

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

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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	£591.75
Total amount allocated for 2020/21	£18,341.75
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2643.75
Total amount allocated for 2021/22	£17,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,393.75

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>	
<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>	91%
<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>	91%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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: 2021/22		Total fund allocated: 20,393.75		Date Updated: 11.07.2022	
<p>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</p>					Percentage of total allocation: 52%
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>Ensure all children are given the best opportunities to develop their sporting ability and live a healthy life</p> <p>Support children in their further development of child-led inclusive and active games at lunch time.</p> <p>Continuing implementation of daily, physical activity in the form of the daily mile and physical challenges to ensure children take part in regular exercise throughout the school day.</p> <p>Increasing pupil participation in a range of sporting events and monitoring pupil progress within these areas.</p> <p>Enhance levels of pupil involvement</p>	<p>Commissioning of specialist PE coaches has enhanced provision, supported teacher planning and ensured assessment has been accurate.</p> <p>Hall and playground timetables implemented to ensure children have access to PESSPA facilities regularly throughout the week.</p> <p>Wrap around provision has been adapted to ensure children are able to engage in physical activity outside of school hours e.g. Breakfast club fitness mornings, Wake and Shake club, Wednesday rugby club etc.</p> <p>Play leaders to be ran with Y5.</p>		<p>£3295 – WACT</p> <p>£755 – Wake and shake; after school clubs</p> <p>£955 – Play leaders.</p> <p>£910 – after school clubs ran by school staff.</p> <p>£5000 - Wigan</p>	<p>Improved planning for progress and assessment of PE across all areas of the curriculum as indicated by pupil outcomes and staff voice.</p> <p>Ongoing observations of PE has ensured sessions have remained at a high standard and has supported the transition of new coaches into the school.</p> <p>Development of pupil leadership skills through the Play Leaders scheme. This has resulted in children organising games during play time and delivering their own fitness session.</p>	<p>Continued reintroduction of whole school daily miles and sports clubs post covid as a way of increasing pupil engagement in physical activity throughout the day.</p> <p>Investment in additional resources to facilitate activity in all weather conditions.</p> <p>Staff to shadow PE coaches to ensure high level of PE provision and further enhance staff CPD.</p>

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<p>and encourage children to take ownership over their own learning in PE.</p>	<p>Additional sessions offered to lower key stage two classes.</p> <p>Wigan Warriors apprentice used across school to run/support playtime games, lead clubs, support inter/intra school events and chaperone various sporting sessions.</p> <p>Ongoing use of skills progression grids and whole-school assessment spreadsheets to support teacher planning and assessment.</p> <p>Pupil voice and Sports Council meetings used as an opportunity for children to provide feedback on the experiences of PESSPA, become involved in the running of events and suggest ways in which PESSPA could be improved.</p> <p>Reintroduction of extra-curricular sporting activities to ensure all children are given the opportunity to develop their physical ability and acquire new skills including those relating to teamwork and leadership.</p>	<p>Warriors</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 4%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

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>Ensure children are given opportunities to participate in competitive events and practise their leadership and sportsmanship skills.</p> <p>Provide children with opportunities to develop their sporting ability alongside social skills such as leadership, honesty, respect and communication.</p> <p>Create additional spaces and equipment for children to engage in various physical activities throughout the school day.</p> <p>Maintain the already high profile PESSPA is afforded within the school and further develop positive attitudes towards sports.</p> <p>Continue to ensure children see sport and physical activity as an integral part of their development.</p>	<p>The reintroduction of Wigan School Games events in a face-to-face format has allowed pupils to participate in inter school events and competitions. Through a values based approach, these events provide a range of competitive and non-competitive opportunities so that all children are able participate and gain a sense of achievement.</p> <p>Reintroduction of Aspull School Sports fixtures allows children to engage with other pupils from different backgrounds and their by enhance their social development alongside sports-based skills.</p> <p>Planned intra - school events including our whole-school gala day enable children to develop their sporting ability whilst practising key social skills.</p> <p>As previously mentioned, pupil voice and council meetings have been used as an opportunity for pupils to provide feedback and make suggestions in regards to all aspects of their PESSPA.</p>	<p>£775 – transportation costs.</p>	<p>Pupil voice and Sports Council meetings indicate that children recognise the importance of challenging themselves during all aspects of PESSPA.</p> <p>Pictures, feedback from both pupils and teachers, and informal observations indicate that School Games events and Aspull School Sports sessions provide a rewarding and beneficial opportunity for all children.</p> <p>Throughout school there remains a positive attitude towards and atmosphere surrounding PE. This is evident not only within pupil behaviour during lesson time, but their self-led activities on the playground and participation in additional activities outside of school hours.</p> <p>Social media platforms, achievement assemblies and whole-school displays have provided a great avenue for celebrating and sharing our</p>	<p>Additional investments into PESSPA resources to support the provision of sporting activities and enrichment opportunities all year round.</p> <p>Participation levels to be tracked throughout the year to ensure all children are given the opportunity to engage in PESSPA.</p> <p>Sports Council to be given higher levels of responsibility in organising and leading whole-school fitness events.</p>

	<p>Displays used to share sporting achievements and highlight the importance of remaining active.</p> <p>Social media platforms and school website used to disseminate key information and celebrate sporting achievements.</p> <p>Theory based sessions provide an opportunity to explore the health benefits of PESSPA and educate children on the physical impact of exercise.</p>		<p>sporting achievements. This platforms have also allowed parents to remain engaged in their child's learning and PESSPA development.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Ensure staff remain confident in their ability to deliver high quality teaching which challenges children appropriately.</p> <p>Maintain current teaching environments in school where the sharing of best practice remains central to our progression and aims to support staff with their own teaching.</p>	<p>Staff meetings used to disseminate key information, conduct staff voice questionnaires and discuss the implementation of new whole school progression grids and assessment spread sheets.</p> <p>WACT to lead staff meeting on planning for progression within PE.</p>	<p>Leadership time and development opportunities - £2000</p>	<p>Staff continue to feel supported within PE and are encouraged to implement new strategies during lesson time in order to provide varied learning experience.</p> <p>Pupil voice feedback shows that children enjoy their time tabled PE lessons as well as additional sessions and report that new initiatives within PESSPA such as</p>	<p>Develop whole-school planning formats for staff to use as a way of supporting their teaching.</p>

<p>Use monitoring and evaluation strategies as a way of supporting individual teacher development.</p>	<p>PE Lead to attend relevant CPD opportunities and feedback key information to staff. Additional time allocated to KP in order to action any targets.</p> <p>Liaise with local companies to share knowledge and expertise e.g. orienteering coaches.</p> <p>Observations of WACT used to support teacher planning. Staff meetings used as an opportunity to share experiences and best practise.</p> <p>Lesson observations used to celebrate strengths and identify areas for development which could be supported through CPD.</p>		<p>orienteering trails and alternative scoring methods have enhances their learning.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 23%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Provide catch-up curriculum for those children who missed swimming lessons during lockdown.</p> <p>Access a wide range of Wigan School Games events to provide opportunities for both competitive and non-competitive inter-school competition.</p> <p>Utilise local organisations as a way of enriching our pupils' physical education.</p> <p>Raise pupil awareness of the various sporting opportunities available to them.</p> <p>Provide opportunities for children to develop their physical skills beyond the school grounds.</p>	<p>Both Year 4 and Year 3 to attend swimming lessons at Wigan Life Centre.</p> <p>Various termly events such as our Key Stage Two Pentathlon and fitness challenges have allowed children to experience different aspects of PE.</p> <p>Outside agencies used throughout the year to provide alternative sporting opportunities for children across both key stages. In particular, our year 3 children have accessed a specialised dance coach in preparation for their participating in this year's Wigle Dance Festival.</p> <p>As previously mentioned, WACT and our own staff skills set have been used to provide extra-curricular events and activities throughout the entire academic year.</p> <p>Whole-school assemblies, display boards and social media platforms have been used to make children aware of any local clubs or sporting opportunities available to them.</p> <p>Investment in playtime</p>	<p>£1240 - daily mile sessions</p> <p>£2100 – Coach transportation.</p> <p>£602 - Equipment spending</p> <p>£1000 - Orienteering</p> <p>£180 - Wigle Dance Sessions</p>	<p>Health and safety reports indicate that sports equipment and additional resources have been well maintained and are available to all children.</p> <p>Pupil voice questionnaires and student council minutes show that children have appreciated all that has been done this academic year to enhance their PESSPA experiences.</p> <p>Informal discussions and staff feedback suggests that pupils really enjoyed additional activity sessions and that these events encouraged even those more reluctant learners to get involved.</p> <p>Much has been done to minimise the gap in terms of pupils' swimming ability meaning that the percentage of children moving up to year 5 and 6 who can swim at an adequate level should remain relatively unaffected by COVID.</p>	<p>Further investment in additional resources to facilitate the provision of a range of sporting activities all year round.</p> <p>Ongoing re-engagement in School Games and Aspull School Games events such as our swimming gala and orienteering days.</p>
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	<p>equipment, the training of Year 5 equipment monitors, creation of playground rotas and use of assembly time ensures children remain active throughout the school day and engaged in self-led learning opportunities within PESSPA.</p> <p>Through the commissioning of local companies, we now have a whole school orienteering course which is used throughout the academic year to provide variety withing our curriculum and to establish cross curricular links between PE and Geography.</p>			
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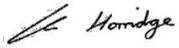
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to 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>Ensure children experience a range of competitive events throughout the school year.</p> <p>Encourage an inclusive approach towards all aspects of PESSPA as a way of increasing participation from all ability groups.</p> <p>Provide opportunities for children to develop a wide range of sporting skills and qualities such as being a good leader and understanding the rules of a fair match.</p>	<p>Participation in Wigan School Games continues to provide an opportunity for all children to experience some form of competitive sporting event this academic year. In order to support this, additional staff members have been utilised to attend/supervise events.</p> <p>Alternative approach to competition implemented across various aspects of PE in order to promote the inclusion of lower ability pupils e.g. points scored by GD = 1 and points scored by LA = 3</p> <p>Continued reintroduction of Aspull School Sports Fixtures allows children of all ages to participate in competitive events such as Swimming Galas, orienteering, football festivals and sports days.</p> <p>Through the delivery of young</p>	<p>£150 - Medals</p> <p>£873.45 - Support staff used to chaperone events</p> <p>£558.30 - Football kits</p> <p>£873.45 - additional members of staff used to chaperone events in the local area.</p>	<p>Pictures posted on twitter and our school website show how much children enjoy being involved in various sporting events especially when competition is viewed from more of a personal challenge perspective.</p> <p>Feedback from pupils and staff following sports events indicates that children find these events incredibly enjoyable and have a positive impact on their attitude towards sport.</p>	<p>Provide greater opportunities for children to lead intra-school events.</p> <p>Participate in local sporting events which utilise alternative approaches to competition such as Wigan School Game's inclusion events.</p> <p>Development of school resources as a way of supporting increased participation in competitive sporting events.</p>

	<p>leaders training, we are been able to enrich our pupils' understanding within PE and encourage them to see the various aspects of competitive events such as being a good sports man.</p>			
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Signed off by	
Head Teacher:	
Date:	12.07.2022
Subject Leader:	<i>K Postlethwaite</i>
Date:	12.07.2022
Governor:	
Date:	12.07.2022