

Evidencing the impact of the Primary PE and sport premium

Willow Farm Primary School 2021 2022

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 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 | £ 18,132 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 5, 082 |
| Total amount allocated for 2021/22 | £ 23,230 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 23,212 |

Swimming Data

Please report on your Swimming Data below.

| | |
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| <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>Due to unavailability at our swimming centre and disruption from the COVID-19 pandemic, we have been unable to provide swimming lessons for our pupils this academic year.</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> | <p>Unable to assess</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>Please see note above</p> | <p>Unable to assess</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>Unable to assess</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>No</p> |

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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: | | Date Updated: September 2021 | |
|---|--|-----------------------|------------------------------|---|--------------------------------------|
| <p>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</p> | | | | | 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?: | |
| Target less active children/ those not involved in extracurricular clubs, improving their experiences of sport and increasing time spent physically active. | <p>Ensure clubs targeted at less active children are delivered. Invite specific children who have not attended extracurricular sporting clubs to such clubs.</p> <p>Provide club taster sessions during PE slots and during lunchtimes</p> | | £ cost as part of key area 3 | <p>All year groups have had access to extra curricular activities. Clubs were offered in single year groups and were offered at lunchtimes and after school. Taster sessions were offered in PE. All clubs were filled (minimum of 15 per year group) with priority given to children who had not attended a club before.</p> | |
| Active learning and active learning breaks in the weekly timetable to ensure engagement of all pupils in physical activity | Share active learning philosophy with new staff members. Share best practice with staff through delivery of CPD training (Gedling sports partnership delivering training) | | £0 | <p>Active learning has been included in the timetable each day – morning wake and shake/ pm daily mile for ks2. Training not delivered this year (covid)</p> | |
| | | | | <p>Plan for extracurricular activities arranged from September, with an increasing number of clubs and physical activities offered.</p> <p>Targetting of those children who are less active continue to be encouraged with staff to talk to parents to encourage participation too.</p> <p>Arrange training from Geding sports partnership to take place in 22/23. Embark in the OPAL lunchtime scheme to ensure activity for all pupils.</p> | |

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| Development of self-confidence, social wellbeing and enjoyment through physical activities | Positive reinforcement and celebration of all sport participation and not just winning. Physical exercise groups, such as digging in garden and raking paths with children needing mental health support. Links in with whole school use of Take 5 and demonstrating importance of physical activity on mental well-being | £0 | Specific children targeted for physical and mental nurture activities, e.g. daily gardening, heavy lifting session. Re-training of the Take 5 ambassador to start developing Take 5 with the children in Autumn term. | Take 5 will be expanded to train young people to be leading the sessions. Carefully planned cross age range nurture groups which include gardening and other physical activities timetabled in September. |
| Invest money in purchasing lunchtime equipment in KS1 and 2 to encourage engagement of all children in physical activities. | Audit lunchtime equipment and assess needs. Purchase new equipment. Discuss with midday supervisors how equipment is used to ensure equity for all | £500 | New equipment bought and KS2 trained the KS1 and EYFS children in using it to play games. | OPAL audit early in the autumn term to develop and action plan for physical activity outdoors. |
| Re-mark the playground with games that can be used during playtimes/ lunchtimes and lessons | Site survey to identify the best playground markings to support active play. Consult with children on the playground markings they will use the most. | £3000 | Key stage 2 markings on the playground. Increased use of the playground for games. | As part of OPAL, explicitly teach children how to use the markings to play traditional and invented games. |
| Older children given training to become play leaders to support play using the new equipment and playground markings. | Identify children interested in the role of play leaders. Use the Gedling sports partnership team to train the children to be play leaders. Support the play with midday supervisors and teaching assistants | £300 | Year 6 children trained to be play leaders. Daily timetable for them to support at lunchtimes. | Training of the new year 6 children for playground games to play with the younger children. Mix the children on the playgrounds so all children can interact. |
| 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 | |

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|---|--|--------------------|---|---|
| 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: |
| Ensure sports noticeboard is up to date and visible to visitors to raise profile. | Update sports noticeboard with recent pictures showcasing a range of sports. Ensure School Games values are present. | £ 0 | Sports noticeboard has been started – but needs more regular updating | Allocate staff to update the noticeboard to ensure that all physical activity is celebrated |
| Arrange assemblies/activity days led by sports personalities/athletes so pupils can identify with success and aspire to achieve. | Look into companies/individuals to provide assemblies or activities based around different sports. Timetable all classes sessions with such companies or athletes. | £500 | Richard Whitehead (para-olympian) launched our PRIDE values and spoke to the children about his inspirational journey | Look at repeating this next year. |
| Hold sports day for all children exposing them to a broad range of activities and opportunities for participation. | TB sports to arrange sports days for all children. A series of virtual sports challenges to be created in case of school closures or isolations | £0 | Sports days held for key stages 1 and 2. Parental participation to role model and encourage engagement for all. | Survey children about their experiences of sports day and adapt for next year. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |

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| <p>CPD opportunities for staff through local partnership buy in to enhance subject knowledge and deliver high quality PE lessons.</p> <p>Up skilling of all staff through sharing of plans, continued observation of, and involvement in, PE lessons led by external PE providers (once a week all year), to enable the delivery of high quality PE lessons.</p> <p>To increase the knowledge and confidence of the PE coordinator to continue to improve the leadership and management of PE</p> | <p>Circulate CPD opportunities to staff. Book staff onto courses. Staff to attend courses and use learnt knowledge to inform PE lessons.</p> <p>Staff to support in PE lessons and observe specialist providers. Resources from providers to be shared with staff. Staff to use knowledge learnt in own PE lessons.</p> <p>Ensure PE coordinator has time to fulfil the role</p> <p>PE coordinator to work with TB Sport in order to maintain Gold School Games award and consider applying for platinum</p> | <p>n/a</p> <p>£11880</p> <p>£400 (supply costs to cover PE coordinator)</p> <p>£200</p> | <p>Not many courses held this year because of COVID. Teachers and Tas supported in their CPD through PE lessons and extra curricular courses.</p> <p>Increase in teacher expertise in delivering PE lessons through observation and plans.</p> <p>8 hours of release time were given to the PE coordinator to lead and develop the subject.</p> <p>Gold school game mark retained.</p> | <p>Share any CPD opportunities. Encourage whole class sports development in staff meeting times.</p> <p>Critically examine the planning for PE lessons to ensure strong knowledge and skills development.</p> <p>Ensure new PE leader has time to fulfil their role.</p> <p>Audit the possibility of applying for platinum award for 22/23</p> |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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: |

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| <p>Enter a wide range of inter-school competition and festivals providing opportunities for all pupils at KS2 and most at KS1 to represent the school and take part in a broad range of sports and activities.</p> | <p>Enter competitions or sports festivals every half term. Enter EQT tournaments and other similar opportunities Enter family of school's basketball tournament led by Coach Smith Select teams for events ensuring all pupils are invited at different times of the year.</p> | <p>£ 250</p> | <p>Inter school girls and boys football tournaments were entered. Local basketball tournament. EQT events unable to take place due to COVID restrictions.</p> | <p>EQT Korf ball and frisbee tournaments already organised for the next academic year. Consider using the BMX bike track at Abbey road school for sporting activity for selected children. Continue with current tournament schedule.</p> |
| <p>External PE providers and teachers to offer a broad range of sports in PE lessons to expose all pupils to a broad range of sports.</p> | <p>External providers to contribute towards a broad curriculum (Coach Jimmy Smith, basketball).</p> | <p>£350</p> | <p>Wide variety of activities offered each half term. Yoga and dance are two such activities which have been included by external providers this half term.</p> | <p>Increase yoga and dance opportunities to include families. More extra curricular activities offered (5 after school clubs a week from TB sports) which will increase the number of sports on offer.</p> |
| <p>Swimming programme for KS2 children in addition to statutory swimming lessons</p> | <p>TB sports to co-plan with teachers to provide a wide range of sports.</p> | <p>£0 (see key indicator 3)</p> | <p>Catching up from COVID closures – more children have had the opportunity to take part in the swimming programme.</p> | <p>Still some catch up of swimming to do – use funding next year to ensure all the children who need to have extra swimming are able to.</p> |
| <p>Bike ability programme for all children (including balance bike programme for children not yet able to ride a bike)</p> | <p>Book swimming programme and engage with parents children. Engage in swimming programme.</p> | <p>£1000</p> | <p>Bikeability classes for year 1, year 4 and year 6. Very high uptake of pupils.</p> | <p>Continue this as an offer for all our pupils. Increase the number of classes who can access the balance bikes if possible.</p> |
| <p>10 week yoga programme for all children in school during the school</p> | <p>Book Bike Ability programme and share with parents and children. Engage in Bike Ability programme.</p> | <p>£260</p> | <p>Yoga was offered for 10 weeks- and then we paid for it to continue</p> | <p>Continue the yoga programme next year for the full year,</p> |
| <p>10 week yoga programme for all children in school during the school</p> | <p>Arrange the timetable and the programme so that all children in</p> | <p>£1800</p> | <p>Yoga was offered for 10 weeks- and then we paid for it to continue</p> | <p>Continue the yoga programme next year for the full year,</p> |

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| <p>day. Supports children's physical and mental well-being. Links to KI1.</p> | <p>school have access to a weekly yoga session that is then followed up in assemblies/ classrooms at other points in the week.</p> | | <p>for the rest of the year. All children participated weekly. Teachers learnt new yoga techniques to support the children.</p> | <p>targeting different year groups during the year. Offer a parent/ child yoga class monthly.</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: |
| To continue to engage in as many PE and sporting competitions through trust, regional and national organisations | <p>Increase the number of tournaments entered last year (reduced due to COVID). Increase the number of children representing the school and different levels and competition.</p> <p>PE coordinator to support organisation of competitions and sports days</p> <p>Extend links with Carlton-le Willows to introduce table tennis club and inter school sports</p> <p>Provide a range of sporting opportunities</p> | <p>£ cost as per K14</p> <p>£0</p> <p>£260</p> <p>£650</p> | <p>More tournaments have been entered which means that more children have experience of competing on a wider stage. Any child who wanted to took part in basketvall and football competitions. Others were cancelled due to COVID restrictions.</p> <p>Children competed in sports day with friends and family supporting. Family rounders day</p> <p>CLW offered a table tennis club, but it was not taken up. Some children are attending the clubs at CLW.</p> <p>Yoga, dance, bike are among some of the sports which have been offered this year and all children have had the opportunity to participate in.</p> | <p>Sustainability and suggested next steps:</p> <p>Continue with this – ensuring children who don't normally have the opportunity to compete outside of school can do.</p> <p>Continue with this again next year</p> <p>Offer this club again, and signpost extra curricular clubs- including ones which take place on the school site, such as jujitsu.</p> <p>Continue with the new sports and look at increasing variety once again.</p> |

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| Signed off by | |
| Head Teacher: | L. Jamson |
| Date: | 31.7.21 |
| Subject Leader: | D. McGregor |
| Date: | 31.7.21 |
| Governor: | C. Harrold |
| Date: | |