Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Woodland Infants and Nursery School

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT 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

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. 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 2021	Areas for further improvement and baseline evidence of need:
Key indicator 1: The engagement of all pupils in regular physical activity	Further development of the outdoor area to continue to promote regular exercise. Continue to develop further links with the other schools around sports and fitness as Covid restrictions has limited this in 2020-2021

Balanceability 'Learn to Cycle' programme

As a result of previous spending on bikes, it has meant that children have taken part in balanceabilty and have regular access to the bikes in the provision

Impact: Through using the bikes on a regular basis the children have develop core strength, balance and coordination.

All pupils engage in regular physical activity

EYFS—The whole of the outside area and the bikes are benefiting the whole of EYFS. Receptions have access to the outdoor area continuously and are taking part in regular physical activities. The facilities have not just benefited Reception but have also allowed children from Nursery to develop their gross motor skills ready to enter into Reception in September. This allows all children in EYFS to have an active lifestyle. Below are photos of the whole of EYFS taking part in daily exercise .Impact: Children have participated in physical activity every day for a sustained period of time through constant access to resources and equipment that have helped the children to develop fine and gross motor skills in the EYFS. They have had greater levels of physical activity which in turn has benefited their mental health – improved concentration within the classroom.

KS1– KS1 have continued to develop their outdoor area through purchasing positive play equipment for playtimes. This has allowed the children to be more active, develop cooperative play and improve mental health through being more active. Impact: Children have participated in physical activity every day at playtime and lunch time. The resources and equipment that have helped the children to develop fine and gross motor skills in the KS1. They have had greater levels of physical activity which in turn has benefited their mental health – improved concentration within the classroom

Mental health and wellbeing.

The whole school took part in Marvellous Me Monday to promote wellbeing and mental health thinking about ourselves and the people around us.

Impact : Pupil begin to develop an understanding of mental health at their level.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Daily mile—All children took part in the daily mile.

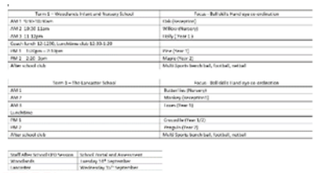
Impact : children gain experience of new sports, develop a positive mind set and live an active life style.

Sports Day—The children were able to take part in competitive sports. The children competed against each other, developing confidence and self-esteem of our children involved

Impact: The children developed competence in a broad range of physical activities, showing agility, balance and coordination. They enjoyed participating in individual and team activities. They were active for a sustained period of time and was willing to preserve and improve skills in sport

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Sports lead has put in foundations to develop knowledge and skills of staff as well as develop progression through— • create a breakdown of lessons taught per unit to ensure there is progress from Nursery to Year 2 for ball skills, gymnastics, dance, athletics, balanceability, inclusive sports, fencing and archery • Develop a mentoring program to allow for a gradual release of responsibility, developing members of staff's knowledge of teaching different sports under the guidance of a sports specialist • Put in place CPD for staff for the following year • worked with the external provider and Lancaster School to align PE across the federation.	Further CPD for staff planned , monitor the impact of these and identify further development . More observations of practice to ensure continuous development of PE

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Class teacher to : Complete Baseline Assessment	Class teacher to : Observe lesson Professional Discussion about warm up	Class teacher to : Teach Warm up Professional Discussion about main teach	Class teacher to : Teach Warm up and the main Professional Discussion about cool down	Class teacher to : Teach Warm up main and cool down	Class teacher to : Complete Summative Assessment

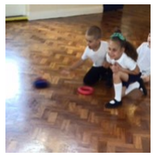


Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Portal and Assessment	Dance	Gymnastics	Cross Curricular links in PE	Active Learning Time	Inclusive sport

Impact : provides a clear focus and progression of skills as the children move through the school

Impact : Members of staff will be provided with high quality CPD in line with the school development plan, to ensure consistently good lessons that meet the needs of the children and are progressive.

Impact : By working together curriculum coverage, assessment, provider, mentoring and CPD is now aligned ensuring the delivery of PE is consistent across the federation .

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  The children had to opportunity to part take in inclusive sports. They completed many sports including seated volleyball and Bocce. Impact : this will inspire children to be active, try new sports and understand how sports can be adapted to meet individual needs,.	Provide a range of experience as Covid has restricted this.
Key indicator 5: Increased participation in competitive sport All children took part in sports day and received a medal Impact: The children developed competence in a broad range of physical activities, showing agility, balance and coordination. They enjoyed participating in individual and team activities. They were active for a sustained period of time and was willing to preserve and improve skills in sport 	

Meeting national curriculum requirements for swimming and water safety.	n/a infants school
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **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.	n/a infants school
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a infants school
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a infants school
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 n/a infants school

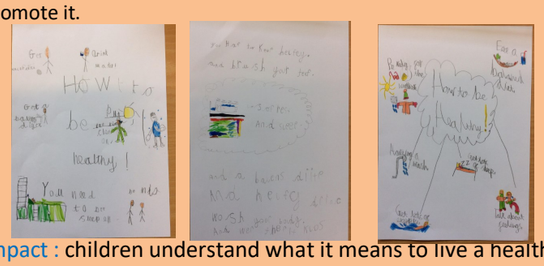
Action Plan and Budget Tracking

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	Carried forward 20/21: £13,322.70 May 2021 allocation (April to Aug): £6883 September to March 21/22 : £9654 **Total fund allocated: £29,859.70**	Date updated: 14/7/2021 £15, 950
Key indicator 1: The engagement of all pupils in regular physical activity Chief Medical Officer guidelines recommend that children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.		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:	Impact– End of year
Increase the opportunities for children to part take in regularly moderate to vigorous physical activity across the school. 	Develop the outdoor facilities to allow for children to have access to a range of outdoor provision to develop an active life style.	£9,000 Develop EYFS outside area £1000 play equipment £4000 Develop whole school outdoor area £750 for 3 skip to clear outdoor area	Evidence: Tapestry and observation will demonstrate children using the new developed outside area and new equipment on regularly basis (daily). Impact: Children will be participating in physical activity every day for a sustained period of time through constant access to resources and equipment that will develop fine and gross motor skills in the EYFS and KS1 outdoor area. Greater levels of physical and mental health – improved concentration within the classroom		£750 for 3 skip to clear outdoor area prior to the development of climbing equipment. Outdoor development to be completed October 2022 spending £17,618.40 Expected impact : EYFS Children given the opportunity to develop their gross motor skills, whilst strengthen their core strength, and develop their problem solving skills and team work. Children will be participating in physical activity every day for a sustained period of time through constant access to resources and equipment
Children participate in high quality Physical Activity sessions each week, enabling them to develop a variety of skills, resilience and perseverance.	Sports lead to work closely with Premier Sport . Children are taught PE by qualified coaches and all staff will part take in a mentoring approach to ensure the lessons are of a high quality.	£0 Included in premier sport cost £1200 Resource for cross curricular	Evidence: Observations of PE lessons will be completed . Within the observation there will be evidence of mentoring and team teaching. Impact : Children will be more physically active and willing to engage in activities and games that will make them physically fitter. Children have developed an understanding about the importance of leading a healthy, active lifestyle. Evidence - CPD on how PE can be used across the curriculum as a physical way of developing the curriculum. Impact : children are more active within other areas if the curriculum		Evidence : Lessons observed were of a high quality . Children were engaged and active throughout. The coach worked with the member of staff, providing guidance in the teaching of PE . Professional dialog happened throughout to move the learning on. Impact : Children are taught to high level, lessons are progressive with new skills taught and applied. Pupil voice " You have to try and try again " Mia "We get exercise and fit" Elle "I learnt how to do a pencil roll and a teddy bear roll " Mason £1200 Resource for cross curricular Impact : all children given the opportunity to access all areas of the curriculum through being active.
Children participate in structured physical activity during lunchtimes to engage them and develop active lifestyles.	Premier sport will provide Lunchtime activities that are structured and varied to enable children to be physically active. Lunch time staff will provide equipment for children to engage with, which are varied throughout the week/term. This will enable children to be physically active.	£0 Included in premier sport cost	Evidence : At lunch time there will be evidence of children using a range of equipment, taking turns, sharing or working in a team, participating in regular exercise Impact : Children will be more physically active and willing to engage in activities and games that will make them physically fitter. Children will be able to play more independently, sharing and taking turns.		Evidence : Observation conducted showed the premier sports coach working with the children at lunch time developing games to allow the children to practice turn taking, working together and following rules. It also developed a competitive nature especially evident within the football games. Impact : Children were more physically active and willing to engage in activities and games that help to promote a fit and healthy life style . Children are showing more independently in their play, sharing and taking turns. (with some support for younger children)

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Physical Education, School Sport and Physical Activity (PESSPA)	Percentage of total allocation: £900

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:	Impact– End of year
Pupils develop an understanding of how physical activity leads to improved long term outcomes not only for physical health but mental and emotional wellbeing.	Provide a variety of sports within after school clubs so the children can experience different sports that may take their interest	£0 Included in premier sport cost	Evidence: There will be a wide range of sports offered to parents, for children to participate in during after school club- Bench ball, Football, Netball, hockey, gymnastics, dance, fencing, rounder's, scatter ball, cricket, shot put, javelin and long jump. Impact : children to live an active life style in and out of school and allow children to explore a range of sports. Greater attendance and participate in after-school sports provision		Evidence : A wide range of sports was offered in after school club. The children had the opportunity to participate in after school club- Bench ball, Football, Netball, hockey, gymnastics, dance, fencing, rounder's, scatter ball, cricket, shot put, javelin and long jump. Impact : children develop an active life style in and out of school. children given the opportunity to explore a range of sports. Attendance and participation has been high all year. Evidence : As part of our Healthy School Day the children learnt about how to live a healthy life style . They created posters to Promote it.  Impact : children understand what it means to live a healthy life style. Evidence : Through high quality lessons, afterschool club, healthy eating days, opportunities to experience new sports such as fencing and yoga, we have raised the profile of keeping active and healthy. Impact: Parent surveys were conducted across the school. These were the results **90%** feel as a school Woodlands promote an active lifestyle **96%** feel as a school, woodland offers varied PE lessons **98%** feel as a school Woodlands promote an healthy life style **94%** see Physical activity is important **63%** of children complete sports outside of school. *Pupil voice :* *" I like gymnastics I like doing the wheel barrier and working together" Ellie* *"I Learnt in gymnastics we always have to be careful and if you don't listen you could get hurt " Elyssa* *"I liked fencing I liked using the swords and putting the helmet on" Freddie*

Continued ...

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:	Impact– End of year
	Take to part take in inter school sporting event to promote sports, self-esteem and confidence. Cost of transport to get children to local sports facilities. Link with Birchwood Juniors sports ambassadors to complete sporting activities. Increase range of links within the local and wider community. This will allow learners to experience new sports and activities that they can then continue in their own time.	£500 Transport £400 Competition for KS1 £0	Evidence : Children will have attended competitive sporting events throughout the year. Impact : children to live an active life style in and out of school and allow children to explore a range of sports. Evidence : children will take part in activities with or run by school ambassadors. Impact: Children to be inspired by older children (Birchwood juniors school) to join in in different sports.		*Inter school competitions have not retaken place this year for younger children following the impact of Covid* Evidence :Sports Ambassadors supported the children in their sports day. The ambassadors kept score, encouraged the children and modelled how to complete each activity. They shared the scores at the end of sports day. Impact : The children responded positively to the sports ambassadors. They listened to them and followed their instruction. The Sports Ambassadors provided a positive role model. *Note :Moving forward: Discussion have been conducted for future plans for the sports ambassadors to complete more activities aca-*

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: £10,840

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:	Impact– End of year
Pupils have a positive and skilled role models that inspire them to extend skills further	CPD opportunities for the PE lead and staff. Premier sport to continue to work alongside staff completing the mentoring approach to ensure the delivery of high quality PE lessons across the school. Premier sport and teaching staff to follow the breakdown of sports created to ensure lesson's are progressive across the school. Premier sport and teaching staff assess again the Progression model. Teaching staff will part take in 1 CPD a term (6 a year) to develop subject knowledge and teaching of PE.	£6840 Premier Sport: teach, mentor, CPD £4000 Development of PE	Evidence -Professional discussion will be evident between teaching staff and coach. Lesson observation will be conducted regularly. Impact: 100% of PE lessons will be good or better. Children will be more physically active and willing to engage in activities and games that will make them physically fitter. Children have developed an understanding about the importance of leading a healthy, active lifestyle Evidence : evidence form and impact document completed (2days) , CPD training delivered to all staff (3 sessions) , Sport lead complete observations of PE lessons (6 afternoon throughout the year), sports leader complete SEF forms to obtain children's voice(6 afternoon throughout the year), sport lead to visit other schools and work with other leads (1 day), plan and develop outside area (2 days), organize sporting events (1 day) work in lessons with staff to develop teaching (5 session) Impact : A comprehensive overview of PE with links made with other subjects as well as other leaders. A consistently high level quality of teaching will be across school for PE, evidence of developing an active lifestyle for all children through provision, lessons, sporting events and theme days. Staff have developed the key knowledge to teach a coheasive sequence of lessons and confidence in applying physical activity in the classroom environment. Evidence: professional discussion will		£6840 Premier Sport: teach, mentor, CPD Evidence : Lessons observed were of a high quality . Children were engaged and active throughout. The coach worked with the member of staff, providing guidance in the teaching of PE . Professional dialog happened throughout to move the learning on. Impact : Children are taught to high level, lessons are progressive with new skills taught and applied. Children experienced new sports . Inclusive sports, balance bikeability, gymnastics, fencing Evidence : • Plan and organize Healthy School day • CPD for staff • Evidence form and impact document completed • Lesson observations of PE, lunch time and afterschool club • Pupil voice collected • Parent voice collected • Preparation and organization of sports Day • Plan, obtain quotes and finalizing the development of the EYFS outside area. Impact : A comprehensive overview of PE. Lessons are of a consistently high level quality of teaching across school. Lesson are sequenced and built on prior learning. Children have had the opportunity to part take in a range of sports from gymnastics, inclusive sports, fencing, dance and many more. Children have had the opportunity to access healthy eating day, sports day, and after school clubs Pupil voice "PE makes use strong and healthy" Mason "It makes us strong and fit " Elyssa "I learnt how to jump off the equipment " Lilly " I learnt how to jump, it was a bit easy and a bit hard. I had to try and try again" Mia

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: £775

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 allo-cated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	Impact– End of year
Pupils have had opportunities to try new activities and have engaged in this raising confidence.	Children have the opportunity to take part in a variety of experience and different sports such as: Reception : Balanceability KS1: Fencing / Archery - KS1 Reception and KS1- Inclusive sports	£0 Included in premier sport cost	Evidence : activities planned so children gain new experiences Impact : children to develop a positive mind set in trying new sports and living an active life style		**Healthy School Day** Evidence : Across the school parents and children came together to make food to enjoy. The children learnt about healthy eating as well as how to keep their bodies fit and healthy. Children practicing looking after their teeth— Practicing keeping fit through building and taking part I obstacle course— **Food tasking and cooking across the school** Evidence :Good looking cooking have support school throughout the year, coming in and completing good classes in each class. Impact : children gain life skills in using tools to preparing food. They had the opportunity to experience new food . Evidence : children have taken part in physical activity during PE lessons, after school cliubs, sports day and outdoor environment . Impact inclusive sport : The children are aware of how sports can be adapted to allow for all to join in. The children worked together, guiding each other wearing a blind fold. They practice giving instructions and working part of team, The children practiced using their listening skills when using the ball with a bell. They were required to use problem solving skills throughout.

Continued

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 allo-cated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	Impact– End of year
Visitors from a variety of sports to inspire and provide opportunities for developing confidence, skills and perseverance at a new sporting activity.	Sports lead to research and source and organize visitors in a variety of sports to inspire children to be active.	Lincoln sports workshop £500 Yoga day £275	Evidence: Visits from Indian Dance workshop, yoga workshop Impact : this will inspire children to be active		**Yoga day** £275 Evidence : children took part in a yoga day. Impact : Inspire children to be active and complete yogo outside of school
After school clubs to offer a variety of active options and promote healthy lifestyles . Encouraging perseverance and resilience and regular attendance at an activity.	Children are participating in after school clubs to ensure they lead healthy lifestyles.	£0 Included in premier sport cost	Evidence: There will be a wide range of sports offered to parents, for children to participate in during after school club- Bench ball, Football, Netball, hockey, gymnastics, dance, fencing, rounder's, scatter ball, cricket, shot put, javelin and long jump. Impact : children to live an active life style in and out of school and allow children to explore a range of sports. Greater attendance and participate in after-school sports provision		Evidence : Throughout the year the children have had the opportunity to join in with the following sports Term 1– Multi skills—bench ball, rounders, cricket Term 2– Hockey Term 3– Gymnastics Term 4– Fencing Term 5– strike and field Term 6– Field events—shot put, long jump, hurdles

Key indicator 5: Increased participation in competitive sport					Percentage of total allocation: £490
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:	Impact– End of year
Children have had the opportunity to compete competitively within school and between schools. They have the resilience to understand winning, losing and taking part	Children to part take in inter school sporting event to promote sports, self esteem and confidence. Children to take part in sports day. Children have appropriate uniform to allow the engagement and active participation in PE lessons	£140 For medals. £350 School uniform	Evidence : Positive feedback following events, in the form of verbal feedback and questionnaires. Successful activities complete. Impact : Increased involvement with local infant schools, developing the confidence and self-esteem of our children involved. Evidence : children will be wearing uniform Impact : Children have appropriate uniform to allow the engagement and active participation in PE lessons		School uniform—£350 School medals : £140 Evidence : [illegible] Impact :Increased participation in sport s E[illegible]eti[illegible] Impact :Children have had the opportunity to compete competitively within school They demonstrated the resilience to understand winning, losing and taking part
		Total spend : £28,930 **£29,859.70—** £28,930 = £929.70	Actual Total spending July 2022: £27,173.40 Budget remaining : £2686.30		Signed off by Head Teacher: Date: Subject Leader: Date: Governor: Date: