



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



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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](https://www.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. .

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](#).

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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	
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:
a) All pupils will engage in 2 hours quality, active physical education a week.	<p>Review planning and teach to The National Curriculum for each year group.</p> <p>Ensure the skills, knowledge and range of aspects are taught.</p> <p>2 hours timetabled PE a week</p> <p>Replenish school Physical Education equipment.</p> <p>Safety check of the PE / Gym equipment.</p>	<p>£495 purchase PE scheme £413 actual</p> <p>£345 annual servicing</p> <p>£19,500 4 x Playground leaders EYFS / KS1 / LKS2 / UKS2</p> <p>£200 £888 actual resources</p>	<p>Long and medium term plans in place with 1 year rolling programme per Key Stage.</p> <p>All equipment needed to teach and participate actively is available and safe / appropriate.</p> <p>Equipment is checked for safety.</p> <p>CPD for new staff</p> <p>Annual safety check of equipment</p> <p>Pupils have active school days and enjoy being active in different ways – all pupils are active during the day and fully engaged at playtimes.</p>	<p>Curriculum Team support DEP review of curriculum and subject leadership. Strong Subject Leaders supported by SLT Curriculum scheme introduced, monitored and embedded</p> <p>Use of knowledge organisers for LT and MT planning Active Fusion 1 Pm per week from 1 term to 3 terms</p> <p>Timetabling, cross- curriculum to explore active activities through subjects.</p> <p>Active playtimes, retain staff,</p>
b) All pupils will have active daytimes, with an hour of activities which are physical, active and promote healthy lifestyles.	<p>Active playtimes and lunchtime.</p> <p>Playground Leaders</p> <p>Play Leader MSA (Pupils and 2 x staff members)</p>			
c) Active playtimes; pupils have				

a wide range of directed and self – led activities available with quality resources.	<i>Playtime staff leaders</i> <i>Playground leaders trained with Active Fusion</i> <i>Replenish playtime resources</i> <i>Purchase Playground equipment – Table tennis Tables, Sunshade Sail, Active Tables.</i>	<i>Playground Resources</i> <i>£3882</i> <i>Playground fixed equipment</i> <i>£600 actual repairs</i> <i>£2385 spent on trim trail</i> <i>£200 markings for sports</i>	Monitor and evaluate termly across school.	use previous play leaders to train / support new ones in summer 2 term
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:
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. –			

<p>b) Pupils have the opportunity to become Sports Ambassadors and Sporting Champions.</p> <p>c) Cross – curricular links to Physical Education.</p>	<p>Involvement in Bikeability; encourage children to ride safely and maintain their bikes</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. World sporting events -project across school. Curriculum Intent, mapping opportunities. Use of vocabulary, maths and reading – links to sporting hero, rules and events. Elf dash.</p> <p>Healthy Lives, Healthy Minds DEP action plan, Priority 3; Links to</p>	<p>£600 art work (PE Hall – Sport Heroes)</p> <p>£320 actual</p> <p>£200 bike / safety resources</p> <p>£325 transport to EIS</p> <p>£410 cost</p> <p>Equipment - £100 (orienteering etc)</p>	<p>Track the pupils participating in sporting activities, clubs and competitions. Termly assessments.</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>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>Photos, canvas / displays around school involving sport / PE.</p> <p>Mental Health Award; evidence of actions and outcomes. Going for GOLD award. (2 year project) DEP teams, monitor and evaluate</p>	<p>Weekly assembly</p> <p>Foundation assessments for PE</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>Sporting heroes to visit school, purchase autobiographies.</p> <p>Plan trips and budget transport to sporting events and venues.</p>
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			healthy lives, active participation	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.
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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?:	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. Staff attend training (Twilight 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.	£4,085 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	On – going specialist support through external provider to build on success and support 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 AI 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 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:
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.	DEP Implementation teams. Mental health training, counsellors, Sensory Circuits, 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 active. They embrace OAA, gardening and science activities and utilise the outdoors across	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. Local community support and fundraising events in school.
b) Increase the opportunity for being active outdoors, Outdoor Learning, Outdoor Adventure	Outdoor Fridays (KS1 /EYFS) Forest Friday equipment for EYFS and KS1.			

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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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:
<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.</p> <p>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.</p> <p>Inter – school / Trust sporting events and competitions with Trust Schools</p> <p>Multi – Skills competitions led by Active Fusion</p> <p>Learning for life awards.</p>	<p>£300 annual keep - up</p>	<p>Pupils participate in sports competitions within phases and with other schools.</p> <p>Links with local schools</p> <p>Pre-competition training raises knowledge, sportsmanship and skills. (Training)</p> <p>Experience, success is built on. Pupils are aspirational and want to win.</p> <p>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>Wider links with local school.</p> <p>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.</p> <p>KS1 –develop Intra competitions into KS1.</p> <p>Sponsorship, additional</p>

d) Reward outstanding sporting achievements and attitudes through the PE champions.	Assembly recognition of outside school achievements "Magic moments".		Pupils want to receive recognition for sporting achievements and being active outside school. Sports champions go to EIS with South Yorkshire schools for a Festival of sport day at the arena.	rewards and visits for sporting attainment and achievements in and out of school.
e) Active Playtime Leaders and then Sporting Champions	PE Ambassadors – applications, interviews and appointments in November.		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 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