

Evidencing the impact of the Primary PE and sport premium

Woodfield Primary School Sport Strategy 2023 – 2026 **REVIEW -Y1 of 3 2023 -**2024

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

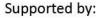
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment.

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.

Created by: Supported by:

Created by: Proceeding of Partnerships Partnerships Partnerships











Details with regard to funding

Please complete the table below.



Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,120
How much (if any) do you intend to carry over from this total fund into 2024/25	£0
Total amount allocated for 2022/23	£18,870
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,120

Swimming Data

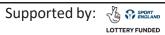
Please report on your Swimming Data below.

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 2024. Please see note above	2023 = 80%
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	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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 Additional lessons in Summer Term2













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: 2023/34	Total fund allocated: £19,120	Date Updated:	July 2023	PRIMARY SCHOOL
Key indicator 1: The engagement of a primary school pupils undertake at le	all pupils in regular physical activity – (east 30 minutes of physical activity a c		ficers guidelines recommend that	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:
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.	£495 purchase PE scheme £413 actual £345 annual servicing	Long and medium term plans in place with 1 year rolling programme per Key Stage. All equipment needed to teach and participate actively is available and safe / appropriate. Equipment is checked for safety. CPD for new staff Annual safety check of equipment	Curriculum Team support DEP review of curriculum and subject leadership. Strong Subject Leaders supported by SLT Curriculum scheme introduced, monitored and embedded Use of knowledge organisers for LT and MT planning Active Fusion 1 Pm per week from 1 term to 3 terms
b) All pupils will have active daytimes, with an hour of activities which are physical, active and promote healthy lifestyles. c) Active playtimes; pupils have	Active playtimes and lunchtime. Playground Leaders Play Leader MSA (Pupils and 2 x staff members)	Playground leaders EYFS / KS1 / LKS2 / UKS2 £200 £888 actual resources	Pupils have active school days and enjoy being active in different ways – all pupils are active during the day and fully engaged at playtimes.	Timetabling, cross- curriculum to explore active activities through subjects. Active playtimes, retain staff,













a wide range of directed and self – led activities available with quality resources. Key indicator 2: The profile of PESSE	Playtime staff leaders Playground leaders trained with Active Fusion Replenish playtime resources Purchase Playground equipment — Table tennis Tables, Sunshade Sail, Active Tables.	Playground Resources £3882 Playground fixed equipment £600 actual repairs £2385 spent on trim trail £200 markings for sports	Monitor and evaluate termly across school. ool improvement	use previous play leaders to train / support new ones in summer 2 term 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:
a) Raise aspirations in sport and physical activities.	Assemblies focussing on sporting heroes. Purchase Sporting Hero art work and signage, including game rules Whole school PE themes and topics marking world events Visit to Keepmoat, EIS, Dome, Stadiums and sports grounds. —	•		













Involvement in Bikeability; Track the pupils participating in Weekly assembly £600 art work sporting activities, clubs and encourage children to ride safely Foundation assessments for (PE Hall – Sport competitions. and maintain their bikes Heroes) Termly assessments. £320 actual Award scheme linked to Photos, canvas / displays around attainment, achievement and school involving sport / PE. attitude set up. Awards, Assessments in PE -identify certificates, champion status. pupils at ARE and GDS, and Sports Champions; award their those requiring additional status and place at the EIS festival support. E200 bike / event in safety resources Pupils have the opportunity to June. become Sports Ambassadors and Cross – curricular monitoring, links Sporting Champions. £325 transport to geography for trips and sporting to EIS events world – wide. World sporting events -project Record, praise and share the PE termly newsletter of £410 cost across school. Ambassadors and Sports sporting attainment, Curriculum Intent, mapping Champions in assemblies. opportunities and opportunities. Use of vocabulary, DEP Implementation team, ambassadors. maths and reading – links to **Monitor** impact sporting hero, rules and events. Elf Termly PESPA newsletter Cross – curricular links to dash. Physical Education. LT Topic focus on using PE Monitor the cross -curricular Healthy Lives, Healthy Minds DEP links through SLT scrutiny and across subjects or other Curriculum / DEP team subjects supporting PE, new action plan, Priority 3; Links to Equipment monitoring. scheme embedded. £100 (orienteering Photos, canvas / displays around Sporting heroes to visit school, school involving sport / PE. purchase autobiographies. Mental Health Award; evidence Plan trips and budget of actions and outcomes. Going transport to sporting events for GOLD award. (2 year project) and venues. DEP teams, monitor and evaluate

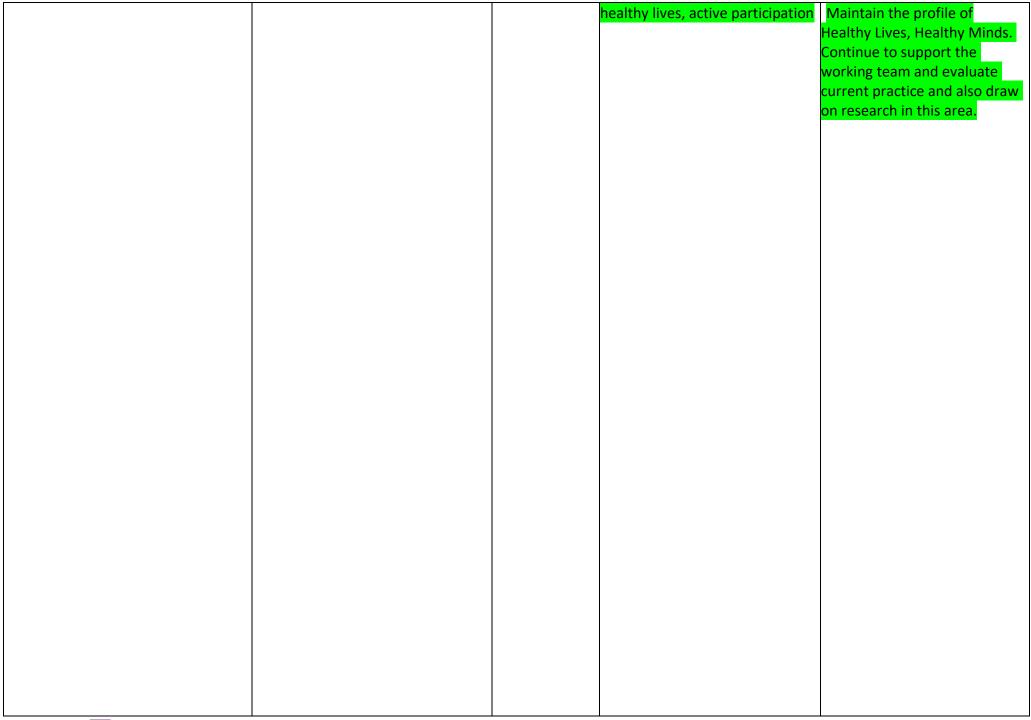
























Key indicator 3: Increased confidence,	knowledge and skills of all staff in to	eaching PE and s	port	Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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:
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.	Stair attend training (Twilight 2)	£4,085 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. Strong PE leadership. PE and also Sports Leader.		Staff and subject leaders attend training and disseminate to whole staff in PDMs and briefings. Monitor PE lessons and work scrutiny termly by subject leaders and SLT. Subject leader e.portfolio evidencing Intent, Implementation and Impact	next steps.
c) Further review and evaluate the physical education, Healthy Lives and School sports curriculum; Ensure the Intent is clear, the	Curriculum Team. Assessment of attainment in PE (Tracking termly) DEP teams to monitor and		DEP monitoring and evaluating through the Healthy Lives and Healthy Minds team. The Trust Al supports development of	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)













Implementation is consistent and of high quality and that impact is measured.	evaluate.		curriculum Intent on which to then review and develop Implementation of school PE and sport.	
Key indicator 4: Broader experience or	f a range of sports and activities offe	ered 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:
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.	Take part in opportunities provided by external funding e.g. Club Foundation, Holiday clubs for Pupil Premium Pupils Active playtimes and lunchtimes. Employ Play staff at lunchtimes to lead active games and sports events. Purchase equipment for independent playtime activities.	£2500 After school clubs coaching (LSA) £200 Subsidising residential (and had a Y4 residential also)	Children enjoy active playtimes; they can fully participate actively in adult led activities but also be active in self or peer led activities. 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. Northern Ballet opportunities; talent spotting and working with Northern Ballet. Pupils enjoy being outdoors and	Continue to support the
b) Increase the opportunity for being active outdoors, Outdoor	Outdoor Fridays (KS1 /EYFS) Forest Friday equipment for EYFS		active. They embrace OAA, gardening and science activities	Local community support and
Learning, Outdoor Adventure	and KS1.		and utilise the outdoors across	fundraising events in school.













Look at sponsorship through **Activities and Residential** Cycling and road proficiency the curriculum. support (External) local businesses to sustain the Subsidising Kingswood with an Pupils can practice their bike and Quad and garden areas. additional OAA activity funded for scooter skills, have their equipment checked and receive Raise funds for coaches road safety training termly. Pupils engage in OAA activities which through sponsorship, parental cannot be experienced within contributions and school. They participate in a range fundraising. Seek of problem solving, OAA, physical opportunities through local and sports activities, such as rock area grant sand opportunities climbing and high ropes. which are free. Pupils have a range of Embrace all opportunities. opportunities to visit landmarks and to take part in different Widen children's experience sporting events in different and knowledge of sporting facilities places, including leisure centres, and landmarks through visits. gym, arena, athletics and football stadium, ice rink and cycling events. Children participate in active Extend extra - curricular after school clubs, registers provision through additional d) Develop Extra-Curricular provision coaches, through staff / taken, open to all year groups. 4 x week after school active and All pupils are able to attend extra parents who take the healthy lifestyle provision for all year curricular sporting clubs. coaching certificates we offer. groups. Encourage pupils to join outside clubs, such as local martial arts / football team. Magic Moment celebrations in assembly for being part/achievements in these out of school clubs.















e) Ensure all pupils meet national curriculum requirements for swimming and water safety			% 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
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,	on in competitive sport			Percentage of total allocatio
	T		т	%
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 suggeste next steps:
a) Intra and Inter sports competitions increase in frequency, with all pupils participating in Intra school termly events and competitions.	Pyramid competitions, host and attend in the local area. Intra competitions each term with Phases competing, tournament style with teams and awards. 1) Rounders 2) Rugby 3) Football 4) Running. Basketball, Dodgeball Athletics	£300 annual keep - up	Pupils participate in sports competitions within phases and with other schools. Links with local schools Pre-competition training raises knowledge, sportsmanship and skills. (Training)	Wider links with local school Explore use of the 4G pitch and sports facilities at local secondary school. Allocate budget to transport for sport and encourage parents / staff to support to
b) Participate in School Games events across Doncaster and EIS Games festival	School Games – register, participate in Hockey, Cross – country, Rugby, Multi – skills.		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.	
c) Take part in external sports days, events and competitions hosted by the partner Independent school.	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 Learning for life awards.		KS1 participate in the multi – skills and proceed to the Doncaster Finals.	Maintain Trust links and sports activities, and the partnership with Hill House Trust / Schools. KS1 –develop Intra competitions into KS1. Sponsorship, additional

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

Signed off by	
Head Teacher:	
	Kate Hope
Date:	14.7.2023
Subject Leader:	Chloe Langton
Date:	14.7.2023
Governor:	Rosie Baldock (Chair of Governors)
Date:	15.7.2023

Reviewed by	
Head Teacher:	Kate Hallam
Date:	14.7.2023
Subject Leader:	Chloe Langton
Assistant Head (Finance)	Jayne Miller
Date:	17.6.2024

Total amount of funding for 2023/24.	£19,120













Total amount spent	£31,846











