

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 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	£552.22
Total amount allocated for 2020/21	£20,670
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,664.24
Total amount allocated for 2021/22	£20,670
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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. Please see note above	17/88 19%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	20/88 22.72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78/88 88.6%%

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- swimming in year 3 too.

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: £20,670		Date Updated: January 2021	
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:
					%
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:
Welholme Academy recognises and understands the importance of having a healthy, active lifestyle. We encourage children to be active throughout the school day and invest our sports premium to ensure that sports equipment is readily available during break times; staff encourage the use of this. Every child has access to 120 minutes of timetabled PE each week that is skills focused, progressive and taught by staff with good subject knowledge.	Every child has access to 2 hours of timetabled PE per week. Primary steps in PE schemes of work and planning being followed. Active play encouraged during break times using playground equipment, trim trail and TAs leading games.		£	Lessons are high quality and build on skills as planning is progressive. Break times are facilitated to ensure pupils can achieve 30 active minutes in school every day. Equipment is high quality so it can be made full use of and monitored and replaced as and when needed.	More active learning taking place. PE homework tasks to encourage an active lifestyle at home too.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent	Implementation		Impact		

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:
At Welholme Academy all staff and pupils value PE and school sport. Achievements are celebrated by everyone and children feel proud when taking part in PE and school sport.	Intra-school completion achievements are celebrated in assembly with the head teacher and badges given out. Twitter account used to celebrate success at competitions.	£	The profile of PE is high with school and valued by all staff. Achievements are celebrated and children feel proud of their achievements.	

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

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
PE at Welholme Academy is taught by experienced with staff with good subject knowledge. Subject leaders are committed to their subject and keep abreast of local and national developments. We liaise and are supported by the local SSP.	Subject leadership meetings attended on a termly basis by Lucy Walker and Becky Lester. Online CPD available to all staff through our Primary Steps in PE subscription. 2 days of subject support sessions (through SSP membership) to be delivered by Owen Dennovan throughout the year.	£	PE has a high profile within school. Children are taught to a high standard because staff have good subject knowledge. The school are ready to enter the School Games mark at the end of the year as subject leaders know relevant requirements and national subject agendas from CPD.
			Sustainability and suggested next steps:
			Achieve a gold award for the school games mark.

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

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
At Welholme Academy we are committed to developing competence in a broad range of physical activities. We offer a broad and balanced PE curriculum for all our children. In addition to this we offer free opportunities to take part in sporting after school clubs.	<p>2 hours a week of timetabled PE scheduled for every class and Primary steps in PE schemes of work followed offering a broad variety of sports.</p> <p>Weekly football in the community sessions offered to key stage 2 pupils.</p> <p>Weekly gymnastics sessions offered to key stage 1 and lower KS2.</p> <p>Weekly dodgeball sessions offered to y5&6.</p> <p>Weekly dance club offered to year 1.</p> <p>Cricket taster sessions delivered to year 5 in the summer term by a coach from Grimsby cricket club.</p>	£	<p>With restrictions lifted this year we are able to follow the Primary Steps in PE planning fully for the first year since purchase, giving children as much variety as possible.</p> <p>After school clubs are offered to every year group free of charge so there are no financial barriers to the children attending. Children attending the clubs are regularly rotated to give as many as possible the chance to access. Clubs have become available again to KS1. These clubs allow children the opportunity to engage in sports that they may not otherwise have access to and helps them to become more active.</p>	Y5/6 gymnastics club to be started when Twist and Flip have coaches available.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
At Welholme Academy we want every child to participate in competitive sport. We hold regular intra school competitions in school for every child and in addition offer the opportunity for a large amount of children to attend inter school competitions. All participation is celebrated.	<p>Sports Premium funding has been used to subscribe to the local School Sports Partnership.</p> <p>Competitions run by the SSP are planned in across the year giving opportunities for children to attend across the school.</p> <p>5 of our Yr5 G & T children now attend termly Gifted and Talented workshops (see registers).</p> <p>Intra school competitions are run every term for all children to take part in and bronze/silver/gold badges are awarded.</p>	£	Regular intra school competitions give the opportunity for all children in school to access competitive sport. In addition the inter school competitions attended give a large proportion of children are given the chance to compete against other schools. These competitions are organised into 3 categories engage, develop, compete so they are inclusive and not just children who are talented in a particular sport attend. By taking part in competitions, our children's well-being is improved. They get the opportunity to be more physically active, confident, build relationships and try new things.	Link PE rewards to a school house system which is being implemented.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lucy Walker/ Becky Lester
Date:	January 2021

Governor:	
Date:	