

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. All funding must be spent by **31st July 2023**.

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 2023. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 16730
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16730

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
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 2022. Please see note above	15%
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	22%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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?	No

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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>To raise the profile of sport and PE across the school even further</p> <p>To promote enjoyment of and participation in physical activity</p>	<p>Entered a range of events; inclusive Boccia/Nak, Play on the Pitch, Parallel Youth Games, table cricket at Hove</p> <p>Most students ever at WM to participate in a competitive event All students at the school site accessed a competitive event against other schools and/or received coaching from external coaches e.g. JOLF, AITC, Bhasvic, Table cricket</p> <p>All sporting achievements and competitions are celebrated in whole school assemblies and in PE news letter. We have also had sporting achievements featured in the local newspaper several times this year.</p> <p>3 sports' days that catered for every single student on the school site</p> <p>Activities for physical activity at home were sent home on news bulletins. This will be launched with a competition in Autumn 2023 to get better family engagement. Charity events with sporting themed activities to celebrate Soccer Aid, Red Nose Day, Number Day</p> <p>Sports leaders trained and supporting younger pupils in sports and at play times to be active</p>	£439.73	<ul style="list-style-type: none"> - Pupils are aware of Sports successes and participation that is celebrated in assemblies and school newsletters - Increased confidence from participation in Inter school and festival competitions. - Encouraging a lifelong love of movements and physical activity. - Parental and family involvement with sports day - Confidence in ability due to differentiation of activities allowing every child to celebrate. - Sporting medals and trophies awarded to children to help embed the feeling of participation and being in a team. - Having sporting role models as play leaders has encouraged active play at play times and also helped share responsibilities at sporting events and activities at school. 	<p>Share these successes on the school website within the bulletin each week</p> <p>TAs to receive training on how to support play and movement at breaktimes</p> <p>TAs to receive training on supporting PE lessons successfully and being confident with sports within the long term plans</p> <p>Inter Schools inclusive JOLF festival to be held in Spring 2024</p> <p>Sports leaders that have moved up to college will have the opportunity to continue building these skills by coming back to school sight to support training for play leaders and support at sporting events at the school site and at college.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
To develop teacher understanding of how to plan and differentiate high quality PE and active time sessions	<ul style="list-style-type: none"> - Development of PE Iris page to collate examples of good practice. - Guidance for teachers produced on skills for teaching games and sporting activities - External coaches lead sessions that staff can then use skills and replicate and enhance – these to them be added to LTP to ensure long term practice – JOLF - Termly review of all PE plans across the whole school. - Dip in 'Book Looks' using SeeSaw to monitor PE teaching across the whole school. - 	£1367.06	<p>Staff who teach PE feel confident planning safe, differentiated lessons with additional resources and videos available on Iris.</p> <p>PE plans show skills are being clearly taught and effectively differentiated. These are adapted to class needs and levels and with guidance from book looks and planning reviews there has been ensured progression of skills.</p>	<p>This year Active Sussex interschool activities were predominantly main stream opportunities categorised by age and not ability. Communications with Active Sussex are continuing on this.</p> <p>Iris examples and photographs will continue for staff to use for reference/CPD</p> <p>Skills folders to continue to evolve based on feedback from staff on areas that need more support.</p> <p>TA training on supporting PE lessons and the PE long Term Plans</p> <p>JOLF festival to consolidate all JOLF skills that have been taught</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Additional achievements:</p> <p>Inclusion of new activities in our Sports Days.</p> <p>Split Sports days into a festival of sports mornings over 3 events.</p> <p>External coaches to lead lessons during the school day. Teachers to observe lessons for own development.</p> <p>Rebound training and purchase of safety wall panels to enable rebound to happen with less staff support.</p> <p>Weekly Active Swimming Intervention for targeted students.</p> <p>EYFS KS1 climbing apparatus introduced to develop motor skills due to decline</p>	<p>An inclusive event that all children were able to access and join in with allowing pupils and their families to have the full sports day experience. Activities were selected each day depending on need and ability.</p> <p>KS1 and 2 have had coaching sessions to embed multiple skills. These activities now being implemented in LTPs.</p> <p>Rebound training has enabled more staff to follow the programme. Wall padding was identified as an urgent need to enable staff to carry out Rebound even if staffing levels were low.</p> <p>Targeted children that have been engaging in the active intervention have increased confidence and</p>	<p>£8621</p>	<p>Sports days are enjoyed and accessed equally by all learners. Children look forward to sports days. Promote health and well being.</p> <p>CPD development and development of skills</p> <p>This is going to allow more rebound sessions to happen regardless of our ongoing staff shortages issues.</p> <p>Active swim sessions have had a positive effect on the targeted children aiding an encouragement to be active, weight loss and confidence in water.</p>	<p>Sports day reviewed and adaptations made for next year still following the 3 day cycle to allow all children to compete in Sports Day</p> <p>JOLF coach completing a further 10 weeks coaching for Primary alongside teachers and class TAs. Jolf is now on all LTP so that this coaching can then be taught confidently in class.</p> <p>Rebound staff refreshers and IRIS instruction videos will be happening in September to increase knowledge and confidence.</p> <p>This intervention will continue with target children and case studies kept on progress.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Inclusive Boccia and NAK festival	Year 5 and 6 students attended this to introduce them to competitive sport.	£226.54	Most of the children competing have not represented the school before and were very proud to make their debut in an unfamiliar setting, with other schools and adults.	Next year's year 5 and 6 students will attend this event so that they have the opportunity to attend a smaller competitive event in preparation for larger events such as The Parallel Youth Games.
Play on the Pitch football tournament	Selected students participated in this football tournament at The Amex, playing on the premier league pitch.		A fantastic opportunity for our students who absolutely thrived and made it all the way to the final. This has had a positive and influential effect on their self-esteem, they still talk about this opportunity and other pupils have already requested a space for the next event.	We hope to be invited to this again and therefore be able to send another group of students who will thoroughly benefit from this fantastic opportunity to play on The Amex pitch.
Parallel Youth Games	The most students ever represented Woodlands Meed at this prestigious event. Almost 50 students represented the school in inclusive sports such as golf, swimming, boccia, NAK, Street Soccer, Cricket, tennis and for the first time ever bouldering. An extremely large event with hundreds of children representing a number of special schools. All students coped really well with the volume of this event and we won the most medals in our history.		All children that competed were able to carry a familiar sport at the competition having been taught the skills through the PE Long term plans. Again, a fantastic opportunity for all children to compete and these achievements were celebrated to the whole school and within the local paper.	Enrichment options in the Spring term will reflect the less well known inclusive sports in preparation for The Parallel Youth Games in May. Students will be more confident and begin to think tactically when representing Woodlands Meed.
	Every student at WM school and		An amazing opportunity for our pupils	

Wheelchair Football Festival	college who uses a wheelchair participated in this event, needless to say this was the most ever. Many students represented Woodlands Meed for the first time and it was a fantastic opportunity for students from both our school and college sites to represent Woodlands Meed together.		to engage in the sport regardless of their disabilities making this such an inclusive sporting event that the children and their families were so proud of.	Have spoken with Albion in the Community to try and get some wheelchairs specifically for wheelchair football so that we can play this regularly at school with all students able to participate together. This will be fantastic for our students. We will continue to attend this event and enable all our students in wheelchairs to participate in this event.
Table Cricket competition	Targeted students received coaching from Sussex Cricket in preparation for their participation in the county event.		Students were specifically chosen so that they could access a competitive event off site, as other events were felt to be too busy and not as suitable. A massive achievement for this group of students.	We will receive more coaching from Sussex cricket and will introduce some new students to this sport, with the view to them representing Woodlands Meed next academic year. We have also received a new table cricket set that hopefully our sports' leaders can learn to set up, and umpire these sessions.

Signed off by	
Head Teacher:	Adam Rowland
Date:	19/07/2023
Subject Leader:	Emma Baker
Date:	19/07/2023
Governor:	
Date:	