

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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. **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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£N/A
Total amount allocated for 2021/22	£17,520
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	Woolaston: 17,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	Woolaston: 17,000

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 2020. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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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: 2022/2023		Total fund allocated:	Date Updated: October 2022	
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:
				% TBC
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To further extend the range and frequency of sports and physical activity based extra-curricular clubs delivered based on pupil voice and interest.</p> <p>Pupils will receive high quality, specialist extra-curricular coaching.</p> <p><i>To run extra-curricular after school clubs</i></p>	<ul style="list-style-type: none"> • Employ specialist PE coaches to lead extra-curricular activities. • New clubs will be introduced throughout the year. These will be based on pupil voice from the School Council. • All year groups from Year 1 to Year 6 will be given opportunities to take part in the extra-curricular club provision. The clubs will change focus termly and the days will also change to enable pupils to attend if they already have other commitments after school. • Disadvantaged pupils will be invited to attend clubs. • During the Summer Term, Reception will be provided with opportunities to attend extra-curricular clubs. • AC to map and identify coverage of sporting extra-curricular opportunities and how this can be developed across all year groups. 		<p><i>Clubs £1,000</i></p> <p><i>TBC</i></p> <p>A wider range of extra-curricular clubs have been offered to all children for Y1 to Y6. They have been held by high quality, sports specialists. Children have experienced different clubs and developed teamwork, communication and resilience whilst taking part. These clubs have also helped to prepare children for tournaments that have taken place.</p>	<p>Children have developed skills that they can use in future sporting events.</p> <p>Children can also transfer skills learned to other sports.</p> <p>Next Steps: Continue to develop and improve the number and variety of extra-curricular clubs offered to all children.</p>

<p>To increase activity levels during lunchtimes. To engage children in learning and physical activity during their time on the playground.</p> <p>Lunchtime Clubs run by Prostars at least twice a week.</p> <p>Improve and expand our lunchtime resources.</p> <p>Midday Supervisors to supervise lunchtime activities and games for KS1 and KS2 children to take part in to promote regular physical activity.</p> <p>Establish and train 'Sports Champions/Play Leaders.</p> <p>Investigate ways to improve the playground facilities using current resources and by innovating the playground area.</p>	<ul style="list-style-type: none"> • Lunchtime clubs run by Prostars will take place at least twice a week. Over the year, all children will have the opportunity to take part in these clubs. • Update resources for lunchtimes when required to enable children to become more active at lunchtimes. • AC to look into playpods to help engage children in active play. • AC/Prostars to run sessions to train up sports champions/playground leaders to enable them to actively engage pupils through games and activities. These children will then lead initiatives to promote active play. • AC will research ways to improve the playgrounds and the facilities available to the pupils. • Use Trickbox to support the training of Sports Champions/ Play leaders. 	<p><i>Part of bespoke interventions</i></p> <p>£2,500</p> <p>TBC</p>	<p>Children are now more physically active at lunchtimes.</p> <p>A range of lunchtime clubs have been offered to enthuse children and develop their skills of co-operation, balance, co-ordination and teamwork.</p> <p>Lunchtime resources have been updated as needed.</p> <p>Lunchtime supervisors have encouraged children to take part in physical activities.</p> <p>Children have been engaged whilst taking part in lunchtime clubs and they have increased their physical activity at lunchtime.</p> <p>AC has met with pupils to discuss lunchtime provision and they like the changes that have taken place – for example no football days.</p>	<p>Children will continue to be more physically active at lunchtimes.</p> <p>Investments will be made to improve our playground provision and equipment.</p> <p>Sports leaders will train up and support a new group of Play Leaders in the next academic year.</p> <p>PE Specialists will continue to lead lunchtime clubs to develop children's physical and mental well-being.</p> <p>Next steps:</p> <p>Train play leaders to lead playtime activities for younger children.</p> <p>PE Specialists will increase their number of lunchtime clubs.</p>
<p>To offer Bikeability to pupils in Year Five.</p> <p>To offer Balanceability for Reception and Key Stage One children.</p> <p>Purchase a Balanceability kit and training package to enable us to run Balanceability sessions for 10 children at a time.</p>	<ul style="list-style-type: none"> • Plan and co-ordinate the courses to enable children in Year Five (Summer 2023) to ride a bike and then to develop road safety skills whilst using the public highway. • Spring/Summer 2023 - Children in Reception and Key Stage One will develop their skills of balance and co-ordination whilst learning how to balance on a bike. • AC will order a kit and a training session for two staff to enable them to teach Balanceability to Key Stage One children. 	<p><i>Parental payment</i></p> <p><i>Balanceability kit: £1680</i></p>	<p>Bikeability did not take place due to limited numbers being offered.</p> <p>A Balanceability kit and training package has been purchased to enable us to run Balanceability sessions for 10 children at a time. The bikes have been built and have been stored in the PE cupboard.</p>	<p>Children will have access to balanceability sessions in Reception and Key Stage One next year. A member of staff will be trained to be able to offer balanceability lessons in the future.</p> <p>Next Steps:</p> <p>Trained member of staff to lead balanceability training for Reception and Key Stage One.</p> <p>AC to look into alternative provision for Bikeability as the current provider only has limited spaces – only 15 children can take part.</p>
<p>To enable all children to undertake at least 15 minutes of additional physical activity each day.</p> <p>To incorporate the daily mile across the school to promote physical activity and increase fitness levels.</p> <p>To enable children to take part in regular movement breaks/activ8 throughout the</p>	<ul style="list-style-type: none"> • All classes will have the opportunity to participate in the daily mile in order to effectively improve fitness levels. • Staff will be encouraged to use i-moves and other resources to enable children to take part in brain breaks. Activ8 sessions will ensure that the children are being more active within the school day. 	<p><i>Tournaments/Transport:</i></p> <p>£2,150</p>	<p>Children are taking part in regular movement breaks. The daily mile has been incorporated into the daily routine in some year groups.</p> <p>We have entered cross country events this year to help to develop children's fitness levels.</p>	<p>Children's fitness levels are improving and their stamina is also developing.</p> <p>Children have become more physically active whilst taking part in movement breaks. This has also helped to aid focus and concentration in school lessons.</p> <p>Next Steps: Continue to develop</p>

day.				regular movement breaks and to incorporate the daily mile across the school. AC to continue to launch new initiatives in September to encourage all classes to take part in brain breaks and regular physical activity.
To increase the number of inter-house friendlies, tournaments/competitions.	<ul style="list-style-type: none"> Inter-house competitions will be held each term and they will encourage involvement of children of all abilities and will assist in raising confidence and self-esteem whilst taking part in both friendlies and more competitive tournaments. 	Costings TBC	<p>Children in KS2 have had the opportunity to take part in an increased number of tournaments, competitions and friendlies this year.</p> <p>We have taken part in less competitive events as well to encourage children of all sporting abilities to take part.</p> <p>Friendly events have taken place to develop children's confidence in their own sporting ability.</p>	<p>Children have increased their sporting confidence and they are able to use their skills to play a range of different sports.</p> <p>Children have benefited from meeting other children whilst participating in sporting events.</p> <p>Next Steps: Continue to be involved in the School Games events. Encourage all children to become involved in the wide range of sporting events offered.</p>
<p>To offer swimming to pupils in Year Two, Year Four, Year Five and Year Six.</p> <p>Year Four will be a catch up as they missed swimming in Year Two due to the pandemic.</p> <p>To offer swimming opportunities to disadvantaged children and those children who have not completed the 25 metre swim in Year Five and are not able to swim proficiently in all four strokes.</p> <p>To provide children will life skills of land and water safety.</p> <p>To look into additional swimming lessons to focus on safe self-rescue.</p>	<ul style="list-style-type: none"> Swimming lessons will be planned and delivered by Freedom leisure Centre. Each course of lessons will be intensive. There will be at least 5 sessions booked. These lessons will focus on learning to swim, water safety and swimming stamina. AC will look into catch up swimming lessons for these children – possibly after school. Swimming sessions will cover elements of this. AC to contact local swimming centres and SARA to invite them in to work with the children and develop their knowledge and understanding of land and water safety. AC will look into the possibility of children UKS2 taking part in additional swimming linked to safe self-rescue. 	<p><i>Transport: previously costed</i></p> <p><i>Additional Swimming for Y4: £275</i></p> <p>TBC</p>	<p>Due to limited availability at the current swimming pool we were only able to offer swimming lessons to Year Two and Year Five children during this academic year.</p> <p>In Year Six, ** out of the ** children could swim 25 metres, use a range of strokes and perform self-rescue.</p> <p>Year Five children have taken part in swimming lessons to develop a range of strokes.</p> <p>Year Two have developed their water confidence and they have also thought carefully about how to stay safe in the water They have also improved their front and back stokes.</p> <p>We did not have the opportunity to take part in additional swimming linked to safe self-rescue.</p>	<p>Children have increased their water confidence. They are now more confident swimmers.</p> <p>Next Steps: AC will look into offering swimming to those children who cannot yet swim 25 metres in Year Six.</p> <p>AC to contact local swimming centres and SARA to invite them in to work with the children and develop their knowledge and understanding of land and water safety.</p> <p>AC to contact Chepstow Leisure Centre to enquire about attending swimming lessons here.</p> <p>AC will look into the possibility of children UKS2 taking part in additional swimming linked to safe self-rescue.</p>

<p>To enhance the Outdoor Learning facilities to allow more opportunities for physical learning.</p> <p>To promote the use of the outdoor trim trail and activity area/ outdoor amphitheatre.</p> <p>To further extend the provision for pupils to encourage physical activity and challenge both during the day and at break times.</p> <p>To develop the use of forest schools and forest schools training.</p>	<ul style="list-style-type: none"> • Encourage children to use the outdoor facilities during their lunch and playtimes. • AC/KW will carry out pupil interviews to enable feedback from children on the equipment within school. • Consider extending/developing provision for those children who require additional support with climbing, balance, weightbearing and other gross motor skills across the school. • AC will look into how to use forest schools and develop the training of staff. 	£1,000 TBC	<p>Children are using the outdoor space at playtimes.</p> <p>They are using the trim trail more regularly.</p> <p>AC has spoken to children about ways to further improve the outdoor space.</p> <p>Children have developed their gross motor skills and are able to transfer these to PE sessions.</p> <p>Feedback about the Fizzy intervention sessions have been completed and shared with staff.</p>	<p>Children will be able to transfer skills learned and developed to other areas of the curriculum.</p> <p>Next Steps:</p> <p>Children will develop and build on skills taught in the next academic year</p> <p>Children will be assessed again in September and children who require additional support with fine and gross motor skills will be identified and a new intervention timetable will be set up.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

% TBC

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 audit the physical environment and identify areas that need to be developed/improved.	<ul style="list-style-type: none"> • AC/KW will carry out an audit of the outside area and how it can be used effectively. • Identify aspects to be improved to help develop pupils' physical ability and well-being. 	<p><i>Supply Cover:</i></p> <p>£300</p> <p>TBC</p>	The physical environment has been audited and areas that need to be developed/improved have been identified.	<p>Improvements will be made to the outdoor space.</p> <p>Next Steps:</p> <p>The playground will be improved to develop children's physical ability and well-being.</p>
To investigate ways to improve the playground facilities and layout.	<ul style="list-style-type: none"> • Improve the playground so that it is more exciting and interactive for pupils and develops their problem-solving skills and their skills of working collaboratively. 	<p><i>Supply Cover</i></p> <p><i>Previously</i></p> <p><i>costed</i></p>	AC has talked to the children about how the playground can be improved. Ideas have been shared and then an action plan will be written in the next academic year.	<p>Children are now more aware of the ways in which their playground could be improved.</p> <p>Next Steps:</p> <p>Improvements will be made to the playground moving forward.</p> <p>Children's playtimes will improve further and other opportunities will be provided for children.</p> <p>Lunchtime supervisors will be trained to support children at lunchtime. An action plan will be written with ideas</p>

				of ways to improve the playground facilities and experiences.
To embed the understanding that regular exercise is an essential part of a healthy lifestyle so that pupils leave school with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.	<ul style="list-style-type: none"> The pupils will take part in inter-house/federation competitions during the year. Yoga sessions will take place across the school termly. These may be focussed sessions or a block of lessons. These sessions will promote mindfulness and wellbeing and will be provided by a specialist Yoga Coach. 	<i>Transport: Previously costed Additional activities/experiences £2,000</i>	Sports day was a great success. We have not held as many inter-house/federation as we had hoped due to time constraints. Children have taken part in the yoga sessions with control and co-ordination.	Children have an awareness of how to keep themselves active and fit. Next Steps: Possibly update the colour teams to tree names and change the teams in line with this if required. AC will implement more inter-house sporting events in the next academic year with the support of PE Specialists.
To promote achievements in school during assembly/collective worship and at the end of the academic year to promote sport in the school, including celebrations with parents.	<ul style="list-style-type: none"> Pupils' achievements both inside and outside of school will be celebrated to help promote more active lifestyles. This will take place during a dedicated time, possibly a sports themed collective worship/assembly - once a term. These will include competition and festival results and notable achievements in lessons and outside of school etc. celebrate children's achievements both inside and outside of school to help promote more active lifestyles AC/KW will organise a Sports Stars board where children can bring in medals/certificates to display. During the Autumn Term, 'Sports News' will be organised and set up. This will then take place termly. The sports champions/play leaders will take responsibility for this and videos will be uploaded to Seesaw and information will be shared on the School's website. This will develop the sports champions'/playleaders' role further. Purchase trophies for inter school 	£100	Updates from tournaments and other sporting events have been included in the newsletters throughout the year. This has ensured that the school community are aware of the activities/events that have been taking place. Sports awards achieved out of school have been celebrated during assemblies.	Children are inspired by reports written about sporting events. They will be encouraged participate in events themselves. Next Steps: Sports reporters will be chosen and they will report on the sports events that we take part in. These will then create a sports news bulletin and these will be added to the school newsletter. Continue to share sporting successes and start to upload sporting news to the school website. Introduce a trophy for the sports person of the year and the winning team at sports day.

	competitions.			
To participate in activities and festivals arranged by outside agencies to encourage a wider range of pupils to engage in sport and physical activity.	<ul style="list-style-type: none"> Encourage less active groups/ individuals to attend events to promote the enjoyment of sport and physical activity. 	<i>School Games</i> £450	<p>Children have taken part in a wide range of tournaments over the year. The events have been inclusive and children of all sporting abilities have had the opportunity to participate. Certificates/Medals have been awarded to individuals. Our federation team who attended the sports leaders' day earned the sportsmanship award for showing excellent teamwork and support of each other. We ensured that all children in Year Six had the opportunity to play in the football tournaments.</p>	<p>Children have developed their teamwork skills and will be able to continue to develop these in future years.</p> <p>Next Steps: Continue to participate in the School Games and PE Specialists tournaments as well as any other tournaments that are taking place with other agencies like the county cricket.</p>
To update the website throughout the year to keep parents and staff informed and promote the profile of PE at the school. To create a notice board to help raise the profile of PE and sport in school for children, visitors and parents to see.	<ul style="list-style-type: none"> AC/KW to update the website throughout the year, focusing on; - Budget, Tournaments, Pupil's achievements whilst participating in sport out of school. Update notice board regularly. 	<i>Supply Cover</i> <i>Previously costed</i>	<p>The website has been updated but this should be updated more regularly. A notice board has not been created this year. Sporting successes have been celebrated within school instead.</p>	<p>The website has helped people to remain up to date with current sporting events.</p> <p>Next Steps: AC will ensure that a more sport specific board is created. AC will continue to update the website with events.</p>
To invite sporting agencies and companies to come into school to promote sporting opportunities for the children.	<ul style="list-style-type: none"> AC to contact sporting agencies and companies to organise events. There will be one large event per long term (Three times a year). School Council/sports champions/play leaders will help to select the events. Children across the school will participate in a range of sporting activities. The profile and awareness of sport will be raised across the school. Some examples include: 	<i>Events/ Experiences:</i> <i>previously costed</i>	<p>AC/KW have contacted sporting agencies and companies to come into school to promote sporting opportunities for the children. This needs to be further developed next year. Here are some examples of agencies who worked with us: Yoga workshops took place in Autumn Term 2. Fencing and Ballet workshops took place in the Spring term. Dance/Drama workshops took place in</p>	<p>The children have developed a range of different skills that they can transfer to other sporting activities. They have also improved their listening skills and their co-ordination in different ways – for example fishing is very different to yoga!</p> <p>Next Steps: Continue to invite sporting agencies and companies into school to broaden the children's experiences. Develop a wider range of after school</p>

	<ul style="list-style-type: none"> • -Yoga sessions will take place throughout the year to promote pupil's mindfulness and well-being. • Fencing and ballet workshops. 		the Spring Term 1 led by the West End Theatre Company. The Reel Education workshop took place in Summer Term 2.	clubs
Investigate the School Games Mark. Apply for the School Games Mark.	<ul style="list-style-type: none"> • AC/KW will work with JL and the ProStars Coach to apply for the Sports Mark Award. • Set criteria will be set and acted upon. • Data will be recorded. 	<i>Supply Cover Previously costed</i>	Due to time constraints, we have not investigated the School Games Mark during this academic year.	Next Steps: AC to investigate the School Games Mark.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% TBC
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 increase the confidence and knowledge of members of staff who teach PE.	<ul style="list-style-type: none"> • Staff will complete an audit to identify areas that they would like to develop this academic year. • Staff CPD will be planned during the year to address those aspects of PE that staff lack confidence whilst teaching. • Each class teacher will take part in a minimum of six CPD sessions during the academic year. As part of this, the member of staff will complete a detailed evaluation form identifying what they have learned and how this will impact on their future PE teaching. 	<i>Bespoke interventions: Previously costed</i>	Staff were asked to identify which areas of PE they would like CPD in. At the end of the year, a staff audit was completed by staff to identify what worked well in their CPD and what their next steps would be. Next year, staff will teach the unit of PE they have completed as CPD this year. Staff have developed in confidence whilst teaching the aspect of PE they have completed.	Staff will be more confident whilst teaching the unit of PE they have completed as CPD this year. They will also be able to transfer skills learned to other elements of PE teaching. Next Steps: AC will analyse the staff audits and then plan a CPD programme for the next academic year – listening to staff voice.
To develop staff confidence whilst teaching/leading a sports club. To find out about local training opportunities to upskill staff.	<ul style="list-style-type: none"> • AC to contact the School Sports Co-ordinator to find out about local courses. • Book staff onto relevant training. • Encourage staff to use skills to lead clubs/PE sessions. 	<i>Training: £300</i> TBC	Opportunities for staff training have been offered. However, during this academic year, no additional staff training has taken place.	Staff have not taken up the offer of training this year due to other commitments. Next Steps: Continue to offer staff training and encourage staff to take part.

<p>To update PE subject leaders with current developments, knowledge and understanding.</p> <p>To inspire PE subject leaders whilst promoting PE and active learning in school.</p>	<ul style="list-style-type: none"> • AC/KW to attend the annual Fortius PE conference on 29th November. • AC/KW to feedback findings to staff and share initiatives where appropriate. • Join the AfPE to ensure that we are kept up to date with current advice and the latest developments in Physical Education teaching. 	<p><i>Conference:</i> £110</p> <p>TBC</p> <p><i>AfPE membership</i> £100 (TBC)</p>	<p>AC and KW attended the Fortius PE Conference. This has helped to keep both members of staff up to date with current developments, knowledge and understanding linked to the teaching of PE. Key information was then cascaded to other members of staff. Free trials were used to assess whether or not they would be useful within our school.</p> <p>The conference was inspiring and provided staff with new and imaginative ideas for them to share back at school.</p>	<p>Staff are up to date with current developments. New ideas can be shared and used in our PE teaching.</p> <p>Next Steps:</p> <p>AC to look into attending this conference again in the next academic year and to use ideas shared to enhance and develop the PE provision in the school further.</p>
<p>To update the scheme of work to ensure that all staff teach PE during the academic year.</p> <p>In the Spring/Summer terms, staff will teach at least one block of PE lessons.</p>	<ul style="list-style-type: none"> • Staff will be shown the scheme of work and they will identify the units of PE that they will teach during the year. The sports specialist will then teach the other sessions. • Staff will use their knowledge and understanding of previous CPD sessions to support them in their teaching. • Resources will be purchased to support the teaching of PE across the school. 	<p>£0</p>	<p>The PE scheme of work has been updated in line with the new teaching model. The scheme covers all aspects of PE. It also enables all members of staff to teach P.E. during the year. This is an area that we need to develop further in the next academic year.</p> <p>Some teachers have taught their own PE units of work but other teachers still need to do this.</p>	<p>Some staff have been empowered to teach P.E.</p> <p>Next Steps:</p> <p>Some staff still lack confidence in certain areas of PE and so a robust CPD programme will be planned and delivered in the new academic year. All staff will be expected to teach at least one unit of PE in the next academic year. They have already been informed about this.</p>
<p>Midday Supervisors/Sports coaches will continue to promote lunchtime activities and games for KS1 and KS2 children to take part in regular physical activity, ensuring their understanding and knowledge of the activities is embedded.</p> <p>Investigate new initiatives to promote positive play.</p>	<ul style="list-style-type: none"> • To monitor participation in lunchtime activities in order to adapt sessions accordingly. • Ensure all midday supervisors are up to date with current activities. • To purchase new equipment for lunchtimes if required. • AC to find out more about playground initiatives and possible training. 	<p><i>Bespoke interventions/Support:</i> <i>Previously costed</i></p>	<p>Lunchtime activities have taken place this year. Children have been given opportunities to take part in a range of activities. Some have been led by PE Specialists coaches.</p> <p>Midday supervisors have supported the use of equipment on the playground but this needs to be further developed next year.</p>	<p>Children can transfer skills taught to other elements of physical activity. New equipment will be purchased to support play at lunchtimes.</p> <p>Next Steps:</p> <p>Lunchtime clubs will be organised three times a week next year. AC to introduce a new system to support play at lunchtimes.</p> <p>Introduce play leaders. The play leaders will be trained by specialist sports coaches and then they will lead activities for younger children at lunchtime.</p>
<p>To audit of all PE equipment and resources in order to ensure high quality PE is delivered and maintained.</p>	<ul style="list-style-type: none"> • Audit of equipment to be conducted in order to ensure equipment is safe to use and of a high quality. • Order and replace equipment as required. 	<p><i>Resources: £200</i></p> <p>TBC</p>	<p>PE resources and equipment have been updated to ensure that we are able to deliver high quality PE lessons. Sports day certificates and additional stickers were ordered to celebrate the children's</p>	<p>PE resources and equipment will continue to support PE teaching and the organisation of activities.</p> <p>Next Steps:</p> <p>Continue to audit and update</p>

			<p>achievements.</p> <p>The PE storage container has been audited and organised so that the equipment is more easily accessible. This is an area that needs continual work in order to ensure that it remains well organised.</p>	<p>resources as required. Ensure that the resources are being stored in a well-organised way. Look into storing certain items more effectively to avoid them becoming damaged – for example beanbags.</p> <p>Purchase a cabinet to display the cups and other awards that children/teams have achieved.</p> <p>Purchase cups/trophies for awards.</p>
PE governor to gain knowledge and understanding about the expectations of PE and physical activity across EYFS and both Key Stages.	<ul style="list-style-type: none"> AC/KW to meet with new PE Governor to update them about the current scheme of work and PE provision across the school. 	£0	AC and KW have met with the PE governor and shared the expectations of PE and physical activity across EYFS and both Key Stages. Documentation has been shared and pupil interviews also took place.	<p>The PE governor has a good understanding of how PE is planned and taught across the school. He also spoke to children about the PE experiences and can use this knowledge whilst considering how we should develop PE further across the school.</p> <p>Next Steps: Continue to develop links with the PE governor. Invite the PR governor into school to watch PE lessons.</p>
To update the PE assessment documents in line with the updated progression of skills and progression of knowledge documents and ensure all staff are aware of the new format to be used.	<ul style="list-style-type: none"> Ensure all staff are using the PE assessment sheets correctly each term. Staff will be encouraged to provide feedback on PE assessment to check its efficiency and ensuring it is benefiting the teaching and learning in their P.E lessons. 	<i>Supply Cover Previously costed</i>	<p>The PE assessment documents are in the process of being updated and reviewed in line with the new format.</p> <p>PE has been reported on in each child's end of year report.</p> <p>Staff are aware of the new format and staff across the school are beginning to use them.</p> <p>The assessments are now going to be updated again in line with a new scheme of work that has been purchased by PE Specialists to support their delivery of PE lessons.</p>	<p>The assessment documents will help to assess children's development in PE and it will also help to identify the next steps to be taken and the area that need to be developed further.</p> <p>Next Steps:</p> <p>AC will ensure that the PE assessment documents are updated in line with the new scheme of work taught by PE Specialists and our school staff. The updated progression of skills and progression of knowledge documents will also be considered.</p>
To update the PE policy in line with our curriculum.	<ul style="list-style-type: none"> Update the PE policy in line with our curriculum and our teaching and learning policy. The policy will also reflect the Intent, Implementation and Impact of PE within the school. 	£0	The PE policy has been updated as necessary.	<p>The PE policy is now up to date.</p> <p>Next Steps:</p> <p>AC will review the policy again and update it as necessary.</p> <p>It will reflect the ABCDE teaching and</p>

				learning model when this is introduced. .
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				TBC
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:
Increase PE club provision outside of school	<ul style="list-style-type: none"> • Increase the number of after-school clubs that are taking place throughout the year. • All children across the school will be given the opportunity to take part in the after-school clubs. • All children will be offered the opportunity to attend. • Disadvantaged children will be provided with opportunities to attend the after-school clubs. They will be personally invited. • AC/KW will contact local Sports Clubs to enquire about after school club provision. 	TBC	<p>Children have had the opportunity to take part in a range of after school clubs throughout the year. The clubs have changed in each term.</p> <p>Disadvantaged children have been allocated spaces for the after-school clubs.</p> <p>We have contacted local sports clubs and we have also tried hard to organise a demonstration and workshop with a local karate club but timings have not worked so we will endeavour to organise this for the next academic year.</p>	<p>Children have had the experience of taking part in a range of sports and activities after school hours.</p> <p>Next Steps:</p> <p>Next year, AC will contact other agencies/ clubs to increase the number of clubs already on offer. We will also continue to develop those clubs that have been successful this year. Pupil voice will be used to choose the clubs that will take place.</p>
Establish 'well-being' clubs which will take place either before or after school.	<ul style="list-style-type: none"> • These well-being clubs will support pupils' mental health and offer emotional support for the pupils' well-being. 	<i>Clubs: Previously costed</i>	We have not managed to start a well-being club this year but this is planned to start next year.	<p>Next Steps:</p> <p>Introduce a well-being club using a structured approach. Monitor the impact that this club has on the pupils.</p>
Promote active travel to and from school.	<ul style="list-style-type: none"> • Pupils will be encouraged to travel to school by walking, cycling or scooting rather than using the car. • Cycle training with Bikeability and Balanceability will provide children with the necessary skills. • A bike/scooter storage unit will be purchased. • AC/KW will look into ways of promoting 	<p>Bike Scooter storage: £1500</p> <p>TBC</p>	<p>Children have been encouraged to travel to school by walking or by using bikes or scooters rather than the car.</p> <p>Bikeability unfortunately did not take place this year due to a lack of spaces. We now have balanceability bikes and this is an initiative that we plan to rollout in the next academic year.</p> <p>A bike/scooter storage unit has been</p>	<p>Children will continue to travel to school using an alternative to a car.</p> <p>Next Steps:</p> <p>Raise awareness of the health benefits and the positive impact walking, riding or scooting have on the world.</p> <p>AC to promote active travel with the help of the school council –</p>

	active travel and awarding those who support this initiative.		investigated but has not been purchased yet.	particularly the eco-council. Rollout the balanceability programme for Reception and KS1. One member of staff will attend training for this. AC will look for alternative opportunities for bikeability. AC to look at storage for bikes and scooters and purchase a storage unit if required.
Provide PE specialists to teach classes regularly in order to develop children's skills.	<ul style="list-style-type: none"> • PE specialists will teach PE to all year groups over the year. • A range of different sports will be taught. • High quality PE sessions will be taught across the school, developing a range of the children's skills. 	<p><i>Additional PE: £600</i></p> <p><i>Bespoke interventions: Previously costed</i></p>	Children have developed skills in a range of sports. Children have been given new sporting opportunities. The children have developed their awareness of how to take part in different sports.	Children will be able to further develop their skills whilst learning new sports next year. Next Steps: Continue to promote different sports using PE specialists.
Ensure that all children are involved in a range of sporting activities throughout the year.	<ul style="list-style-type: none"> • Continue to organise whole school events termly. • AC will contact agencies that offer unique opportunities to inspire children in sport and physical activity. Such as; fencing, cricket, new age curling, athletics and wheelchair basketball. • New opportunities will be offered to children – Sport for a Day, Athlete Role Models. 	<p><i>Experiences: Previously costed</i></p>	Children have been given the opportunity to be involved in a range of sporting activities throughout the year. AC has contacted some agencies that offer unique opportunities to inspire children and we have taken part in yoga sessions, fencing workshops and dance/drama workshops from the West End.	Next Steps: Next year, AC will look into adding some additional activities/opportunities to those already on offer - taking into account pupil voice. AC will contact agencies that offer unique opportunities to inspire children in sport and physical activity.
Continue to organise inter and intra-school sports events. Attend competitions.	<ul style="list-style-type: none"> • Children will have opportunities to take part in sporting events and competitions throughout the year. • Investigate competitive tournaments in our area and cluster. • AC/KW to complete forms to enter events and work with the Schools Games. • AC/KW to organise matches between both Woolaston and Tutshill. 	<p><i>Tournaments/ Transport: Previously costed</i></p>	Over the year, children have developed their confidence and resilience whilst competing against other schools. They have also developed team work skills and football/netball skills to enable them to work effectively as part of a team. Events attended this year have included: Sports Hall athletics; netball; bowling; hockey; mixed football; girls' football; archery; cricket and cross country. These experiences have developed the children's confidence and ability to try new activities. They have also enabled children to demonstrate their skills in	Children will be able to use the skills and strategies learned in future events. They will be able to build on their resilience and teamwork skills as they take part in other competitive and non-competitive activities. Next Steps: AC will continue to enter a wide range of events in the next academic year. AC will also look into organising events with our school cluster and we will also develop sporting links with our federated school.

			different contexts. We have played football matches against Woolaston and Offa's Mead but not just with Woolaston specifically.	
<p>Establish the Fizzy Training programme.</p> <p>Develop children's fine and gross motor skills using the Fizzy training programme.</p>	<ul style="list-style-type: none"> The Fizzy training programme will be used to support and develop the pupils' fine and gross motor skills. This will be delivered by a sports specialist. A baseline assessment will be completed to identify children who require this intervention and data will then be tracked and collated at the end of the sessions to identify progress made and next steps. 	<p><i>Bespoke Interventions: Previously costed</i></p>	<p>The Fizzy training programme has been established. Feedback about the Fizzy intervention sessions have been completed and distributed to class teachers. Children's fine and gross motor skills have improved whilst using the Fizzy training programme.</p>	<p>Children will be able to transfer skills learned and developed to other areas of the curriculum. Next Steps: Children will develop and build on skills taught in the next academic year. Children will be assessed again in September and children who require additional support with fine and gross motor skills will be identified and a new intervention timetable will be set up.</p>
<p>Establish and then implement the use of physical literacy across the school.</p>	<ul style="list-style-type: none"> AC/KW to attend training on physical literacy. AC to cascade information to staff and launch a physical literacy focus. Investigate the possibility of holding additional physical literacy training for staff and parents. This will help to develop the whole child emotionally and physically whilst also developing their mental engagement in physical activity. 	<p><i>PE Conference: Previously costed</i></p>	<p>AC and KW have attended training on physical literacy whilst at the Foritus PE conference. Information has been cascaded to staff. Additional training has not yet taken place but this would be a useful area to investigate in the next academic year.</p>	<p>AC and KW have information that has been cascaded other members of staff. Next Steps: Investigate other training for physical literacy.</p>
<p>Investigate active learning. Identify how 'Active Maths', 'Active English' and Cross Curricular orienteering can have a positive impact on a pupil's attainment, behaviour and attendance.</p>	<ul style="list-style-type: none"> AC to take part in a training session to find out more about how 'Active Maths' and 'Active Phonics' can support us with our PE teaching. AC to investigate Cross Curricular orienteering to promote active learning further. 	<p><i>PE Conference: Previously costed</i> £600</p>	<p>AC and KW have attended training on 'Active Maths' and 'Active Phonics' whilst at the Foritus PE conference. Information has been cascaded to staff. Trial sessions were used by staff. Cross curricular orienteering is an area that still needs looking into.</p>	<p>AC and KW have information that has been cascaded other members of staff. Next Steps: AC to look into cross curricular orienteering. AC to investigate how we can become more active in other curriculum areas.</p>

Encourage pupils to become more active at home. Provide parents/carers with opportunities for pupils to continue their skills development at home.	<ul style="list-style-type: none"> AC/KW to look into setting up an online platform page to give parents/carers access to physical activities that can be completed at home. Look into the 'This is PE Active Recovery Hub'. 	<i>Supply Cover: Previously costed</i>	Children have been encouraged pupils to become more active at home. However, this is an area that we need to continue to develop.	Children are becoming more active and this helps with their stamina and ability to take part in school sporting events with increased energy and confidence. Next Steps: Provide parents/carers with opportunities for pupils to continue their skills development at home. AC to look into the 'This is PE Active Recovery Hub'.
Carry out a Baseline assessment to assess where we are as a school. Organise and administer a questionnaire to find out what staff, pupils and parents feel about PE provision in the school.	<ul style="list-style-type: none"> AC/KW to create a questionnaire for staff, pupils and parents/carers to identify how they feel about PE provision in the school. AC/KW to collate results and identify trends. Action points will be created and then acted upon throughout the year. 	£400	Children were assessed in September and the results were analysed. Focus areas were identified and then bespoke interventions were organised for specific individuals in all year groups to develop these skills. Intervention sessions took place and they were adapted as necessary depending on the individual child's needs. The Fizzy programme was also used to support this initiative. The Year 6 children have been re-assessed and children have made progress in each of the areas. A follow up assessment of the key areas of jumping, balancing, throwing and catching, a T Run and endurance will take place in September 2023.	Key skills that have been developed will be transferred to other areas of PE. Next Steps: A follow up assessment will take place in September 2023. Results will be analysed and children's progress from the previous year will be identified. Key areas for development will be identified and intervention sessions will be organised and delivered by a sports specialist. These sessions will change their focus termly. These results will then inform planning for staff and key individuals will be monitored and assessed throughout the year.
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>To offer competitive opportunities in and out of school for the children to experience.</p>	<ul style="list-style-type: none"> • AC/KW will ensure that pupils have access to a range of competitions both in school and externally. • AC/KW/JL will ensure that staff are able to attend events to supervise pupils as required. • Events will be promoted to encourage maximum participation. • Whole school house competitions will take place throughout the year. • School Games competitions will be entered throughout the year. This will include netball and sports hall athletics. • Cricket competitions will be entered for the Summer Term. • Football tournaments will be entered. • A girls' football tournament will also be entered in the Spring Term. • Other competitions and tournaments will also be entered throughout the year as they become available to us through the School Games 2022/2023. 	<p>Tournaments/ Experiences/ Transport: <i>Previously costed</i></p>	<p>Over the year, children have developed their confidence and resilience whilst competing against other schools. They have also developed team work skills and football/netball skills to enable them to work effectively as part of a team. Events attended this year have included: Sports Hall athletics; netball; bowling; hockey; mixed football; girls' football; mountain biking; archery; cricket and cross country. These experiences have developed the children's confidence and ability to try new activities. They have also enabled children to demonstrate their skills in different contexts. We have played football matches against Woolaston and Offa's Mead but not just with Woolaston specifically.</p>	<p>Children will be able to use the skills and strategies learned in future events. They will be able to build on their resilience and teamwork skills as they take part in other competitive and non-competitive activities. Next Steps: AC will continue to enter a wide range of events in the next academic year. AC will also look into organising events with our school cluster and we will also develop sporting links with our federated school.</p>
<p>Investigate transport costs to enable pupils to attend sporting events.</p>	<ul style="list-style-type: none"> • AC/KW/BS/HW will investigate transport costings. • Transport for both schools will be organised for those events that are further away from our school. 		<p>Parents have been very supportive whilst transporting children to and from sporting events. Transport costs have been investigated to enable pupils to attend sporting events. A coach was booked for one event that was cancelled twice. We risked losing money and so this is something that we need to re-consider. Due to the increasing fuel costs coaches are now very expensive and so we need to consider sharing with other schools or looking at alternative ideas.</p>	<p>Continue to ask parents/carers to support with transporting children to and from events. Next Steps: Continue to investigate transport costs to enable pupils to attend sporting events. Carry out a poll to see what parents feel about transport and how it can be organised.</p>

Children will track their personal progress in key areas. These are jumping, balancing, throwing and catching, a T Run and endurance.	<ul style="list-style-type: none"> • Pupils will complete a baseline assessment at the beginning of the year. Results will be analysed and collated by an external sporting company. Areas for development will be identified and specific learning opportunities will be planned to support and develop specific skills for individuals. • Results will then inform planning for staff and key individuals will be monitored. • Intervention sessions will be organised and delivered by a sports specialist. These sessions will focus on the key ideas identified in the assessments and will change termly. • Children's fine and gross motor skills will also be developed to improve the children's personal best. The Fizzy training programme will be used to support this and will be delivered by a sports specialist. • A follow up assessment will take place at the end of each academic year to track the pupils' progress. The pupils will be aiming to improve their personal best in each of the key areas. 	Baseline Assessment: <i>Previously costed</i>	<p>Children were assessed in September and the results were analysed. Focus areas were identified and then bespoke interventions were organised for specific individuals in all year groups to develop these skills. Intervention sessions took place and they were adapted as necessary depending on the individual child's needs. The Fizzy programme was also used to support this initiative. The Year 6 children have been re-assessed and children have made progress in each of the areas. A follow up assessment of the key areas of jumping, balancing, throwing and catching, a T Run and endurance will take place in September 2023.</p>	<p>Key skills that have been developed will be transferred to other areas of PE.</p> <p>Next Steps: A follow up assessment will take place in September 2023. Results will be analysed and children's progress from the previous year will be identified. Key areas for development will be identified and intervention sessions will be organised and delivered by a sports specialist. These sessions will change their focus termly. These results will then inform planning for staff and key individuals will be monitored and assessed throughout the year.</p>
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Signed off by	
Head Teacher:	Miss Lane
Date:	September 2022
Subject Leader:	Kelly Winstone/ Amanda Cooper
Date:	September 2022
Governor:	Mr Bradbury

Date:	September 2022
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