

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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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 2022. 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 carried over from 2019/20	£15'000
Total amount allocated for 2020/21	£17'800 + the £15'000 carry over
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4'200
Total amount allocated for 2021/22	£17'800 + the £4'200 carry over
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21'000

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 2021.</p> <p>Please see note above</p>	82%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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: 2021/22		Total fund allocated:		Date Updated:	
<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>					
Intent		Implementation		Impact	
<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>	
<p>At the Willows, we firmly believe that EVERY CHILD should benefit from the Sport Premium funding and that EVERY CHILD should be engaged in the physical activity they are doing. As well as planning and delivering high quality lessons, we offer a wide range of other opportunities for our children to be physically active during the school day and during extra-curricular times also. Our aim is rather than 30 minutes of activity per day, we want our children to be active for the recommended 60 minutes per day to ensure they are healthy and build a positive relationship with exercise that can last them a lifetime.</p>	<p>Progressive, well planned lessons delivered through the Lancashire P.E. Passport App membership.</p> <p>Wide range of high interest extra-curricular activities such as basketball, archery, Quidditch, soft-archery, football and netball. These are staged in different year groups across school throughout the year to maximise participation.</p> <p>Inter-House competitions held within school every half-term. Handball, Athletics, Dodgeball, Orienteering etc. have all meant a mixture of sports that EVERY child in school has engaged and competed in. These are in addition to P.E. lessons.</p>	<p>P.E. Passport 3 year membership - £855</p> <p>Approx. £1000 on club providers to support staff leading clubs, which acted like CPD for our future benefit.</p> <p>Competitions run in-house so free.</p>	<p>The profile of exercise and P.E. has continued to rise and children in our school have a positive impression of P.E. and physical exercise. Children understand that they need to exercise and exercise can be hard sometimes, but that it is vital for our bodies and our long term health. This is all supported by Pupil Voice questionnaire data.</p> <p>Children have thoroughly enjoyed the competitive nature of being physically active as a class – participation and engagement has definitely been raised as classes have competed physically on the Golden Mile.</p> <p>There has been a very high uptake on extra-curricular club places. The children have</p>	<p>Extra-curricular clubs run this year were mostly by school staff members, the ones that were from alternative providers acted as CPD so staff could emulate these in the future. This is highly sustainable and we hope for even further clubs run next year.</p> <p>We are signed up to the P.E. Passport App. For a further 3 years which will provide long-term stability for our P.E. curriculum and ensure our children have an excellent amount of in-curriculum time physical opportunities.</p> <p>Competitions run across school are one of the biggest successes in</p>	

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	<p>Golden Mile / Daily Mile scheme in place and used throughout the year by every child in school. We have done termly competitions with big prizes (aimed at getting children further active) for the winning class, like a Forest School Day etc.</p> <p>Wider opportunities for the children to engage in physical activity – Extended our Tower Wood stay from 3 days to 5 days, brought a mobile climbing wall to school which was accessed by every child, Forest School sessions for Y1 and Y4.</p>	<p>Daily Mile Free, £1700 for climbing Wall prize, Forest School Day prize in-house so free and Quidditch Day prize £200.</p> <p>Tower Wood – Supplemented by £1500, mobile climbing wall - £1700 and Forest School sessions £2200.</p>	<p>enjoyed the sessions, engaged well and there have been waiting lists of 20+ places, showing the capacity to grow our offer next year for even more children.</p> <p>Some of the wider opportunities like Forest School and the competitions we have run have provided amazing opportunities to capture engagement, especially with some of our harder to reach children. Forest School in particular has really captured the children’s imagination and provided a perfect opportunity for staff to incorporate P.E. character values, team games and physical skills.</p>	<p>our sporting offer. The engagement levels from all children across school are very high. Given they are free to implement also, they are very sustainable and we aim to build on this.</p> <p>Daily Mile and the linked competitions bring a lot more engagement – they are a really valuable tool to aid children regularly being active during the usual school day. Longer term, prizes can be implemented by staff like a dodgeball afternoon within school etc.</p> <p>Forest School and climbing wall – the wider opportunities we provide – are invaluable in terms of the experiences and engagement they offer for the children. Without the Sport Premium funding, these will not be possible but we are planning ahead for that by sending one staff member on the Forest School Leader training.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
<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>
<p>We aim for P.E. and Sport to take a prominent place in the curriculum and strive for the children to take the skills, experiences and enjoyment they have in P.E. and apply them to other areas of learning. The character values taught through P.E. encompass everything we want a child to be at The Willows – resilient, a team player, good communicator, fair, self-confident, respectful, hardworking and adaptable. Through developing these skills in P.E. lessons and school sport opportunities, the children can grow as individuals and apply these qualities to other areas of learning. Through creative and effective spending of the Sport Premium funding, we will provide additional opportunities for our children to further learn across the curriculum and apply their sporting and character skills in meaningful ways.</p>	<p>High quality teaching and learning opportunities provided by the Lancashire P.E. Passport App. This is used by all teaching staff across school and incorporated all of the character values into teaching and learning opportunities.</p> <p>Golden Mile / Daily Mile programme used to engage children in exercise and ‘break up’ long periods of learning. Standing up, raising heart rate and moving physically have all been proven to increase the capacity for learning so these are used as short brain breaks or active break times to stimulate the children.</p> <p>Healthy Heads programme used in Year 3 to aid transition and build methods for self-confidence and resilience.</p> <p>Children provided with opportunities to push their</p>	<p>£450 for this year’s App subscription and another £855 paid for the next 3 years’ subscription.</p> <p>Golden Mile programme run in-house and therefore free.</p> <p>Healthy Heads £450</p> <p>Forest School £2200, Tower</p>	<p>Healthy Heads programme was very well received and really aided the transition process for the Year 3 children at the start of the year. Teachers reported that self-confidence, communication and leadership were all aspects of the programme that the children carried through into other areas of school life. This is something we will look to continue in future years with Year 3 and also with Year 6 children ahead of high school.</p> <p>All staff have seen the positive impact that active break times and the Golden Mile have had on our children. The children are re-charged and can concentrate on tasks better once they have moved around and had the chance for a short period of physical exercise.</p> <p>The additional programmes we have run like the Forest School sessions and the mobile climbing wall sessions have had a massive success on improving the children’s mental wellbeing and</p>	<p>Healthy Heads programme is something we can budget for in two classes next year with the sport premium and the staff in the sessions will treat it like CPD, taking ideas for future lessons they can lead themselves. This will be of big benefit to our children.</p> <p>Golden Mile and active break times will continue and will be promoted further even with staff to ensure our children have regular opportunities for ‘brain breaks’ and the important mental benefits they bring.</p> <p>Forest School sessions will continue to be run in-house next year through a trained member of staff. The good practice and positive attributes it brings for our children will be continued, only now for every</p>

	<p>boundaries and improve resilience – mobile climbing wall, Forest School and Tower Wood residential extended from 3 days to 5.</p>	<p>Wood extension supplement £1500 and mobile climbing wall £1700.</p>	<p>improving both their confidence and resilience. This has transferred through to other subjects and is used as a teaching point across school – ‘don’t say I can’t because you said that on the climbing wall...’.</p>	<p>child in our school rather than selected year groups.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
<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>
<p>We want our staff to be confident, knowledgeable and enthusiastic about curriculum P.E. and the wider sporting opportunities we offer our children. We firmly believe our staff are our strongest, most important resource and if we are going to plan to leave a legacy for the Sports Premium expenditure, it needs to start by upskilling and training our staff to be outstanding practitioners. Staff should receive training and have a high level of confidence and familiarity with the scheme of work in place and use this effectively to plan and assess P.E. Where staff are lacking in confidence or subject knowledge, training or support should be provided.</p>	<p>Staff questionnaires to be completed and professional conversations taking place with the subject leader to ensure staff members receive training or support where needed. Following this, one staff member team taught with another for gymnastics to model good practice and the Blue Moose Dance company were brought in to two classes to support the teaching of Dance.</p> <p>Subject leader attended the local cluster meetings and the annual Wyre and Fylde P.E. Conference.</p> <p>P.E. Passport App refresher course attended by the subject leader, who then held a refresher twilight session for teaching staff.</p> <p>Twilight staff meeting for all teaching staff led by Jess Squires on the importance of curriculum P.E., character values and differentiation within P.E.</p> <p>Archery, multi-skills and Quidditch team teaching for extra curricular</p>	<p>£800 Blue Moose Dance Company for 2 blocks of 5x weeks.</p> <p>£100 for P.E. Sport Conference.</p> <p>£65 for P.E. Passport App refresher course.</p> <p>£395</p> <p>£1000 for four blocks of 5 week</p>	<p>The planning, delivery and assessment of curriculum P.E. have all improved over the last two years. Through discussions with staff, they are more confident leading P.E. sessions and have a greater subject knowledge. There has been a very positive reaction to the P.E. Passport App, which has helped teachers enormously with the planning and assessment of P.E., but also with the progression of skills within and between lessons.</p> <p>Through observing P.E. lessons, it is clear that children and staff are aware of the correct techniques being taught and all children are challenged effectively.</p> <p>Areas for development that staff have identified have been targeted with success. For example, the dance support in two year groups has now improved the relevant staff member's subject knowledge, provided them with a tailored dance scheme linked to their curriculum they can use in</p>	<p>All CPD has been well received and continued to build the positive relationship staff have with P.E. Staff feel more confident coming forward and asking for support in P.E., knowing that meaningful support will be provided and their own practice will be improved.</p> <p>Further room for CPD and staff training in the coming year, with certain sports games, the KS1 fundamental movement skills curriculum and assessment of P.E. being areas already highlighted through recent discussions with staff.</p> <p>We now have a strong staff skill level across school that can be a support network once the Sport Premium funding ceases, thereby creating a lasting legacy among our staff members.</p>

	<p>clubs with three school staff members which acted as CPD to ensure those staff members could emulate the club themselves in the future.</p> <p>One staff member enrolled on training course for Forest School leader training to ensure Forest School can be accessed by all year groups in future years.</p> <p>Orienteering identified as an area staff lacked subject knowledge and confidence with so Outdoor Education North West held an orienteering day followed by a twilight staff meeting for teaching staff.</p>	<p>club sessions.</p> <p>£1000 for Forest School Leader Training</p> <p>£500 for Orienteering Day.</p>	<p>future years and demonstrated to them how those lessons should be taught in an outstanding manner. The high interest clubs have been resourced already and have been duplicated with other year groups with success. This will mean for years to come, children across the school can benefit from this training and support.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
<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>
<p>In order to raise engagement within P.E. and sport and to increase the profile of physical activity, you have to make it meaningful and fun. We ensure our P.E. curriculum is balanced and varied so that every skill and character value needed is taught, but through different sports and activities across school. Through introducing the children to a wider range of games and sports, both team games and individual games, we are widening the net and giving them more opportunities to find a sport they really enjoy and excel at.</p> <p>We offer a range of sports and extra-curricular activities through our inter-house competitions, our clubs and through experiences like trips, residential and whole-school events. This helps us reach our balance of teaching the children skills and techniques, but also giving them the chance to play and have fun!</p>	<p>Broader variety of sports used for extra-curricular clubs to raise engagement. Archery, Quidditch, soft-archery, basketball, Forest School, multi-skills, netball and football all held as after-school clubs which were all heavily over-subscribed, showing excellent engagement from children across school.</p> <p>Wider opportunities provided throughout the year for children across school:</p> <p>Orienteering taught to children across school through an orienteering day and during world book day.</p> <p>Half-termly competitions with 6 different themes, be it handball or dodgeball to engage every child in school in competitive sport. Climbing wall visited school and was accessed by every class and every child in school.</p> <p>Extension of Tower Wood from 3 days to 5 days offered many more OAA activities to our Year 6 children.</p> <p>Year 3 and 4 both had trips supplemented by the Sports Premium funding. This allowed Year 3 and 4 to</p>	<p>£1000 for sport clubs Archery, Quidditch and Multi-skills. Other sessions were led in-house by school staff.</p> <p>Orienteering £500</p> <p>Climbing wall £1700</p> <p>Extension of Tower Wood supplement £1500</p> <p>Forest School £2200</p> <p>Year 3 trip Supplement £100</p> <p>Year 4 trip supplement £400</p>	<p>Our children's experiences of physical activity and sport is very varied and positive. Children's engagement and enjoyment during physical activity have both increased, showing the implementation as a success.</p> <p>The Sports Premium expenditure in this area has provided children with many new, exciting opportunities that would not have otherwise been possible. In some cases, some activities could be once in a lifetime for some of our children, especially the climbing, caving and kayaking.</p> <p>As many of the additional activities and sports have been done in addition to P.E. lessons, the expenditure on this criteria has supported the improvement in other areas of the Sports Premium criteria such as improved engagement and also improved staff confidence.</p>	<p>Resourcing heavily for Forest School, funding the training of a staff member and the relevant materials and resources needed to teach Forest School across all 7 year groups. This will be a lasting legacy that continues beyond Sports Premium funding and impacts every child across school.</p> <p>Some activities like the supplementation of trips and residential, funding the climbing wall visit etc. are only sustainable with the additional funding, but have given our children lasting memories and skills that will be transferable to other parts of the curriculum.</p> <p>Other aspects of training and resourcing like the clubs, the inter-house competitions and the orienteering training will be able to be implemented across school cost-free by school staff moving forwards.</p>

experience new sports and activities they would not otherwise have been able to do. Year 3 went to Outdoor Revolution high ropes and caving centre and Year 4 to Fairhaven Lake to kayak and orienteer with staff from Outdoor Education NorthWest. Year 1 and Year 4 both had a block of 6 weeks where they spent a full day completing Forest School activities and outdoor, physical activities.

Heavily resourced for Forest School and wider sports resources (full set of soft archery equipment for new club etc.) means that we can lead many sessions in-house from now on which we have currently had to pay other providers for this year. This is much more sustainable long term and ensures that we have the equipment to expand our offer of the variety of sports and activities we can deliver.

Forest School resources - £4000

Wider sports resources – £5000

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Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<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>
<p>Our goal is to ensure every child in our school are provided with meaningful opportunities throughout the year to participate in competitive games and competitive sport. Skills, character values and tactics are learnt through P.E. lessons, but applied through games, sports and competitions. There is a place for high level competition, however for the most part competitions should not be elitist or put children off, as it so easily can in high pressured environments. Instead, we aim to build competitions around engagement and creating a positive atmosphere, where children can showcase their skills and talents in a supportive, team environment.</p>	<p>Inter-house competitions every half-term across school. Every child in school therefore participates in at least 6 competitions throughout the year. Our competitions have been varied to increase engagement – this year we have had a handball, athletics, dodgeball, orienteering and football competition.</p> <p>Entry to the Carr Hill Primary Football League, competing at a high level against other local primary schools.</p> <p>SLA with Carr Hill, who lead over 15 competitions in different sports throughout the year. This gives us the chance to compete against other schools.</p>	<p>Inter-house competitions run in-house at no cost.</p> <p>Carr Hill Competitions SLA £385</p>	<p>High levels of engagement and enjoyment through the inter-house competitions run within school. Every child in school competed in the competitions, where all but the orienteering one were done staggered across two year groups. Children of Year 5 and 6 for example were mixed into house teams, meaning the children were competing with and against different people than they usually would within P.E. lessons. Children displayed excellent sportsmanship, competitive spirit and excellent levels of performance were on show.</p> <p>Children performed to a high level at the Carr Hill Football League. The children won 3 and lost 3 games, displaying excellent sporting character throughout.</p> <p>Due to staffing and timetable issues, we were unable to attend other Carr Hill events throughout the year which we aim to change next year to allow the children more competitive opportunities.</p>	<p>The inter-house competitions have once again proved to be a huge success and are very sustainable due to being run in-house. These will continue as once per half-term next year to continue the excellent participation opportunities for every child across school.</p> <p>The price of the SLA with Carr Hill is sustainable even when the Sports Premium funding ends and offers us excellent opportunities to link with our neighbouring schools to provide meaningful competitive opportunities for our children. We aim to amend our staffing timetables next year to ensure we can attend the majority of the Carr Hill competitions run throughout the year.</p>

Signed off by	
Head Teacher:	S. Barnett
Date:	04/07/22
Subject Leader:	L. Sharrock
Date:	04/07/22
Governor:	M. Booker
Date:	04/07/22