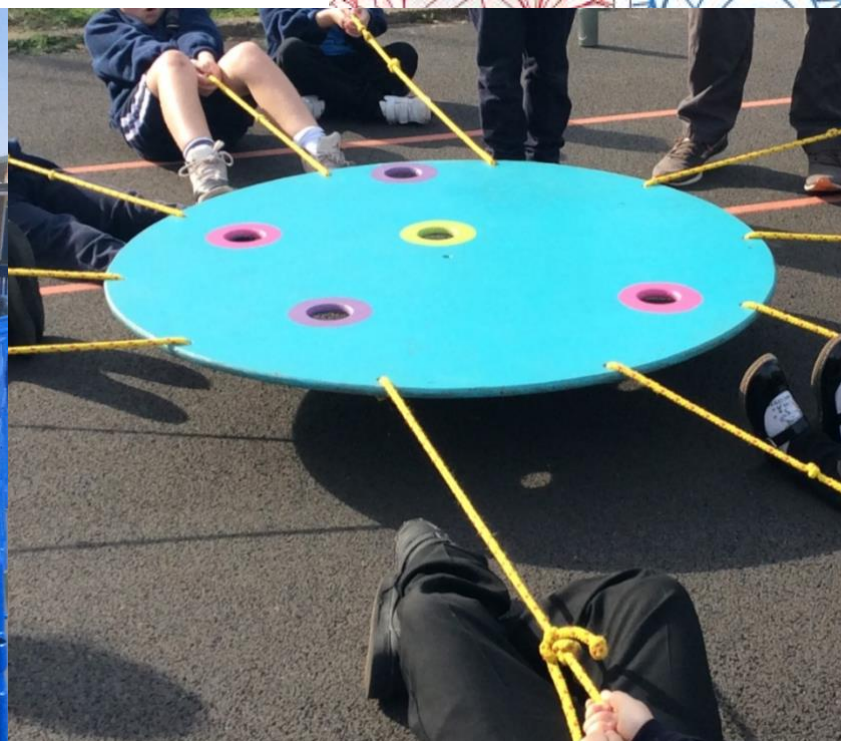




Woodland View Junior School
Evidencing the Impact of the Primary PE
and Sport Premium
2021-22



Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that the Primary PE and Sport Premium should be used to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

Schools must publish details of how the premium has been spent on their website.

This is Woodland View Junior School's publication.

Review and reflection - our priority development needs considering the 5 key indicators

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Cross country</p> <p>Year 3/4 Girls football tournament winners.</p> <p>Year 3 children took part in sports hall competition</p> <p>Tennis competition</p> <p>Sports club increase in participation (full)</p> <p>Yoga introduced after school</p> <p>Outdoor gym provision</p> <p>Korf ball training</p> <p>Safe indoor facilities and shaded outdoor areas</p>	<ul style="list-style-type: none"> • Skills and confidence of teaching staff in PE to be extended to improve the quality and range of activity • Increase opportunities for and range of outside physical activity at break and lunchtimes • Increase support for mental health and wellbeing for children and families

Meeting national curriculum requirements for swimming and water safety (Summer 2019)	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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/ No

Action Plan and Budget Tracking

Our intended annual spend against the 5 key indicators. Our success criteria and the evidence of impact we intend to measure to evaluate for our children today and for the future.

Academic Year: 2020-21		Total fund allocated: £17,520 Carry forward re Covid: £6,723		Date Updated: Autumn 21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					15.7%
Intent		Implementation		Impact	
School focus with clarity on intended impact on pupils :		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase physical activity at break and lunchtimes, installation of playground markings inc target, 100 square, compass and zone grid and purchase of loose parts resources		<ul style="list-style-type: none">Request design possibilities and quotes for markingsAgree and book worksInstallationInvolve pupils in choice of loose parts resources followed by orderingMonitoring of use	£3,000 (markings) £800 (loose parts inc storage)	<ul style="list-style-type: none">Pupil perception: Pupils state markings have increased the number and range of games they playIncrease in % of time spent in physical activity: 17% of pupils used the markings over one dayTeacher perception – opportunities for active learning: Teachers use the markings as part of lessons as well as to encourage play. One class are writing persuasive letters as part of English to ask for more markings	Possible new marking based on child request

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13.6%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Family Support Advisor in place offering drop-in, group and individual family support to raise parental confidence in dealing with family issues such as diet, exercise, sleep and play	<ul style="list-style-type: none"> • Role established and communicated with parents • Timetabled group sessions and individual sessions in place 	£3,300 (50% salary costs)	<ul style="list-style-type: none"> • Number of families accessing support: 27 • Parent voice: Support very gratefully received in a number of areas • FSA voice: Breadth of need wider than expected, number of families needing supported higher than capacity, more hours needed 	Sustainability if funding is removed? Funding needs to remain as a priority to support need
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21.9%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Qualified sports coach to work alongside teaching staff to improve skills and confidence of teachers in delivering a range of high quality	<ul style="list-style-type: none"> • Qualified sports coach to tailor support for teachers based on individual staff questionnaires 	£5,320	<ul style="list-style-type: none"> • Pupil perception: Children speak highly of coach and teachers • Coach outcomes: 	Bespoke program designed for future year

PE lessons	<ul style="list-style-type: none"> Teachers to keep learning logs/ reflective journals Coach to provide feedback and progress reports 		<p>Individually tracked to show increase in confidence and skill</p> <ul style="list-style-type: none"> Teacher perception – Skill/Confidence of delivery: 100% staff indicate increase in skills and confidence. Small number of staff requested further support in specific areas 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				45.3%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Redevelopment of trim trail area into sensory path to benefit emotional health and wellbeing at break times	<ul style="list-style-type: none"> Removal of current disused trim trail Pupil involvement in choice of sensory items and design of new pathway Ordering and installation of new sensory path 	£1200	<p>Pupil voice – regularity of use and perception of benefits: Delayed re staffing. Old trail removed, installation of new items awaited</p> <p>Staff voice – impact on pupil wellbeing: Delayed, as above</p>	Ongoing maintenance Reach completion stage early in Autumn term
Improved access to and quality of gardening and Forest School experiences through increased resourcing	<ul style="list-style-type: none"> Audit of current resources Ordering and receipt of resources 	£600	<p>% increase in resources available: 15% increase in resources</p> <p>Number of pupils participating:</p>	Curriculum redesign from Sept 22 including outdoor learning for all children. Increase in resources will be

Mental health and wellbeing support for children through group/individual input and access for all children to pastoral support inc at lunchtimes for drop-in and planned support	<ul style="list-style-type: none"> Increased resources increases participation Extension of contract for staff member Secure life coach for 1:1 support Identification of pupils for planned 1:1/group work 	£195 (Life Coach sessions 4x4 sessions) £6232 (TA 5x afternoons p/w) £2750 (MSA 5x sessions p/w)	100% LKS2 participated % of pupils accessing planned support: 21% pupils plus 100% Year 6 % of pupils accessing drop-in support: 11% of pupils Pupil voice: Year 6 100% positive feedback, 100% pupils know who they go to for support Staff voice – impact of provision: Impact is high, staff recognize the need and that need outweighs capacity	needed Sustainability if funding removed? Funding needs to remain as a priority to support need
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.9%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue provision of clubs and links across cluster to enable participation in competitive events beyond the National Curriculum	<ul style="list-style-type: none"> Continuation of Schools Sports Subscriptions Enroll in events/ tournaments (as soon as Covid allows) inc girls football, korf ball Meet costs of travel to competitive events and 	£400 (subs) £300 (travel)	<ul style="list-style-type: none"> % of pupils taking part in extra-curricular sports clubs/training: 42% Number of teams taking part in competitions: 9 Stakeholder voice: Positive feedback received from families, spectators and 	Travel costs have increased significantly, future visits likely to need greater subsidy

	coach time		event organisers in relation to pupil participation and attitude	
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