

# 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](http://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	£5220
Total amount allocated for 2020/21	£23,250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2675
Total amount allocated for 2021/22	£17,890
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,565

**Percentages below are calculated on the total amount of funding allocated (including carry over - £23,250) and are rounded to 1 decimal place.**

## 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><b>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</b></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><b>N.B.</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>	69%
<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>	63%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	63%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <u>No</u>

## 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: 2020/21	Total fund allocated:	Date Updated:		
<p><b>Key indicator 1:</b> 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: 23%	
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:
Invested in REAL Legacy. REAL PE, GYM, Foundations, REAL PE@ HOME, REAL Leaders. This is a whole package, creating a planned, progressive and measurable PA and SS provision across the school.	<p>PESSCo has played a pivotal role in; planning, delivering, and assessing/tracking both PE (in school and through lockdown at home) PA and school sport (in school and virtual events), this has been during structured and unstructured times both inside and outside the curriculum.</p> <p>Staff upskilled to deliver a minimum of 2 hours of planned PE a week through high quality whole school CPD and resource package, this is also used at unstructured times as PA and has been used effectively through lockdown to keep our children active on a regular basis (at unstructured times).</p>	£5300	<p>The West Park Academy had placed PE (including PA and SS) on its School improvement plan for the 20/21 academic year. This is a reflection of the participation levels and the progress we strive for our children to make in PE, PA and school sport and the skill set that they can develop through physical sporting activities including online/virtual events. It portrays the sporting success a vast number of children from different backgrounds achieve both inside and outside of the curriculum.</p> <p>Progress and attainment in PA (clubs), outside of the national curriculum. This has been clearly</p>	<p>Continue to develop midday supervisor and Sports Leaders skills by using high quality internal and external CPD.</p> <p>The lead midday supervisor to arrange and monitor the lunchtime timetable/rota activities (using the PV responses), as well as managing the KS2 sports leaders to maximise participation across the whole school at all given opportunities.</p> <p>The West Park Academy aims to keep personal physical development alongside competitive sport at the heart of school and provide more</p>

	Sports leaders and middays trained to ensure beneficial physical play and social interaction at unstructured times.		evident across all key stages, attendances at clubs was always trending upwards. *when guidelines allowed*	young people with the opportunity to compete and achieve their personal best across as many activities as possible.
			Participation levels of PA at unstructured times (lunchtime/playtime) have increased dramatically, thus reducing behaviour incidents and increasing the profile of PA and raising the morale of the playground.	

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	9%

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?:
<p>Outside agencies bought in to compliment and extend the curriculum (when the guidelines permitted).</p> <p>External providers bought in to support and scaffold the curriculum to <b>all</b> children (when the guidelines permitted).</p>	<p>Outside agencies that are well known in the local areas (Mansfield Town Football Club, Boccia England, England Cricket Board) have been used to deliver in curriculum time.</p> <p>External providers bought in to stretch, scaffold and raise the profile of our extracurricular provision. (Mansfield Town Football Club, Boccia England, England Cricket Board).</p>	£2160	<p>By PE being added to the SIP and the PESSCo driving the theme of school sport and PE and it being ever present in and around the school all of the children have been exposed to benefits and successes that it can bring to them and their school (through the progress in the PE curriculum and virtual event success), which has given the children sporting aspirations of their own. This will be always encouraging them to willingly take part and live a</p> <p>Sustainability and suggested next steps:</p> <p>Following the CV19 pandemic, the child will be more prepared for aspects of PE and other social/sporting situations when they move into different year groups within our school or onto secondary school and within the local community. They all will have developed a crucial set of holistic life skills (resilience, ambition, positivity, work ethic and discipline) through the</p>

PE and School Sport included in all virtual assemblies.	Regular sporting section to assembly to celebrate the success of the children that week.		healthy active lifestyle beyond their primary years.	medium of sport and physical activity during these testing times. Enabling all children to adapt and succeed in both their personal physical and mental development, and develop further their own personal sporting aspirations
---	--	--	--	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: 10%
--	--

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?:
Whole school REAL Legacy CPD - REAL PE, GYM, Foundations, REAL PE@HOME, Leaders. Creating a planned, progressive and measurable PE and SS provision.	All staff have been upskilled (teaching and support) in an array of activities linked to the NC (ie. PE, Gymnastics, EYFS PA), which has increased and developed their personal passion, confidence and subject knowledge to deliver high quality PE consistently to all children in their class. Due to The West Park Academy becoming a REAL Legacy school, all staff (age related) have been trained to specialise (delivery and	£2175	The West Park Academy has been selected, from a considerable number of schools, to give its plans, practices and successes of using PE and School Sport as a key recovery tool (both mentally and physically) from the pandemic. The SLT team have been very forthcoming about the importance of a sustainable PE and school sport model, especially at this current time (PE was also on the schools development plan). As a
			Sustainability and suggested next steps:
			Staff will have a greater understanding of how to teach high quality, personalised PE sessions to all the children in their class. Equally, Real PE/gym resources (including instructional online videos, lesson plans, curriculum maps and assessment tools) will continue to be available to support teachers, creating a sustainable teaching model that has an array of physical

	<p>assessment) in their KS/age range. This has given all children a sustainable, high quality and bespoke PE and SS experience.</p>		<p>result, we have had our current practices for PE and School Sport provision used as a case study across the East Midlands (Active Notts and Active Derbyshire). By having all staff in school who are confident in the delivery of PE (specifically to their KS) has enabled all children to make sustained and rapid progress during their PE lessons and enabled them to become physically literate as individuals. The pupils have been challenged in a number of ways, which has helped them to overcome an array of challenges, such as; resolving conflicts, improve their self-belief and improve their ability to work in teams and with others effectively, all key life skills, especially throughout these unprecedented times. The evidence of this has been recorded through observations from SLT and external verification. This is furthered validated by the sustained progress that has been made, 100% of children across The West Park Academy have progressed in each term and the completion of the schools games framework.</p>	<p>and personal benefits to all of the children at The West Park Academy.</p>
--	---	--	---	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16%
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:
<p>Plan and offer an exciting extra-curricular timetable that will appeal to, and engage a large percentage of children (guidelines permitting). This has also will prepared children for virtual SG events and has directed children to out of school grass roots clubs to develop their interests and skills further.</p> <p>Plan and delivered a fully inclusive, multi ability PE curriculum and assessment system to all children at The West Park Academy.</p> <p>The school have invested in an array of brand new sporting equipment that will enable us to run, and extend our current, PE, SS, PA aims of the school.</p>	<p>The West Park academy has seen a great degree of success with the virtual SG events, taking several gold, silver and bronze medals in an array of activities.</p> <p>By offering a wider range of high quality activities, before, during and after the school day, we have increased participation in school sport (intra and inter) and raised its profile across the school and in the local and wider community.</p> <p>The costing takes into account different summer and winter programmes (some have not taken place due to Covid-19 guidelines). These programmes allowed us to further diversify the sporting opportunities that we offer, maximizing the potential for all children to take part in different sports, at different levels, and engaging the least active on a</p>	£3660	<p>The school is now offering extra-curricular activities for EYFS, KS1 and KS2 these are currently delivered before school, during lunchtime and after school. These are delivered by staff and external providers to ensure our children are exposed to a broad and balanced spectrum of activities. These have rolled into participating and winning several intra and inter school competitions. Furthermore, we currently are and have been creating positive working relationships with clubs and organisations in our community to enable our children to continue to access structured sport and activity that makes a direct positive impact on their quality of life, this was at the start and towards the later stages of the academic year.</p> <p>Pupil participation numbers have increased (although we have</p>	<p>Children at The West Park Academy are aware, and have been signposted to, a range of sporting clubs available in school and in our local area. Equally, our school will continue to develop positive links with these associations leading to club opportunities, taster sessions away from the school site and access to consistent, competitive and structured physical activity for all our children. This has given our children the platform to access, and achieve success, in life changing opportunities both inside and outside the NC as well as in the community and its sporting clubs.</p>

	<p>regular basis in sport and physical activity.</p> <p>This extracurricular offer is alongside a fully inclusive and engaging PE curriculum that has a multi ability approach to develop the whole child physically and holistically.</p> <p>To enhance this further, The West Park Academy have invested in a plethora of high quality PE and sporting equipment. This will not only broaden the range of activities that can be offered at unstructured times (leaders and middays at lunchtime) and extend our extra-curricular offer and PE provision. This will enable us to offer more inclusive, personalised competitive opportunities to a greater number our children. This will be for all children, including targeted groups (PP/SEND/LA) to further diminish the difference.</p>		<p>had to adhere to CV19 guidelines). We have also been able to identify and engage the less active pupils and children from identified groups (SEND/PP/LA) alongside the other children to diminish the difference. We have done this by offering a vast range of diverse clubs that cater for all their individual taste and requirements, using the sports council’s pupil voice tool.</p> <p>Children have developed transferable holistic life skills and the school values and applied them in PE, School Sport and across the curriculum and in the wider community.</p> <p><u>Data can only reflect clubs that have ran. Some clubs were postponed due to Covid-19 and its subsequent restrictions.</u></p>	
--	---	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 increase the number of children that represent the school in a variety of competitions, including from identified groups (SEND/PP/LA).  Our Sports leaders have planned, delivered (where possible) and organised festivals to ensure 100% participation in Level 1 competitions to all children in EYFS/KS1/KS2.	We have had large numbers of children who have entered the virtual and in school Ashfield sports competitions. This number has trended upwards consistently since the start of the academic year.  All children in all key stage 1 and 2 have had a positive sporting experience and have been engaged and successful in level 1 competitive sports in the Autumn/summer terms in their bubbles.  <u>*Not all planned activities were able to go ahead due to Covid-19, as a result, not all data is available.</u>	£2060	Development of the identity of The West Park Academy within our trust and at our sports partnerships has been key this academic year, especially through the pandemic. We are part of, and have done a lot of work through our SGO/School Sports Partnership, this expands our offer of virtual competitions and festivals to all our pupils in all key stages, thus raising our levels of participation in school and in local sports and festivals. This has given our children a huge sense of pride by representing the academy at different events and on different levels. Evidence collated by the SGO regarding the events, which the school entered and competed at, this has been collated to make a participation and results based table.	The offer of inter school competition in Ashfield is extensive, the opportunities on offer each year will allow a high percentage of pupils to compete against other schools virtually.  The intra and inter school competitions were relevant to the clubs the school offer within their extra-curricular provision. To validate this further, The West Park academy regularly topped both the participation and performance league tables that were produced weekly and half termly (at different stages of the year) by our SGO.

Signed off by	
Head Teacher:	Mark Nunn
Date:	15.7.21
Subject Leader:	Adam Bailey
Date:	15.7.21
Governor:	Lee Hessey
Date:	15.7.21