

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](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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,690
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023.	£16,690

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	% 77
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	% 77
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% 100
<p>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?</p>	No

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: 2022/23		Total fund allocated: £16,690		Date Updated: 15.07.23	
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: 19.8%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> After school clubs which allow for additional opportunities for learning and for children to further develop their playing skills outside of school, as well as their valuing working as a team, learning to become a good sports person and to take on additional roles such as linesman, umpire/referee and managers. As a Stormbreak-affiliated school, Welford and Wickham children are given 		<ul style="list-style-type: none"> Clubs are run with a key focus on inclusion and diversity. All children are welcomed into and valued as part of a club. Clubs are varied to allow for children from different age groups to access outside sports clubs. All clubs are popular and full. All staff trained in delivering Stormbreaks. Stormbreak concepts for each half term 		<ul style="list-style-type: none"> External sports coaches have inspired children with a wider range of sporting opportunities and children are engaged. More children are taking part in after school sports clubs. Stormbreaks have enabled all children to begin to break the 	
				<ul style="list-style-type: none"> External coaches to deliver a Federation-wide club opportunity in each of our schools. During lunch times, to deliver opportunities for future upcoming competitions and tournaments or to introduce new games so as to encourage sign up for future teams. Children to give voice to sports clubs they would like to see. Concepts to be decided upon by Stormbreak advocates and SLT. 	

<p>opportunities to Stormbreak throughout the day. This can be a whole-class activity or in groups as an intervention. Stormbreaks are led up to 5 times a week by trained staff.</p> <ul style="list-style-type: none"> • New and exciting playground markings have been professionally painted on the surface of the playground to encourage games and movement at breaktime. These include an obstacle course, hop scotch, 'What's the Time Mr Wolf' and 'Duck, Duck, Goose' games. These were provided by our incredibly supportive 'Friends of Welford and Wickham Primary School' association. • Ground markings laid out for children's athletic and other games purposes. 	<p>to be set by Stormbreak advocates and SLT. Stormbreak delivery to be flexible in location and can be delivered anywhere at any time (for the majority of activities).</p> <ul style="list-style-type: none"> • Children to have access to these and to be encouraged to play on them at break times by play monitors/lunch time monitors and sports captains. • Children to have access to a ball and bat / racquet during each lunchtime. PE teacher / play lead to observe/support. These are also available for us for clubs and outside game opportunities. 	<p>£3333.50</p>	<p>stigma of talking about mental health. Through physical movement that is both simple and inclusive, and through discussion, this movement-based mental health approach has been very positive.</p> <ul style="list-style-type: none"> • A fun and effective way for children to enjoy their environment whilst developing striking and fielding skills and learning the value of working as a team. • A fun and effective way for children to enjoy their environment whilst developing athletic, striking and fielding skills and learning the value of working as a team. 	<ul style="list-style-type: none"> • Staff to continue to deliver up to 5 times per week as a whole class. • Interventions to support mental health and movement requirements. • Monitoring the state of the lines for potential renewal. • Monitoring the state of the lines for potential renewal.
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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: 8.9%
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:
<ul style="list-style-type: none"> Resources are bought to provide for all children, meeting their individual needs where they are. Resources and equipment are updated when old and damaged to ensure children are excited to use apparatus in lessons and to instil a sense of pride in what they do and what they learn. Resources are encouraged in all break time and lunch break opportunities as a way to develop skills learned in curriculum time. As a Stormbreak affiliated school, staff are trained to deliver Stormbreaks from EYFS to Year 6. Stormbreaks 	<ul style="list-style-type: none"> A full audit of our PE supplies conducted by the PE teacher with knowledge of the physical state of all resources. Purchase of additional sports equipment to ensure teachers have appropriate and quality P.E. equipment to deliver high quality lessons Ensure sufficient time is allocated within the school curriculum/class timetable. Stormbreak interventions 	£1,500	<ul style="list-style-type: none"> Sports equipment is available for teachers to use in P.E. lessons to teach a range of physical skills. Specialist equipment has been purchased to enable all pupils to participate fully. Tried for a year by the Stormbreak lead / PE teacher, Stormbreaks have proved effective in 	<ul style="list-style-type: none"> Continue to review and maintain / store equipment – allocate time to tidy / sort storage sheds and replace equipment where needed. Stormbreak advocate to support all staff in the delivery and tracking of Stormbreak. Advocate

<p>are delivered up to 5 times per week and make cross-curricular links between PE and PSHE and other mental health connections.</p> <ul style="list-style-type: none"> Children's core strength for sitting and fine motor skills for writing is developed. They engage in positive sensory circuit activities and movement breaks to enable them to focus and engage in learning. Welford and Wickham are an officially recognised Scouting school, and part of the scouts association. On a Friday afternoon, all children take 	<p>led in small groups by LSAs. Each half-term, one of the 5 Stormbreak concepts will be the focus of all Stormbreaks across the school. The purpose is to instill a love of being active and to reduce the stigma of mental health through mainstreaming conversations during movement which is simple, active and inclusive for all.</p> <ul style="list-style-type: none"> LSAs to lead Proprioception and physical interventions across the school. All Beavers and Squirrels (Reception, Year 1 and Year 2) children attended a walking trip to The Ridgeway up to Court Hill 		<p>developing the language and confidence to discuss mental health issues in children, including self-worth, relationships, hope & optimism, self-care and resilience. This programme was delivered by the Stormbreak team to two Welford and Wickham advocates, who have since trained all staff in the ideology and delivery of this physical well-being programme.</p> <ul style="list-style-type: none"> Children access daily sessions as part of targeted provision. Children are engaged in lesson time, able to focus and sit for sustained periods to access learning. They are developing an awareness of effect of exercise on wellbeing and engagement. Children develop a love of exercise and of the natural world as they walk along the Ridgeway. Children learned the 	<p>to monitor impact as Stormbreak rolls out across the school and the federation in all classes and through targeted intervention.</p> <ul style="list-style-type: none"> Advocate to record impact in all classes and intervention groups to feed back to SLT. Children can be reminded of skills by other staff as knowledge of physical development Review SAPs for children with SEND to ensure appropriate physical development is included To continue to offer these enrichment activities to all children. Allowing children to experience new places,
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<p>part in Scouts through their Squirrels, Beaver or Cubs group. Within these groups, there are planned physical activities on a weekly basis built within the codes and conduct of scouting spirit and other cross-curricular opportunities. We also include active overnight sleep-overs and residential (Year 2) / walking trips (EYFS, Year 1 and Year 2) for our Beavers cohort.</p> <ul style="list-style-type: none"> • We give out a 'PE Star of the Week' certificate during our weekly achievers' assembly highlighting the importance of the physical aspect of each pupil's development. • P.E. Coordinator school sports meetings and appropriate CPD training. 	<p>where the year 2s extended their trip to an overnight residential.</p> <ul style="list-style-type: none"> • Physical aspects of a pupil's development to be recognised in the 'PE Star of the Week' for EYFS/KS1 and KS2. • P.E. Coordinator to keep in contact with SGO / LA and ensure that they attend meetings and training. SLT to allocate time for this. 		<p>history of our local area while learning to listen and concentrate through physical exertion and learned to control their breathing whilst carrying backpacks.</p> <ul style="list-style-type: none"> • Children played outdoor games and sports at Court Hill. They learned to work as teams and play games in a varied array of environments, unfamiliar to them. • All pupils take part in assembly and many have their physical achievements celebrated. • Increased confidence and better subject leadership enabling the subject leader to lead professional learning for all staff. 	<p>environments, games and challenges through physical exercise and personal challenges is very rewarding for them and their families.</p> <ul style="list-style-type: none"> • Pupils are very proud to be involved in assemblies/receive certificates and have the opportunity to stand in front of the school children, staff and parents to be clapped. Impact on confidence and self-esteem. • P.E. lead to feel confident with the knowledge and skills to develop a broad and balanced curriculum with opportunities for additional and exciting
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				physical and sporting experiences.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
63.8%

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:
<ul style="list-style-type: none"> At Welford and Wickham, our children receive two dedicated PE lessons per week. We are using the GetSet4PE scheme of work and curriculum resources to deliver a challenging, skills-based experience for all children of all development levels, abilities and backgrounds. The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Children are supported by PE teacher in delivering the PE curriculum. All children 	<ul style="list-style-type: none"> Buying into the GetSet4PE programme of work and ensuring all long term planning, assessments and resources are available to all teachers delivering a quality PE lesson. The school ensures balance between employing 'experts' to 	<p>£225</p> <p>£10,500</p>	<ul style="list-style-type: none"> Professional development, better subject knowledge and resources for teachers who will feel confident to deliver the PE curriculum. The PE teacher has worked across the whole school, supporting staff 	<ul style="list-style-type: none"> All staff supported to gain knowledge and develop confidence. Staff will work together and share good practice. Overall plan for the year for each class agreed with P.E. lead. To liaise with the U-Sports (sports coaches) about next

<p>receive two quality PE lessons per week, one delivered by a PE teacher and one delivered by the class teacher.</p> <ul style="list-style-type: none"> All staff are trained to deliver Stormbreak to the children. All staff to feel more confident in delivering Stormbreak lessons in class and as interventions as well as to support pupils to develop their knowledge and understanding of how movement and discussion can positively affect their mental health. 	<p>teach PE and Sport and encouraging teachers to develop skills, knowledge and confidence.</p> <ul style="list-style-type: none"> One teacher and one TA undertook Stormbreak training to become Stormbreak advocates. All Teachers and LSAs participated in CPD training delivered by Stormbreak advocate. 		<p>with resourcing, advice and planning. This has supported teachers and staff in delivering lessons more confidently. There has been consistency in the teaching of the children through this approach with QFT at the forefront.</p> <ul style="list-style-type: none"> Professional development, better subject knowledge and resources for staff who will feel confident to deliver Stormbreaks. 	<p>year's curriculum, clubs and play-leader activities.</p> <ul style="list-style-type: none"> To liaise with U-Sports about outside competitions and tournaments that they will attend/coach. All staff supported to gain knowledge and develop confidence. Staff will work together and share good practice. Overall plan for the year for each class agreed with P.E. lead.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Bikeability for EYFS and Upper Key Stage 2 pupils. • All Year 4 and Year 6 children take part in outdoor activities and a residential covering a variety of sports and physical, cross-curricular learning throughout the year. For example, archery, outdoor and adventure, extended walks, forestry experiences, bowling, canoeing, raft-building, historical reenactments and orienteering, again providing the children with an opportunity to develop, improve their fitness and to try something new. 	<ul style="list-style-type: none"> • Children in EYFS have a 4 day balance bike course run by a Road Safety Technician from West Berkshire LA. Year 5 has 1 day and Year 6 have two days of bikeability, including repairing a tyre experience. • We have had residential and extended school trips this year to Osmington Bay PGL (Year 6) and Ufton Court (Year 4). 		<ul style="list-style-type: none"> • Pupils have an opportunity to develop their cycling skills on balance bikes (EYFS) and pedal bikes (Year 5 and Year 6). Children to also learn basic repair techniques and road safety skills. • Class teachers have developed a programme of events with PGL/Ufton Court staff challenged and enhanced the children's understanding of their own skills and achievements. The children showed perseverance and resilience, not just through extended overnight stays, but through new and alternative physical challenges that have developed self-worth and pride in themselves. 	<ul style="list-style-type: none"> • Continue to support children with road safety through the bike ability scheme, led by a trained bikeability instructor. • To continue to value the impact of these residential and OAA opportunities. • To risk assess and ensure all planning is in place for September's PGL. • To look into booking a residential trip for new Year 4s next year.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%7.5
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:
<ul style="list-style-type: none"> Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Working with the West Berkshire School Sport Network, our children have enjoyed the inclusive, varied and well-balanced 	<ul style="list-style-type: none"> PE lead to liaise with SLT and school office to select a broad range of extra-curricular events for children across the school. 	£1,257.50	<ul style="list-style-type: none"> During the year, we have taken part in a variety of different sporting activities, for example: Year 3/4 Boys Football, KS1 Speed Stacking, Mixed 5/6 Hockey, Mixed 4/5/6 Netball, mixed 5/6 Dodgeball. 	<ul style="list-style-type: none"> Develop a programme of competitions for other year groups / other sports. Involve specialist coaches to run PE in a variety of sports after school and at lunchtime.

<p>opportunities that this affiliation has provided over the year.</p> <ul style="list-style-type: none"> Children to bring in and share with the whole school their outside sporting achievements in our Achievers' Assembly. 	<ul style="list-style-type: none"> Encouragement for children to attend outside clubs or join teams when inspired by the actions and achievements of their peers. Children get to bring in certificates, medals, trophies and belts etc, and to discuss what they have been doing to earn them. 		<ul style="list-style-type: none"> Many children have now been inspired by the achievements of others and have gone on to join the same or similar clubs / teams. This is particularly notable in the increase in the number of children who take part in an outside cheer club and compete in national tournaments. 	<ul style="list-style-type: none"> Continue to find ways to share and applaud the achievements of children in outside sporting and physical activities. Consider the use of Class Dojo to share photos and experiences.
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Signed off by	
Head Teacher:	
Date:	1/9/23
Subject Leader:	Paul Waller
Date:	1/9/23
Governor:	
Date:	