

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. 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 2021/22	£2,675
Total amount allocated for 2021/22	£17,890
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,146
Total amount allocated for 2022/23	£17,840
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,986

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>	65%
<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 2023.</p> <p>Please see note above</p>	65%
<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>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	65%
<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: 2022/23		Total fund allocated: £19,986		Date Updated: 31.7.23		
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					Percentage of total allocation: 15%	
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>The children will be more engaged and focussed during lessons.</p> <p>As well as engaging in purposeful physical activity, the children will develop their understanding of looking after their bodies and why exercise is crucial to good health.</p> <p>As well as engaging in purposeful physical activity, the children will develop other skills – working together, confidence, resilience through the physical activity, leading to overall improvement in wellbeing.</p>		<p>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> <p>PESSCo has continued to play a pivotal role in; planning, delivering, and assessing/tracking PE. 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.</p> <p>This is also used at unstructured</p>		£2,997	<p>The progress and attainment in PE and clubs, outside of the national curriculum. This has been clearly evident across all key stages, attendances at clubs are always trending upwards.</p> <p>Participation levels of physical activity at unstructured times (lunchtime/playtime) have increased and increasing the profile of physical activity and raising the morale within the playground.</p>	<p>Continue to develop the knowledge of midday supervisor and use KS2 Sports Leaders skills by using high quality internal and external CPD. Invite midday supervisors to join in with any CPD opportunities.</p> <p>The lead midday supervisor to continue to arrange and monitor the activities set out at lunchtimes and involve the KS2 sports leaders in managing this.</p> <p>Sports leaders to receive further training to develop their role.</p>

	times as PA and has been used effectively to keep our children active on a regular basis (at unstructured times).			Continue to speak to PE subjects leads about different sporting activities and equipment that can be trialled.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 25%
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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 have been welcomed into school to complement the curriculum and encourage the passion of physical activity.</p> <p>Different agencies have been used within curriculum time; others have been part of furthering the knowledge of sport through after school clubs.</p>	<p>Outside agencies that are well known in the local area such as Mansfield Town Football Club have been used to deliver sessions in curriculum time. They have delivered PE sessions to KS2 children and delivered extra 'Skills and Drills' sessions after school across all age ranges.</p> <p>External providers bought in to stretch, scaffold and raise the profile of our extracurricular provision. (Mansfield Town Football Club, Next Level Sports, Sports for Schools, G3).</p>	£4,996	<p>Through using agencies that are known to the community (such as MTFC), it has encouraged and inspired more children to engage within PE. It has shown the children the benefits and successes that physical activity can bring to them. It has led to some children aspiring to be sports people in the future and leading a healthier lifestyle. Also, understanding the importance of a healthy lifestyle.</p>
			Sustainability and suggested next steps:
			The West Park Academy has placed links with the community on its School Improvement Plan (SIP) which will link heavily with PE. This is due to the impact we have seen outside agencies have on children and their passion for sport. The subject leads to create more links with sporting agencies and activities within the local and wider community.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:
Whole school REAL Legacy CPD - REAL PE, GYM, Foundations, REAL PE@ HOME, Leaders. Creating a planned, progressive and measurable PE and SS provision.	Staff have been upskilled (teaching and support) in an array of activities linked to the NC (ie. PE, Gymnastics), which has increased and developed their personal passion, confidence and subject knowledge to deliver high quality PE consistently to all children in their class. This has been introduced to new members of staff and other staff members have benefitted from a refresher.	£2,198	All staff have voiced their confidence in teaching PE and have highlighted the benefits this approach / scheme has for staff and children. The encouragement staff show whilst delivering a session has a positive impact on how the children feel about Physical Activity. It has shown through all children taking part in some form of Physical Activity throughout the academic year and many children who choose to participate in sports related After School Clubs. The children are challenged in different ways (not judged on their sporting ability). They are working on key skills such as team building, problem solving, resolving conflict and improving their self-esteem. Children are encouraged to work at their own level and engage in a way they are comfortable.	Through more CPD staff will increase their knowledge on how to teach PE to a high quality and continue to use adaptive teaching to include children of all abilities. Staff will understand how to adapt activities to support all the children within their new classes. A range of resources are available online to refer too (videos, lesson plans, curriculum maps) and will continue to support teachers and teaching assistants to deliver high quality, personalised lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%

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>Additional achievements:</p> <p>The West Park Academy have offered children of all ages a range of after school clubs of a variety of different sports (Rounders, Multi-sports, Football)</p> <p>Invited ‘Sports for Schools’ into school to encourage and inspire everyone to be active. Led by an international athlete (Wheelchair tennis player).</p>	<p>To work with Staff and Sports coaches to deliver a wide / broad curriculum that can be encouraged outside of curriculum hours.</p> <p>A whole school event to encourage all the children to be more active by being sponsored to engage in a fitness circuit. Parents supported children to gain sponsorship money.</p>	£4,267	<p>The children are choosing to take part in sports sessions that are outside of their curriculum hours. These are high quality sports sessions that are improving their sporting abilities and key life skills.</p> <p>The children had a choice of taking part in the event – 100% of children across school took part in some way. The children listened to a motivational speech by the wheelchair tennis player which captured the attention of the school.</p>	<p>At West Park we offer a range of after school clubs, many being sports related. We can push this further by continuing to offer a wide range of sporting after school clubs across all key stages. Work with and alongside sports coaches to ensure the quality of teaching remains high.</p> <p>Continue to invite motivational and inspiring sports people into school to share their stories with the children. Re-book event for 2024.</p> <p>School will continue to invest in new equipment and facilities to allow a range of sports to be offered. Within this, SAQ equipment to be purchased to help develop all children’s balance, agility and co-ordination.</p>

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

25%

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>Children to take part in competitive sport successfully. Some Year 6 children took part in a 'Dodgeball Tournament' run by a Young Leaders Workshop. This enabled the children to use their competitive, social and team building skills to work together to play the sport.</p> <p>Children take part in Inter School Football League within the trust. The West Park Academy have a range of sports teams that are involved within these Leagues.</p>		£5,528	<p>Children at the West Park Academy have done work through joining up with our partnership schools to participate in trust events/competitions. This is a huge privilege for the children, and they show pride in representing our school in sporting events.</p>	<p>The school will increase its participation in with the wide range of competitions and sporting events in the local area.</p> <p>Our school will continue to develop positive relationships within the local community and reach out to others to build further relationships.</p> <p>The PE leader will ensure that inrta school competitions are built into lessons and clubs.</p>

Signed off by	
Head Teacher:	Sarah Baldwin (Head of School)
Date:	July 2023
Subject Leader:	Stacey Edmonds
Date:	July 2023
Governor:	Sue Trentini
Date:	July 2023