



# Evidencing the impact of the Primary PE and sport premium

Woodfield Primary School  
Sport Strategy 2023 – 2026  
Y2 of 3 2024 - 2025

Commissioned by



Department  
for Education

Created by



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SPORT  
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It is important that our grant is used effectively and based on school need. There should be a clear 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

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](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document is used to review provision and to report our spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.





## Details with regard to funding


Please complete the table below

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25 Sports Premium	£19,120
How much (if any) do you intend to carry over from this total fund into 2025/26	£0
Total amount allocated for 2024/25 School budget	£19,932
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£39,052

## Swimming Data

Please complete the Swimming Data table 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2024. Please see note above	66%
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	98%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	98%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes Additional lessons in Summer T2

Academic Year: 2024/25		Total fund allocated: £19,120		Date Updated: July 2024			
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							
Intent		Implementation		Impact		Evaluate and develop	
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?	
a) All pupils will engage in 2 hours quality, active physical education a week.		Review planning and teach to The National Curriculum for each year group. Ensure the skills, knowledge and range of aspects are taught. 2 hours timetabled PE a week Replenish school Physical Education equipment. Safety check of the PE / Gym equipment. Daily Mile Active lessons and starters Sensory circuit groups		£430 purchase PE scheme  £350 annual servicing  <			

c) Active playtimes; pupils have a wide range of directed and self – led activities available with quality resources.	<p>Sport / PE = £12,773</p> <p>LSA Apprentice 50% timetable KS1 = £5861</p> <p>Playtime staff leaders</p> <p>Playground leaders trained with Active Fusion</p> <p>Replenish playtime resources</p> <p>Purchase Playground equipment – Table tennis Tables, Sunshade Sail, Active Tables.</p>	<p>(see staffing above)</p> <p>£1500 resources for playtimes</p> <p>£2500 Playground fixed equipment</p> <p>£600 repairs</p> <p>£200 markings for sports events</p> <p>(Also see Play leaders cost)</p>	<p>support in – class with teacher subject knowledge and skills progression</p> <p>Monitor and evaluate termly across school.</p> <p>Pupil voice: PE.</p> <p>Pupil active % times of day.</p> <p>Learning walks of school, PE lessons and clubs and playtimes.</p>	<p>Active playtimes, retain staff, use previous play leaders to train / support new ones in summer 2 term.</p> <p>Choice of activities at playtime and range of large scale to individual physical activities</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation		Impact	Evaluate and develop
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:
a) Raise aspirations in sport and physical activities.	<p>Assemblies focussing on sporting heroes. Visits into school, Use of Lyfta – AI to meet and see international sporting personalities (Link to IT)</p> <p>Whole school PE themes and</p>		<p>Track the pupils participating in sporting activities, clubs and competitions.</p> <p>Termly assessments.</p> <p>Quality displays around school, markings and PE hall.</p>	<p>Weekly assembly</p> <p>Foundation assessments for PE</p> <p>Learning walks</p> <p>Plan trips and budget transport to sporting events</p>

<p>Introduce new cycling contacts; support cycle safety and proficiency</p> <p>b) Pupils have the opportunity to become Sports Ambassadors and Sporting Champions.</p> <p>c) Cross – curricular links to Physical Education.</p>	<p>topics marking world events Visit to Keepmoat, EIS, Dome, Stadiums and sports grounds. –</p> <p>Involvement in cycling network / buddies; encourage children to ride safely and maintain their bikes</p>	<p>£200 bike / safety resources</p>	<p>Photos, canvas / displays around school involving sport / PE. Assessments in PE -identify pupils at ARE and GDS, and those requiring additional support.</p>	<p>and venues. Sporting heroes to visit school, purchase autobiographies.</p> <p>Pupils cycle safely to school and use the bike sheds rather than travel in cars.</p>
	<p>Award scheme linked to attainment, achievement and attitude set up. Awards, certificates, champion status. Sports Champions; award their status and place at the EIS festival event in June.</p> <p>Cross – curricular monitoring, links to geography for trips and sporting events world – wide. Use of Lyfta computer AI World sporting events -project across school. Curriculum Intent, mapping opportunities. Use of vocabulary, maths, IT, Science and reading – links to sporting hero, rules and events. Elf dash. Links to mapping and QR codes for orienteering</p> <p>Healthy Lives, Healthy Minds DEP action plan, Priority 3</p>	<p>£450 transport to EIS</p> <p>Equipment - £300 (orienteering etc) QR Codes</p> <p>Orienteering Maps / compasses</p>	<p>Record, praise and share the Ambassadors and Sports Champions in assemblies. DEP Implementation team, Monitor impact</p> <p>Termly PESPA newsletter</p> <p>Monitor the cross –curricular links through SLT scrutiny and Curriculum / DEP team monitoring.</p> <p>Pupil’s work; pupil voice. Links to IT, Geography and visits / trips.</p> <p>Mental Health Award; evidence of actions and outcomes. Going for GOLD award. (2 year project) DEP teams, monitor and evaluate</p>	<p>PE termly newsletter of sporting attainment, opportunities and ambassadors.</p> <p>LT Topic focus on using PE across subjects or other subjects supporting PE, new scheme embedded.</p> <p>Maintain the profile of Healthy Lives, Healthy Minds. Continue to support the working team and evaluate current practice and also draw on research in this area. E.Portfolios; subject leaders show cross – curricular links</p>

			healthy lives, active participation	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	Evaluate and develop
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:
a) To ensure all teaching staff receive high quality training and CPD to raise subject knowledge and confidence in teaching physical education so that the quality of teaching is of a high standard.	Purchase Active Fusion Support package. Staff attend training (Twilight x 2) Focus this year: Games / OAA Team teaching coach with teachers in lessons Training for new starters on using the scheme for PE PE leaders attend PE management / conference.	£4,100 Active Fusion	Active Fusion 2 x Twilights for all staff, including being offered to LSAs Team teaching builds confidence and experience New PE scheme monitored, embedded and shows progression and coverage.	Monitoring implementation of the PE scheme. PDM to re-visit expectations and train new staff. Team teaching- observe and support less confident staff.
b) Enlist the support of specialist coaches and training to support school sport and physical education. Team teach lessons to share good practice and ensure lessons are predominantly active with minimal passive time.	External Active Fusion coach Spring, Annually. Specialist coach working alongside less confident staff, team teaching. ( Doncaster Hockey Club, Dons Rugby, Cool Coaching, Active Fusion, School Games)	£600 Cool Coaching 1 day per term (Archery / Frisby)	Staff and subject leaders attend training and disseminate to whole staff in PDMs and briefings. Staff join with coaches and build confidence teaching all aspects of PE LSA Sports / Active leader to	On – going specialist support through external provider and internal specialist MSAs and LSAs to build on success and support next steps.

<p>c) Further review and evaluate the physical education, Healthy Lives and School sports curriculum; Ensure the Intent is clear, the Implementation is consistent and of high quality and that impact is measured.</p>	<p>Utilise Sports and Active LSAs to help delivery in lessons and team teach</p> <p>Strong PE leadership. PE and also Sports Leader.</p> <p>Curriculum Team. Assessment of attainment in PE (Tracking termly) DEP teams to monitor and evaluate.</p>		<p>team teach lessons with teachers to build confidence</p> <p>Monitor PE lessons and work scrutiny termly by subject leaders and SLT. Subject leader e.portfolio evidencing Intent, Implementation and Impact</p> <p>DEP monitoring and evaluating through the Healthy Lives and Healthy Minds team. The Trust All supports development of curriculum Intent on which to then review and develop Implementation of school PE and sport.</p>	<p>Termly and Annual review of the DEP objectives each year as part of the 3 year strategy. Review progress, impact and next steps. (Y2 of 3)</p> <p>Pupil voice; enjoyment and engagement in PE</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
Intent	Implementation		Impact	Evaluate and develop
<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>a) Further develop Active lifestyles through the Developing Excellence plan, working with mentors, Mental Health, health professionals and coaches to increase the experiences, opportunities and range of activities provided.</p>	<p>DEP Implementation teams. Mental health training, counsellors, Sensory Circuits, use of specialist LSAs and MSAs</p> <p>Take part in opportunities provided by external funding e.g. Club Foundation, Holiday clubs for Pupil Premium Pupils Community engagement weekly club After school sports clubs every term (school led) Local sporting opportunities in their area</p> <p>Active playtimes and lunchtimes. Employ Play staff at lunchtimes to lead active games and sports events. Purchase equipment for independent playtime activities.</p>	<p>After school clubs coaching (LSA – See staffing costs in Key Priority 1)</p> <p>£300 Subsidising residentials Y4 and Y6</p>	<p>Children enjoy active playtimes; they can fully participate actively in adult led activities but also be active in self or peer led activities. They learn to play collaboratively, the rules and participate in physical activity.</p> <p>Pupils embrace the SMOA activities and events to gain experiences and are signposted to then further continue with school clubs and external clubs and organisations as a result.</p> <p>Links and visits / with local sports clubs and venues. e.g...Martial Arts Doncaster Hockey Club Balby Dance Strides Dons Rugby / Rugby Tots Cool Coaching Rainbow Gym Doncaster Squash Club</p>	<p>Maintain the profile of Healthy Lives, Healthy Minds. Continue to support the working team and evaluate current practice and also research in this area. Continue to have strong relationships with Health and involve them in themed weeks School allocate funding to coaches and counsellors who promote self-belief, resilience and confidence through sports activities. Allocate budget for playtime equipment, fundraise for resources.</p>
<p>b) Increase the opportunity for being active outdoors, Outdoor Learning, Outdoor Adventure Activities and Residential</p>	<p>Outdoor Fridays (KS1 /EYFS) Forest Friday equipment for EYFS and KS1. Free Range Fridays – active engagement in outdoor learning EYFS. Patio and outdoor learning are for KS1 Cycling and road proficiency support (External new provider to</p>	<p>£350 Outdoor learning</p> <p>(see above)</p>	<p>Use of the Quad / school grounds, Patio and playgrounds for learning and physical engagement and OAA opportunities.</p> <p>Links to geography and Science.</p> <p>Pupils enjoy being outdoors and active. They embrace OAA,</p>	<p>Local community support and fundraising events in school. Look at sponsorship through local businesses to sustain the Quad and garden areas.</p> <p>Raise funds for coaches through sponsorship, parental contributions and</p>

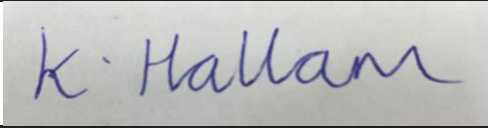

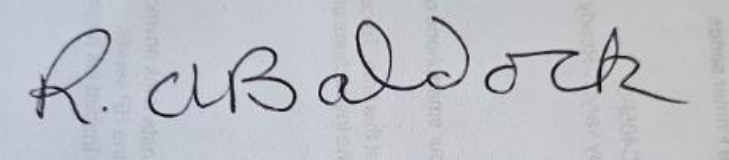


groups. All year.	Dance Games Athletics Funky Fingers (Creative Core development)		after school clubs, registers taken, open to all year groups. All pupils are able to attend extra – curricular sporting clubs.	coaching certificates we offer.
e) Ensure all pupils meet national curriculum requirements for swimming and water safety	Opportunities for every Year 5 pupil to learn to swim. Half day session Summer with follow up as needed to meet the national Curriculum Standards. Praise for Swimming out of school; award Magic Moments for swimming certificates gained at home.		100% pupils passing their NC swimming standard. Enjoyment and participation in swimming increases (pupil voice) Pupils who were not able to swim last year have had the chance to complete the programme.	100% of pupils meet the national swimming requirement when they leave Woodfield Primary School Embrace and celebrate swimming success out of school too.

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	Evaluate and develop
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>a) Intra and Inter sports competitions increase in frequency, with all pupils participating in Intra school termly events and competitions.</p> <p>b) Participate in School Games events across Doncaster and EIS Games festival</p> <p>c) Take part in external sports days, events and competitions hosted by the partner Independent school.</p>	<p>Pyramid competitions, host and attend in the local area.</p> <p>Intra competitions each term with Phases competing, tournament style with teams and awards. 1) Rounders 2) Rugby 3) Football 4) Running. Basketball, Dodgeball, Athletics</p> <p>School Games – register, participate in Hockey, Cross – country, Rugby, Multi – skills.</p> <p>Ambassadors and PE champions visit and compete at EIS with Doncaster schools. Inter – school / Trust sporting events and competitions with Trust Schools Multi – Skills competitions led by Active Fusion / School Games / Trust</p> <p>Learning for life awards.</p>	<p>£50 Registration</p> <p>£500 coach</p>	<p>Pupils participate in sports competitions within phases and with other schools. Links with local schools</p> <p>Pre-competition training raises knowledge, sportsmanship and skills. (Training at after school clubs)</p> <p>Experience, success is built on. Pupils are aspirational and want to win. Trust collaboration provides opportunities for all KS2 pupils to compete and visit other schools.</p> <p>KS1 participate in the multi – skills and proceed to the Doncaster Finals.</p> <p>Pupils want to receive recognition</p>	<p>Wider links with local school. Explore use of the 4G pitch and sports facilities at local secondary school.</p> <p>Allocate budget to transport for sport and encourage parents / staff to support this.</p> <p>Keep up to date with events in the local area, be pro – active in starting to prepare for events early so pupils get to practice and work together to be prepared.</p> <p>Maintain Trust links and sports activities, and the partnership with Hill House / Trust / Schools. KS1 –develop Intra competitions into KS1.</p> <p>Sponsorship, additional rewards and visits for sporting</p>



d) Reward outstanding sporting achievements and attitudes through the PE champions.	Assembly recognition of outside school achievements “Magic moments”.		for sporting achievement s and being active outside school. Sports champions go to EIS with South Yorkshire schools for a Festival of sport day at the arena.	attainment and achievements in and out of school.
e) Active Playtime Leaders and then Sporting Champions	PE Ambassadors – applications, interviews and appointments in October.		Play leaders support active playtimes across school.	Succession planning of leaders who train the next cohort and support in summer 2 term.

Signed off by		
Head Teacher:	Kate Hallam	
Date:	21.6.2024	
Subject Leader:	Chloe Langton	
Date:	24.6.2024	
Governor:	Rosie Baldock (Chair of Governors)	
Date:	2.7.2024	