

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,450
Total amount allocated for 2021/22	£16,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,050

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 2021. Please see note above	7%
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	7%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	43%
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-Catch up swimming for those in year 6 who did not swim in Year 5 due to covid. It focused on the self rescue part of water safety for students who could swim 10m but not 25m.

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: 2021/22	Total fund allocated:	Date Updated: July 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: £12,746/£21,050
Intent	Implementation		Impact	60%
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:
Encourage active lessons within other areas of the curriculum	Liaise with ‘Cross curricular orienteering’ to have school mapped out with a permanent orienteering course that can be used with other subjects	£1500	Students have been using temporary maps within O & AA Students have used photos to orientate themselves and find the temporary markers	Due to additions and upgrading of the present playground this has not been able to take place.
To encourage young people of all capabilities to keep active. Especially for those students who may not like sport or who struggle with PE. To improve mental agility, concentration, hand/eye coordination and many more essential skills	Have two Activall’s installed on the main playground so students can access them easily at break and also at other times for sensory breaks/calming	£6300	Students who would normally sit and not interact with others at break times are playing on the Activall. ASD students have found this very good to keep their motivation.	A service contract with the company will ensure it is useful for many years to come. Students are beginning to use it as a regulating activity and have a card to show this will help them calm down and be able to return to lessons

To encourage Active Travel for the students who live in cycling/scooting distance.	Adding a covered cycling/scooter storage so their means of transport remains dry and protected from the elements	£4946	Students know their scooter/bike will be dry at the end of school.	This will be built on with Bikeability, reminder communication with parents to encourage coming to school this way. Ongoing development.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £800/21050
Intent	Implementation		Impact	4%
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 give year six students an opportunity to progress with their swimming as they missed the whole of year 5	Additional session of swimming once a week in the summer term Pool hire, mini bus hire, swimming teacher	£800	Progression was seen especially with water safety. Students were more confident performing self-rescue in different water-based situations.	Look at including this for Year 6's in the future as a means of gaining self confidence

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £2480/21050
Intent	Implementation		Impact	12%
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:

Staff to be confident and competent when dealing with accidents	First Aid for Sport Training for staff	£100	Two PE staff Passed course 28/02/22	On going confidence and competence in lesson time and when out in the community or at festivals with students.
Level 1 Swim Teacher JP and MS	Enough staff training in the delivery of swimming allows us to become self sufficient and has the bonus that we know our students and their needs well	£1100	August 12/13/14th	Both members of staff passed the course and are able to have a group on their own whilst supervised by a level 2. This enables more students to have targeted input by a trained professional. It has enabled us to teach the classes in three ability groups. Therefore benefitting the students greatly.
NCTP SEND swimming assistant course	Train 20 Teaching Assistants whose classes are swimming to improve their skills and knowledge	£1050 £230	TA's in Primary took part in the Swim England CPD course for SEND support teacher for swimming. The course is certificated	The training was online during a school training day and practical at one of the pools we use for lessons. Staff found it really useful and were keen to try out their new skills.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4924/£21050
Intent	Implementation		Impact	23%
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Climbing Wall activity</p> <p>Mobile wall to visit school followed by Mobile climbing Tower</p>	<p>Primary students to all visit Climb Quest twice to have a go and to try to improve.</p> <p>Minibus hire to Climb Quest During National School Sports Week</p>	<p>£70 x 14 £980</p> <p>£300 £1400</p>	<p>Many students who wouldn't climb the gym wall bars or were frightened to walk along the bench attempted the climbs. Each time they made more progress, for one boy it was touching the holds and wearing the harness. A blind student was really confident as he progressed through touch. He did really well and thoroughly enjoyed himself.</p> <p>3 students we know of have attended the offsite venue outside school.</p>	<p>The class staff were amazed with the students' progress. This is definitely something to include in the future PE program.</p> <p>Encourage more students to attend the offsite venues SEND session by emailing parents.</p> <p>We have new climbing sticks at school and a frame. The breaktime programme has been written to include classes spending a break or lunchtime at these stations so they can further practise/develop</p>
<p>Be able to ride a scooter or be more confident riding a scooter so students may choose it as a form of transport to come to school on or use with families outdoors.</p>	<p>Scooter training for all KS2 and more able KS1.</p> <p>Purchase of good quality Scooter pack of 4 scooters, helmets and pads</p>	<p>£450 plus £672</p>	<p>Team Rubicon came with adapted equipment and students with physical disabilities were able to take part alongside their class mates.</p>	<p>(Record number of students who participate, record the number that choose to go to the scooter park.</p>

To be able to ride a skateboard and light a spark in the KS2 students to want to pursue this activity.	Skateboard training for KS2. Purchase of good quality Skateboard pack or 4 skateboards, helmets and pads	£450 £672	The start of a journey for many students who had not used a skateboard before. They all were successful standing on it, some may of had a hand for support initially but they moved along. The difference to their self confidence and self esteem was visible. We talked about this 'can do' attitude and having a go at new things.	(Record number of students who participate, record the number that choose to go to the scooter park to practice.
--	---	--------------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£100/21050
Intent	Implementation		Impact	1%
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 compete at the County Panathlon competition with a primary group	Transport to Stoke Mandeville,	£100	Mix with students from other special schools for the first time due to Covid Pandemic. Be	To increase the number of events we attend working towards pre covid levels when we tried to ensure all classes in KS2 attended a festival

Published: **July 2022**

Signed off by:

Head of School:	Zoe Baines
Date:	July 2022
Subject Leader:	Lesley Byrne
Date:	July 2022
Governor:	Mark Bull
Date:	