link sessions with clubs recorded and dated *Medal success: *Spirit of the Games Awards received	*Ensure that at least 2 teams participate in all SSP events entered *Provide opportunities for more staff to be involved with club provision and event support *Open links with more outside clubs to widen the provision of opportunity for all children to try new or previously experienced sports *Ensure that inclusive sports competitions are entered to provide opportunities for all abilities *Monitor the up-take and participation rates of non-sports children ensuring that all have the opportunity and encouragement to take part