

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

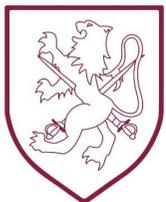


Department
for Education

Created by



YOUTH
SPORT
TRUST



Walter Infant School
and Nursery
2021 2022

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.

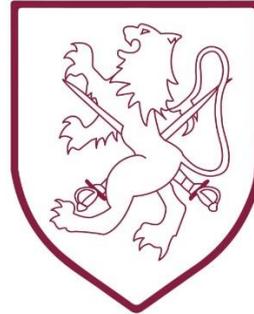
Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**



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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Walter Infant School and Nursery Sports Premium Funding 2021 2022

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated/spent for 2021/22 by the school for PE Provision	28,975.63 (including top up from school budget)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,800

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: 2021/2022 April 2021 to March 2022		Total fund allocated: £17,800	Date Updated: November 2021	
<p>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</p>				Percentage of total allocation: More than 100% of allocation; topped up from the school's budget.
Intent	Implementation		Impact	
<p>At Walter Infant School and Nursery, our PE curriculum will provide a broad base of learning opportunities for movement knowledge, individual athletic skills, and teamwork skills for cooperative and competitive situations.</p> <p>In Foundation Stage all children have 1 PE lesson each week with a sports coach and 1 Wiggle Waggle Session with a qualified teacher.</p> <p>Foundation Stage children have considerable provision to our outside playgrounds including our new climbing frame which is designed specifically to develop climbing, balancing and upper body strength to support writing.</p>	<p>In the EYFS stage, practitioners should:</p> <ul style="list-style-type: none"> Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session Provide resources that can be used in a variety of ways or to support specific skills Introduce the language of movement to children, alongside their actions 	<p>Funding allocated £14,000</p> <p>£4500 per annum for Wiggle Waggle</p>	<p>Our children take pleasure from developing good gross and fine motor skills and are provided with additional support if they find some physical skills difficult to grasp or have mobility complexities that can be challenging.</p> <p>Our children enjoy taking part in team games and physical activities: they will always try their best and understand the values of resilience, empathy, honesty, respect, and kindness when taking part in sporting events, clubs and lessons.</p> <p>Our vulnerable children have access to extra-curricular activities through school funding so that they can also benefit from the additional</p>	<p>Sustainability and suggested next steps: To monitor progression through the PE Curriculum to ensure that the children's skills develop throughout their PE journey in school.</p>

<p>All Key Stage 1 classes have 2 hours of PE per week divided between two sessions and we</p>	<ul style="list-style-type: none"> • Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists • Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities. <p>Our youngest children also have the opportunity to enhance their fine and gross motor skills through a dance programme called Wiggle Waggle with Joanna Wright. Wiggle Waggle is a vibrant music and movement program designed for Nursery and Reception aged children to encourage physical development, creativity, memory and communication skills.</p> <p>During Key Stage 1, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities. This is achieved through a programme of study that offers lessons and activities and exercises to meet the needs of children of all abilities.</p>		<p>opportunities provided by the school.</p>	
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<p>strive to include as much cross-curricular content as possible.</p> <p>All Key Stage 1 children have 2 outside play sessions each day; 20 minutes in the morning and 40 minutes at lunchtime.</p> <p>In addition, children who have been identified with specific difficulties in accessing certain areas of the curriculum will receive an additional session each week on a Friday with our sports coach.</p> <p>We provide Sensory Circuits for the children who have specific gross motor skills daily.</p> <p>We take part in National and Local initiatives such as 'Walk to School Week' and always encourage our families to walk, cycle or scoot to school to promote a healthy life style, as well as to reduce congestion and carbon emissions.</p>	<p>In Year 1 children further develop their fine and gross motor skills through a variety of sports and movement-based lessons and activities. This includes ball skills, parachute games, dancing, multi-skills and tennis.</p> <p>In Year 2 children learn to extend their physical abilities and teamwork skills through parachute games, dodgeball (ball skills), dancing, gymnastics, cricket skills and athletics.</p>			
<p>We have invested in new gym equipment for our indoor gymnastics lessons to improve the quality of teaching and learning.</p>	<p>The children have regular gymnastics lessons with the professional coaches to develop balancing and travelling skills.</p>	<p>£4475.63</p>	<p>The new equipment is specifically designed for young learners. It is attractive and safe. The children have shared that they love their gymnastics lessons.</p> <p>The children can take risks safely and have learned many new skills such as jumping, landing and balancing as well</p>	<p>Continued investment in equipment to ensure safety and curriculum enhancement.</p>

		as using their bodies to travel safely in different ways.	
		The sports coaches and teachers report that they too love the new equipment and enjoy the lessons much more as they can extend the learning for the pupils much further than previously.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
0 %

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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.	At Walter Infant School and Nursery, we believe that good practice is safe practice. All PE lessons are prepared and structured around safe learning situations. We decide on what we want children to learn and plan on how that learning is to take place in a safe environment. All PE staff and class teachers teach PE not just to develop and maintain their skills and understanding of the subject, but also because they know the needs of their children. Plans and other useful PE resources are stored on the Shared Drive. The use of visual	£0	Our children enjoy the aspects of their PE lessons and develop an understanding of how important it is to be active and fit. Our children recognise the changes that happen to their bodies as they exercise and can talk about the benefits of exercise and sporting activities	Strong links between our Science Curriculum and our PSRHE Curriculum to develop a complete understanding of health and fitness so that the children will lead long and healthy lives.

	<p>aids when necessary and IT equipment is encouraged to enhance learning.</p> <p>Each lesson includes a warm-up and cool down relevant to the main activity and learning environment/conditions. All pupils are physically active for sustained periods of time in every lesson. Progressively they learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.</p> <p>Our high-quality PE lessons include challenges for pupils, which involve developing:</p> <ul style="list-style-type: none"> • A sense of accomplishment and achievement • Learning something new and wanting to learn more • Physical and mental well-being • A feeling of independence <p>Wanting to perform well and with imagination and flair</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Our staff learn new skills by working alongside our sports and dance coaches.	Teachers and/or support staff work alongside the professional coach in every lesson.	Time within the school day – covered internally – no cost	The pupils have a wider knowledge of games, skills and strategies.	Staff retention and upskilling of other staff
Our PE Lead was an experienced sports coach before becoming a primary school teacher and is able to share his knowledge and expertise with colleagues.	The PE Lead has an annual operational plan to support the monitoring of provision and progression from FS11 to Year 2.		The teachers have a better understanding of the progression of the skills taught in school	
We have a scheme of work to support the teaching progression of PE in Key Stage 1 matched with the expectations of the National Curriculum.	Teachers use the SoW to support planning, teaching and learning as well as assessment.			

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?:
We have a wide range of extra-curricular activities provided for our children including tennis, football, multi-skills, gymnastics and street dance.	Children can attend ‘sports clubs’ before or after school. We provide at least one extra-curricular club for children in receipt of Pupil Premium Funding. We also provide kits and equipment. We have additional events throughout the year including	£4,000 £2000	Many children take part in extra-curricular activities Children share that they enjoy the clubs they attend Children access outside sporting clubs for example, Saturday football clubs run by our coaches.
			Sustainability and suggested next steps: To monitor the quality and attendance of clubs to ensure they are popular, enjoyable and closely match the needs of our children. To consider alternative clubs that may be available through school or in the local environment.

	Maypole Dancing, Indian Dancing for Diwali and sporting events such as our sports days and sponsored activities.			
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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:
The PE curriculum is inclusive and provides every student with equal access to it, regardless of age, gender, cultural, or ethnic background.	Our PE curriculum is fully inclusive and meets the needs and interests of our children (see above). The children come to school in their PE kits on PE days.		We have more girls attending football clubs than previously and more boys attending dance club. The children come to school in their PE kits on PE days which has reduced the difficulties with changing for SEND children and children from different ethnic backgrounds	To monitor the engagement of groups with predicted characteristics, including gender in our sports club to ensure equality of opportunity.

Signed off by	
Head Teacher:	Judy Wheeler
Date:	02/11/2021
Subject Leader:	Andrew Herlihey
Date:	03/11/2021
Governor:	Vicky Howard
Date:	05/11/2021