

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

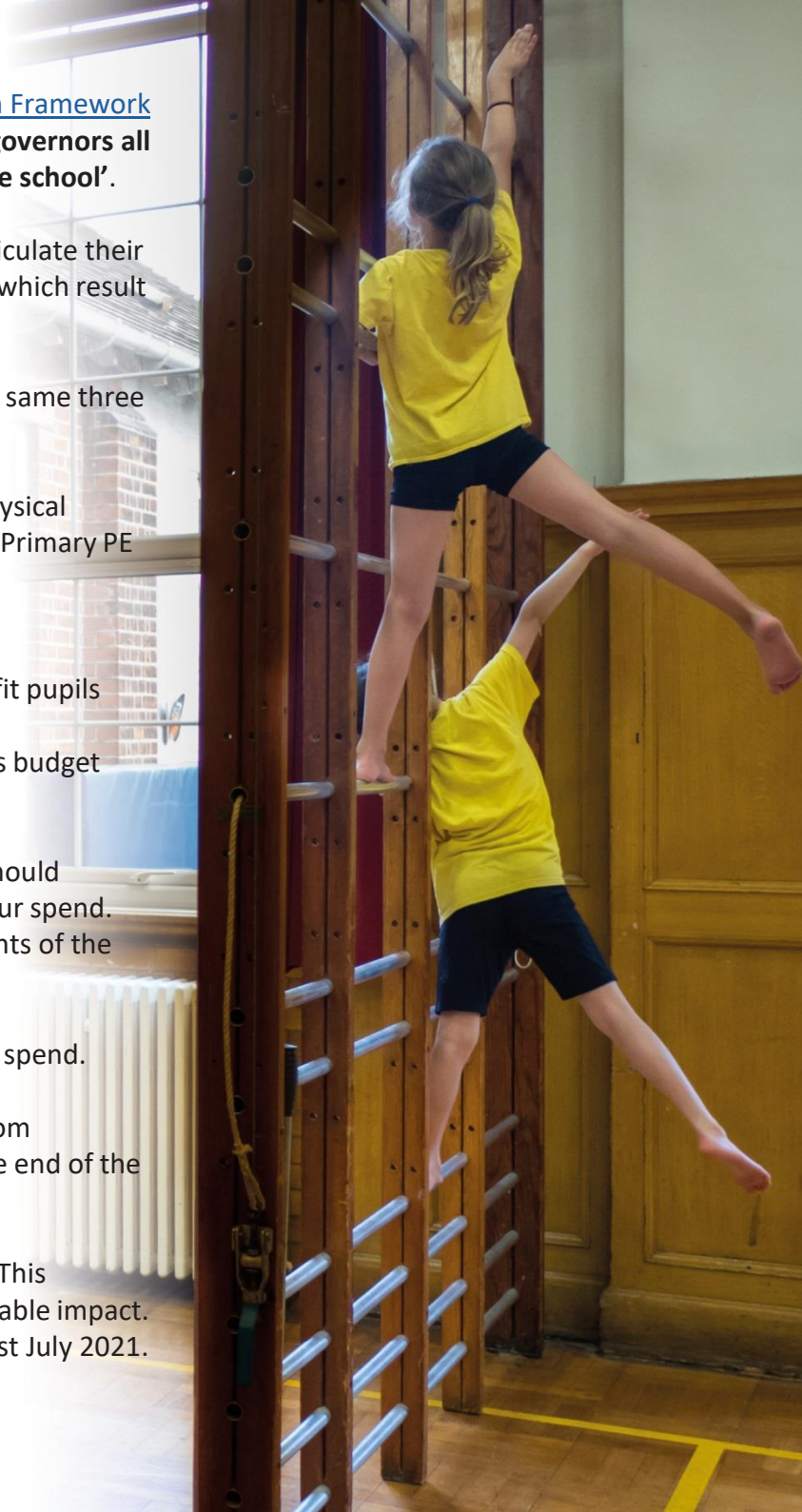
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>New PE assessment tool brought in to use during lessons. Positive staff response.</p> <p>Increased numbers of pupils participating in competitive sports and activities. Covid-19 has severely impacted our inter-school competitions so there has been a real focus on intra-school competitions.</p> <p>In the academic year 2019/20 there were over 50% of pupils participating in at least one extracurricular club. We aim to offer a broad range of clubs, free of charge during lunchtime and after school.</p> <p>Willowbrook Mead employs a part-time Level 5 qualified sports coach to deliver the majority of the PE, school sport and health and well-being sessions in school. This has enabled greater consistency across the Key Stages in delivery and development of skills.</p> <p>Focus on monitoring school swimming through the School Swimming Charter.</p>	<p>Following COVID-19 and successive national and local lockdowns, our focus will be on getting pupils back into school and being involved in physical activity, physical education and school sport.</p> <p>Work towards increasing levels of participation of identified vulnerable groups in extracurricular activities and representing the school at a variety of different sporting events.</p> <p>Continue to target pupils who are less active, whose emotional wellbeing and self-esteem is low, to not only improve outcomes in physical activity but also in academic subjects.</p> <p>To target pupils whose mental health has been negatively affected by the COVID-19 pandemic.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 £ 2,350
+ Total amount for this academic year 2020/2021 £ 19,660
= Total to be spent by 31st July 2021 £ 22,010

<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 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>No school swimming this year due to COVID restrictions and pools being closed.</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>	<p>%</p>
<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>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<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>	<p>No</p>

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: £ 22,010		Date Updated: May 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:
					39 %
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:
Increase the average daily amount of pupil activity across the school	<ul style="list-style-type: none"> - Continue the delivery of high-quality lessons, delivered by PE coaches and supported by staff. - Competitions within class and year group bubbles to increase participation and raise activity levels. Competitions run at the end of a unit of work. - Class bubble lunchtime equipment bags implemented across the school. - Targeted interventions for specific groups (SEMH, less active, PP) 	£ 7,500	<ul style="list-style-type: none"> - Pupils involved in a range of sporting opportunities at break and lunchtimes. - Students participating in Level 1 competitions – gaining in confidence, discipline and self-belief. - All SEND pupils are involved in activity throughout the year. 		<ul style="list-style-type: none"> - Extra physical activity embedded in the school day. - Continue to organise activities for pupils at lunchtimes so they can remain active. - Continue to organise Level 1 competitions throughout the year for pupils to be involved in.
Extracurricular clubs starting up again (COVID permitting)	<ul style="list-style-type: none"> - Use of pupil voice to determine which clubs will 	£ 1,000	<ul style="list-style-type: none"> - Uptake of pupils attending at least one 		<ul style="list-style-type: none"> - Continue to use pupil voice to determine

	<p>run.</p> <ul style="list-style-type: none"> - Range of clubs to be run to allow pupils to experience a range of sporting opportunities. - Where possible, sports clubs will be run outside to allow for bubbles to mix as per the clubs risk assessment. 		<p>extracurricular club has been really good.</p> <ul style="list-style-type: none"> - All sports clubs are running at 75% capacity or higher. <p><u>WIDER IMPACT</u></p> <ul style="list-style-type: none"> - Pupils are more active during the school day. - Improved standards in PE - Attitudes to learning are improved. - Hit the target set by the Chief Medical Officer of being active for at least 30 minutes each day in school, but 60 minutes each day. - Pupils have improved and developed movement skills. 	<p>range of clubs.</p> <ul style="list-style-type: none"> - Look at specific clubs that target groups of less active pupils (girls, PP, SEND)
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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:
				5 %
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:
Maintain the high profile PE has established across our school. Begin to use PE as a vehicle for whole school improvement in academic areas. Use of sports coaches to run interventions targeting vulnerable groups	<ul style="list-style-type: none"> - Achievements celebrated in assemblies, across school social media platforms and communicated to parents through newsletters and ClassDojo. - Work with professional sports clubs (Leicester Tigers) to raise profile of sports. - Target groups identified through whole school improvement plan, year group needs, SEMH needs. - Sports coach agrees on a programme for intervention with specific outcomes depending on group of pupils. - Targeted interventions to run on a weekly basis and to be reviewed termly. 	£ 1,000	<ul style="list-style-type: none"> - Pupils enjoy having their successes celebrated. - Achievements shared with parents - Pupils identified work on character muscles (resilience, confidence, self-belief, communication, discipline) - Pupils taking part in interventions can articulate the benefits they get from taking part. - Class teachers remark on improved behaviour, attention levels and confidence in class. 	Try to get a range of inspirational people in to school to talk to or work with pupils as well as attending events to inspire pupils.

			<p>WIDER IMPACT</p> <ul style="list-style-type: none"> - Pupils are proud to be involved in assemblies and have their achievements displayed on the noticeboards, school website, social media etc. - Increased self-esteem/confidence has an impact on learning across the curriculum and when we attend events 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	47 %

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
To raise activity levels and engagement at break and lunchtimes.	A range of activities provided for pupils to be involved in at break and lunchtimes. Each class bubble to be provided with a bag of equipment for them to use outside. Equipment will be for a range of sports and will be key stage appropriate.	£2,350	Pupils involved in additional sporting opportunities every day. E.g. basketball, tennis, skipping, football, table tennis, hockey. Helped pupils to increase fitness levels since returning to school. Positive impact on physical and mental wellbeing of pupils. Enabled pupils to reconnect with each other in a more holistic way.
			Continue with class bubble equipment bags. Now that they are set up, they will need replenishing as and when required. Use of pupil voice to determine what additions will be added to the bags.

<p>To ensure all pupils receive a high-quality physical education. Including sessions when delivered by staff other than a specialist PE coach.</p>	<ul style="list-style-type: none"> - Employ two part-time sport coaches to support the delivery of physical activity at Willowbrook Mead 3 days a week. A member of school staff supports in the lesson to receive CPD at the same time, enabling them to deliver similar sessions in the future. - Buy in to PE Passport, combining assessment and planning to allow for succinct, data led PE sessions. - SSPAN conference/training for PE co-ordinator/ sports coaches. 	<p>£ 7,240</p> <p>£ 700</p>	<ul style="list-style-type: none"> - School staff have been able to step in and confidently teach good quality PE sessions when sports coaches haven't been in school. - PE Passport allows for teachers to see exactly where pupils are and what needs to be done for them to progress. - Skills learnt through staff CPD have been evident in extracurricular clubs and school staff are more confident in leading sports clubs. - Subject leader more confident when undertaking learning walks and able to provide feedback and lead discussions. <p><u>WIDER IMPACT</u></p> <ul style="list-style-type: none"> - Skills, knowledge and understanding of pupils attainment in PE has increased significantly. - Staff have the knowledge, skills and confidence to inspire pupils when teaching PE and leading club sessions. 	<ul style="list-style-type: none"> - One sports coach is part of the staffing budget and is protected. - Staff continue to be offered CPD to develop their knowledge in different areas of the PE curriculum
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4 %
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:
Continue to provide as many opportunities to as many of our pupils as possible	<ul style="list-style-type: none"> - Build on previous year's achievements of offering a variety of activities which are delivered to the highest possible quality. - Use of staff passions and qualifications to run extracurricular clubs (figure skating, girls basketball, football). - Continue to look for new sports to introduce to the school (table tennis). 	£ 900	<ul style="list-style-type: none"> - A lot of engagement with new sports introduced this academic year. - A variety of extracurricular clubs offered throughout Summer term, which are run by school staff. - Pupils have the opportunity to be involved in a variety of different sports and activities, which develops their skills and knowledge. - Gives pupils an opportunity to be introduces to sports they might not otherwise have known about. <p><u>WIDER IMPACT</u></p> <ul style="list-style-type: none"> - Improved behaviour in school. - Pupils engaged in physical activity, PE and school sport. 	<ul style="list-style-type: none"> - Introduce competitive side to new sports introduced and make links with other schools (COVID permitting). - Hope to expand the range of extracurricular clubs and bring back some clubs we haven't been able to run this year (COVID). - Identify groups of pupils who are not accessing extracurricular sessions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
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:
Sustain and increase the numbers of pupils taking part in competitive sport	<ul style="list-style-type: none"> - Leicester City schools football league - TMET primaries festivals and competitions - Subscribe to Leicester City SSPAN membership - Enter as many and as wide a range of competitions as possible. Include as many pupils as possible, not just those who demonstrate excellence 	£ 1,320	<ul style="list-style-type: none"> - COVID has had a severe impact on inter-school competitions, leading to no pupils representing the school at a Level 2 or 3 event this year. - Level 1 events have been happening within school bubbles, leading to year group sports days at the end of the academic year. <p><u>WIDER IMPACT</u></p> <ul style="list-style-type: none"> - Feedback from pupils demonstrates they know how to win and lose, respect opponents, value team work and develop resilience and determination. - Not having inter-school competitions has made pupils realise just how much they enjoy the competitive side of sport. 	<ul style="list-style-type: none"> - Stay committed to SSPAN and other sports leagues. - Continue high levels of pupil engagement in competitive sport.

Signed off by	
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Date:	June 2021
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Date:	25.05.21