

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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 2020** 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 2020:	Areas for further improvement and baseline evidence of need: (2020-2021)
<ul style="list-style-type: none"> - North Wootton academy has had great success within sport competitions in previous years in terms of level of participation; the school's aims is to continue this in the future. - Consistent use of new playground equipment has raised the level of physical activity on the playground with the climbing apparatus having a dramatic and measurable impact on our pupils' upper body strength - Additional resourcing of swimming has had a significant impact on the level of swimming attainment - Provision of wider sporting opportunities through self-defence - Increased the range of extra-curricular clubs to ensure a greater variety such as self-defence, yoga and gymnastics. 	<p>Many things were put on hold due to COVID-19. Therefore:</p> <ul style="list-style-type: none"> - Based upon a staff audit, CPD in gymnastics will be a priority. This was booked for September 2020 INSET, however due to current circumstances, has been pushed back to April 2021. Due to a second Lockdown, this training will now take place as an INSET in September 2021. - The member of staff that began the NPETCs training, has since left the school. New HLTA will take that place when the new on-line version of the course is up and running – Late Sept, early Oct. PE took over the course in September 2021, the course is due to be completed before Christmas 2021.

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 2021.</p>	<p>Due to Covid-19 our children have not been swimming this year.</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>Due to Covid-19 our children have not been swimming this year.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Due to Covid-19 our children have not been swimming this year.</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?

Yes/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: 2020/2021		Total fund allocated: £18740	Date Updated: 20/9/20	Percentage of total allocation:
<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> <p>£3975</p>				%
Intent	Implementation	Impact	£4275 - 22.8%	
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:
<ul style="list-style-type: none"> All pupils to receive 2 hours of taught PE a week Brain breaks to be used to re-focus children and improve concentration All pupils to participate in intra-house competitions every half term (In PE sessions) - (Also forms the intent in KI4 & KI5) Children given opportunities to participate in inter school competitions led by WNSSP – (Also forms the intent in KI4 & KI5) Improve links with external clubs (Rugby Club, Tennis club) Enhance activity at break and 	<ul style="list-style-type: none"> COVID-19 measures mean that children will now come to school in PE kit on their PE day. This greatly lengthens the PE session and will hit the target of 2 hours of PE. Active Blasts provided by GetSet4PE will support the brain break and allow the children some activity to break up the current length of time sat at on a chair Each half term, PE Lead to deliver intra-house competitions for ALL pupils. PE Lead to make connections with external clubs COVID-19 measures mean 	<p>ICS coaching x 15 sessions £1,350</p> <p>£750</p>	<p>This made such a difference to the length of time children had for PE increasing active participation by approx. 30 minutes a week. ALL the children know when they are doing PE, and no fuss with missing kit etc.</p> <p>Children were active during class time increasing their concentration levels.</p> <p>The children thoroughly enjoyed their sessions with Billy – they were all engaged, worked hard and were simply keen to get back</p>	<p>This will continue into next year.</p> <p>These can be continued as good practice to ensure children are not sitting for too long.</p> <p>Due to the success of these sessions – we will be continuing them next year.</p>

<p>lunch times</p> <ul style="list-style-type: none"> Use of external coaches to lead mornings/afternoons in their chosen area (Also forms the intent in KI 2, 4 and 5) 	<p>that each class has their own Playground box of equipment. This will support physical activity during lunch times initially, with a view to rolling out to playtime too.</p> <ul style="list-style-type: none"> Young Leaders Package (WNSSP) will encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school. Active Kids Programme (WNSSP) a series of 3 festivals for KS1 children. They will be provided with resources to bring back to school and re-enforce the messages of the festival and deliver breakfast, lunchtime or after school activities. COVID-19 measure – waterproof sound system for outside use, ensuring dance etc can be delivered outside PE Lead to make contact with Josh Thurston to hold House competitions, Helen Battelly to hold dance sessions and Kuk Sool Won to hold self defence 	<p>£250</p> <p>£275</p> <p>£200</p> <p>£1450 – Helen Music and Movement</p>	<p>into PE again! Particularly after the second lockdown.</p> <p>Each playground box has been utilised to its fullest ensuring the children maintain physical activity during their playtimes. This has increased active plays for at least 50% of each class each day.</p> <p>Our year 5 children took part in the Young Leaders Course. The intention is now to use them as Year 6's on the playground next year as playground leaders – 3 per day which again should increase activity for at least 15 pupils per day.</p> <p>Our KS1 children really enjoyed being part of the Active Kids programme. They developed skills in teamwork, game play, as well as general PE skills.</p> <p>Sound system made a huge difference to PE outside – especially our dance finale! This has greatly raised the profile of dance and is something that we would aim to bring into playtimes as well.</p> <p>ICS coaching delivered house competitions through our termly</p>	<p>These will be reviewed and equipment replaced ready for use next year.</p> <p>PE lead will talk to the Year 5's and organise sessions where they can train the Year 4's to become Young Leaders.</p> <p>As a school we have purchased this programme again for next year, and hope to be able to meet with other schools as restrictions have been lifted.</p> <p>It will be used for many years to come!</p> <p>Due to the success of the dance routine – PE lead would love to do something similar next year.</p>
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			<p>sessions.</p> <p>Helen Battely delivered an excellent whole school dance routine – video and photographed for social media and the local paper which had over 10,000 views! Extremely well received by staff, parents and the wider community and certainly raised the profile of sport in the school</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement
 £620

Percentage of total allocation:
 %

Intent	Implementation	Impact	£5575.59 - 29.7%
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?
<ul style="list-style-type: none"> Use the principles of GetSet4PE to link to the new SRE and Health curriculum Understand the need for a healthy body and mind – link to Growth Mindset and wellbeing. Report on events in local newspaper Reports on social media and website Assemblies led by pupils celebrating sporting achievements and major sporting events Notice boards regularly 	<ul style="list-style-type: none"> Make use of new additional material in GetSet4PE – GetSet4Life, in order to support the new SRE curriculum, wellbeing and general mental health. PE lead to circulate new resources to staff during a staff meeting. WNSSP Healthy Body-Healthy Mind Programme purchased – x3 2hour cross curricular sessions Regular reports on the school website and social media pages – PE Lead to 	£300	<p>This has not yet been implemented – PE lead to discuss with PHSE/RSE lead to decide the benefit of using this programme next year.</p> <p>Year 3 children participated in this course during the summer term. Feedback from the children was extremely positive. This has had a measurable impact on snacks this September with 100% seen as healthy as</p>
			Sustainability and suggested next steps:
			PE lead will talk to year 3 children and organise sessions where they can share their knowledge and understanding with KS1 and KS2 children.

<p>updated</p> <ul style="list-style-type: none"> • Display linked to School ethos of TEAMWORK • Ensure Young Leaders are clearly recognised • House competitions • Class/year competitions • Display awards and trophies prominently • Invite sporting role models into school • Re-Launch and Maintain Sports committee 	<p>provide Principal with information for social media.</p> <ul style="list-style-type: none"> • Invite the local paper to report on competitions. PE Lead to make contact with local papers, then in the spring and summer term when competitions are prevalent, invite them in. • COVID-19 measure – PE Lead to ensure there is a PESSPA segment of one school assembly per half term. When competitions are up and running again, this can increase to bi-weekly or weekly. The segment can include school team celebrations, or national celebrations, or simply celebrating a sporting hero. • PE Lead to spend time updating and re-energising PESSPA notice boards. • PE Lead to organise an area of the school where trophies can be clearly seen by pupils, staff and visitors • Young Leaders to be made visible through hats or hoodies • PE Lead and Principal to make contact with local sports representatives that can share their story with 		<p>opposed to approx. 20% last year.</p> <p>Principal has updated social media with sporting information with the autumn dance reaching over 10,000 people.</p> <p>Paper was invited in to report on the dance finale in December, the impact was huge – so many people congratulated staff and children on a job well done – once again raising the profile of PE at North Wootton.</p> <p>Assemblies have been via TEAMS – and we have not participated in competitions this year.</p> <p>These are currently being sourced for the next academic year.</p>	<p>PE lead to continue to invite the local press into school to report on sporting events next year – hoping that there will be much more to report on as restrictions lift.</p> <p>Next year, OE lead will ensure there is a segment dedicated to PE in assemblies.</p>
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<ul style="list-style-type: none"> Resources 	<p>the children</p> <ul style="list-style-type: none"> One child per class to be elect as a member of the sports committee. They will meet with PE Lead weekly/fortnightly. These children will become responsible for playground equipment, pupil voice and more to be discussed. In order to provide children with a broad and balanced curriculum resources need to be provided and replenished Sportsafe provide equipment checks to ensure equipment is of the appropriate standard Playground markings 	<p>£2889.40</p> <p>£386.20</p> <p>£1,999.99</p>	<p>This began in the summer term. Two children from each KS2 class were selected. They are keen and ready to help. They have great ideas to help take PE forward.</p>	<p>The same group of children will continue as sports leaders until Christmas – it may be reviewed at that point.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport £2920				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2143.78 - 11.4%
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:
<ul style="list-style-type: none"> PE Leadership role PE Lead to be supported by Principal and SLT to ensure effective subject leadership and monitoring PE Lead to team teach/support where needed Use of PE coaches to help improve confidence and expertise of staff PE Lead to provide clear guidance on what is to be taught (COVID-19 measure – this may change regularly according to Gov guidelines) Staff CPD Children should assess themselves and learn from their own performance. A leader who is able to mentor and train members of staff 	<ul style="list-style-type: none"> Including observations, competition mornings, meetings with external providers & SSP, Afpe membership PE Lead to complete learning walks, snapshots and formal Lesson observations throughout the year. COVID-19 measure – initially this will be weekly to ensure guidelines/risk assessments are being followed consistently. PE Lead to provide all staff with curriculum map. COVID-19 measure – this will be provided up to Christmas, with the understanding that it is a working document and is subject to change. Gymnastics CPD booked for April 12th. Delivered by Martin Radmore 	<p>£1253.78 £115</p>	<p>This is something that the PE Lead has been able to observe whilst out delivering PE lessons. All children have received high quality PE lessons this year.</p> <p>Curriculum map was a working progress throughout the year as the Covid-19 situation continued to change. All staff were made aware and were very flexible to ensure our children received the very best PE education. Informal staff voice indicated 100% satisfaction with the planning and provision.</p>	<p>Formal monitoring will take place next year</p> <p>The curriculum map should be revised to account for the relaxation of some COVID-19 rules</p>

<ul style="list-style-type: none"> Vision ed NPETCs course 	<ul style="list-style-type: none"> Ipads used to support children's learning and progression of skills Bespoke course in order to upskill PE lead. Course to be discussed and implemented with Martin Radmore though Visioned Name change from previous candidate 	<p>£600</p> <p>£175</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
 £1110

Percentage of total allocation:
 %

Intent	Implementation		Impact	£3375 - 18%
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> PE Lead to review curriculum to ensure a range of sporting activities Buy into WNSSP competition package (Also forms the intent in KI1 & KI5) Buy into WNSSP Adapted /Inclusive package (Also forms the intent in KI1 & KI5) Extra-Curricular activities Pupil questionnaire – what clubs would they like to see? 	<ul style="list-style-type: none"> PE Lead to provide staff with regular curriculum updates and ensure that all understand any changes made to support the broader curriculum Due to the nature of the competitions being virtual during the autumn term, ALL children will be able to participate in Cross country, Sportshall athletics, Trigolf and Gymnastics. This will also provide data for Intra School House Competitions 	<p>The packages combine = £1100</p>	<p>All pupils were engaged in wide variety of sporting activities over the course of the year. The curriculum map did change throughout the year due to school closure in Jan. The end of Spring 2 was based around completing the WNSSP competitions and festivals.</p> <p>Extra-curricular activities began in the last few weeks of term with an 92% capacity reached.</p> <p>As there were no clubs running, this was not completed.</p>	<p>Curriculum map will again provide a wide range of sporting activities for the children to participate in, and all being well will form Year B of a two-year cycle.</p> <p>We aim to offer a full programme in Autumn 2021.</p> <p>A pupil voice questionnaire will be sent out through the</p>

<ul style="list-style-type: none"> • A range of extra-curricular clubs • Introducing new sports 	<p>too.</p> <ul style="list-style-type: none"> • This package ensures that children on the SEN register get the opportunity to participate in competitions – Panathlon, Boccia, Cycling and Colour run • Advertise extra-curricular activities on notice boards to encourage more children to participate. • A range of clubs delivered by external providers • Survey all the children, with the intention of finding out their thoughts about clubs. PE Lead to use the data to inform which clubs to run. • Climbing wall for year 6 leavers event • Archery 	<p>Josh - £690 Gerry - £700</p> <p>£565</p> <p>£320</p>		<p>sports leaders in September.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> All pupils to be given the opportunity to participate in WNSPP events. Continue to use GetSet4PE to track the level of participation by all groups. Inter-house competitions to raise the profile of the house system 	<ul style="list-style-type: none"> Ensure maximum participation in virtual events during the Autumn Term. In subsequent term, ensure all children are given the opportunity to participate in a variety of events on offer through both packages. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school PE Lead and member of office staff to upload information as events happen in order to keep up-to-date data 	WNSPP packages costed in KI4	<p>As all competitions and festivals were virtual, every child participated during their PE lessons and extra PE sessions. Children were all still fully engaged and enjoyed the competitions, even aiming to beat their classmates and those children in other classes.</p> <p>GEtSet4PE continues to provide date that we can use to track pupil participation.</p> <p>Additional PE morning were provided to compensate for the lack of additional sporting activities that the school could provide.</p>	<p>Buy into WNSPP events again next year.</p> <p>Seek advice from SSP and Martin Radmore as to how best to fully engage those children that are not participating to their full potential and those children that are disengaged from PE.</p>

Signed off by	
Head Teacher:	James Grimsby

Date:	12.9.20
Subject Leader:	Teresa Turner
Date:	12.9.20
Governor:	Oliver Whitby
Date:	October LGB 2020