

# 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](http://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	£0.00
Total amount allocated for 2020/21	16375
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£16,670 <b>Actual spend £26410</b>
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16, 670

## 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><b>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</b></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><b>N.B.</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.</p> <p>Please see note above</p>	<p>16% (adult in the water).</p> <p>Our pupils have regular swimming lessons each week in school. These lessons reflect the individual needs of the pupils across the school setting. There are 6 year 6 pupils 4 of which require 1:1 support in the swimming pool.</p>
<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>	<p>16%. This pupil will transition to the local swimming pool to experience swimming in deep water.</p>

	<p>SLD pupils are supported to experience both front crawl, backstroke with 1:1 support and floatation aids reflecting individual needs.</p> <p>PMLD pupils experience moving through the water, stretching and standing using appropriate equipment e.g. standing slings following physio plans.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>33%</p> <p>Our year six pupils are supported and taught to move to the swimming pool bar to perform self-rescue within the pool. 33% of our year 6 pupils can successfully carry this out in the school pool.</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/<b>No</b></p>

## 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: 2020/21	Total fund allocated:	Date Updated:		
<p><b>Key indicator 1:</b> 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:	
			%	
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:
Participate within a weekly PE session within the school hall/field.	Pupils will successfully transition to the hall or the field to participate within a PE session. Each PE session will reflect the interests and learning styles of the individuals. PE lessons will be supported with visual support, 1:1 staffing where appropriate, and repetition allowing pupils to develop and master the skill.	£0	<p>Pupils can successfully transition to the school hall/field to participate within PE sessions navigating the space and equipment with increasing accuracy and precision.</p> <p>Pupils are confident to experience PE in different settings and with a range of staff.</p> <p>Pupils recognise the object cue / visual support linked to PE.</p>	Class teachers to deliver PE lessons under the guidance of the PE Lead.
MOVE programmes linked to EHCP targets written by the class teacher in conjunction with MOVE Co-ordinator	MOVE co-ordinator assess and review individual pupils placed on the MOVE programme. MOVE co-ordinator write EHCP targets with class teacher.		MOVE has successfully been integrated into EHCP targets ensuring the programme is delivered throughout the school day and everyday education.	

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<p>Application for MOVE GOLD accreditation</p>	<p>MOVE co-ordinator to deliver weekly 1:1 sessions</p> <p>MOVE Silver award will be reviewed and reassessed this academic year. The school will apply for MOVE GOLD accreditation level.</p>	<p>£4.400 for MOVE accreditation</p>	<p>The school was successful in its application, being awarded MOVE Gold status with the potential of increasing this to Centre of Excellence in the next academic year.</p> <p>MOVE is integrated as part of the Staff Induction programme. Each new staff member has an overview into MOVE and its purpose.</p>	<p>MOVE Centre of Excellence application.</p> <p>MOVE Co-ordinator to participate within the November MOVE Conference.</p> <p>Mini MOVE – MOVE Co-ordinator to deliver MOVE to pupils in different settings working in conjunction with MOVE</p>
<p>Pupils take part in off-site sporting activities to build stamina, skill and strength</p>	<p>Pupils aged 16-19 will attend weekly sailing sessions for 6 months</p>	<p>1,350</p>	<p>Pupils will be able to enter boats And canoes, know how to stay safe on the water and report high levels of enjoyment.</p>	<p>Continue to access sporting opportunities in the community, e.g. bowling and skiing.</p>
<p>Sensory diets and movement breaks integrated into daily learning</p>	<p>Class staff working alongside the Autism team will devise and deliver sensory diets and movement breaks that are bespoke to the individual.</p>	<p>£200 for sensory equipment</p>	<p>Pupils are able to independently participate within their sensory diet, movement breaks allowing them to access their learning.</p>	<p>Sensory diets and movement breaks are continually reassessed and amend when necessary reflecting individual needs.</p>
<p>Participate within daily keep fit sessions with increasing independence</p>	<p>Pupils will choose a keep fit activity they would like to carry out. Pupils will use visual support to carry out this task.</p> <p>Pupils will complete the keep fit skill with increasing independence.</p>		<p>Keep fit has continued in each</p>	<p>Sessions to be delivered in the hall where pupils will be able to participate with peers from</p>

		£0	class in some form over the last year including: <ul style="list-style-type: none"> <li>• Using the school keep fit video each day</li> <li>• Dance</li> <li>• Movement to music</li> </ul>	across the school observing and learning the routine.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:  MOVE will be delivered by the MOVE Co-ordinator to pupils individually or in small groups supported by Learning Support Assistance.
PE Scheme of Work to be written reflecting the new EYFS curriculum	New Scheme of work reflecting the changing curriculum will be written and implemented		£1200  Cover for sports teacher	New Scheme of work has allowed for new activities and skills to be taught and learnt bringing a variety of new skills and confidence within the pupils.
PE Scheme of work to be reviewed and written for Middle School and EXL Department	New Scheme of work written, reviewed and implemented by PE Lead and class teachers			New Scheme of work written and used by PE Lead and class teachers. Amendments have been made.
MOVE day to celebrate all movement learnt by pupils throughout the year	A day to celebrate enjoyment of movement and sport/games pupils like to play.			Use and review the Scheme of work over the academic year making adjustments if required.
				Use and review the Scheme of work over the academic year making adjustments if required.
				Due to the extreme heat experienced in the summer term this has been postponed to September 2022
				MOVE day to celebrate individual's successes. MOVE day will be held annually.

Wellbeing day – pupils choose and participate within sporting activities they enjoy	Pupils choose a sport or leisure activity they enjoy as long as it involves movement	£300 bouncy castle	Pupils chose the following wellbeing leisure activities: <ul style="list-style-type: none"> <li>• Parachute games</li> <li>• Bouncy castle</li> <li>• Boccia</li> <li>• Keep fit</li> <li>• Sherbourne</li> <li>• Water play – water pistols, paddling pool</li> <li>• Dog walking</li> </ul>	Wellbeing day will be a reoccurring feature of the school timetable
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Class teachers to demonstrate knowledge of health and safety rules during the delivery of PE lessons	Class staff know and are aware of health and safety protocols during PE (especially new and agency staff).	£0	All staff follow the same health and safety procedures across the school. Pupils have a clear understanding of how to use the PE equipment safely.	PE Lead will support class staff in the planning and implementation of PE health and safety protocols.
Class teachers write risk assessments for PE equipment and apparatus to be used during teaching	PE Lead will assist in the writing of risk assessments with class teachers.		Class teachers feel confident to use a range of PE equipment in their teaching, writing risk assessments with the PE Lead.	Class teachers will feel confident in the writing of PE risk assessments.



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?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Swimming off site at Hartham will begin again in September 2022</p> <p>Swimming in school, pupils who are not able to access Hartham because of age or ability have access to a trained swimming teacher and autism/ PMLD specific staff who can support them to access the water and learn to swim</p> <p>Rotation of playground activities to</p>	<p>Swimming teacher will select pupils who need greater challenge in the water to go to Hartham swimming pool once a week to develop and improve their swimming in deeper water.</p> <p>Swimming teacher attends autism training and is supported by two trained staff to help with specific disabilities in the pool</p> <p>Timetable of activities for both SLD and PMLD pupils to engage in during playtime. Activities should include:</p> <ul style="list-style-type: none"> <li>• Team games</li> <li>• Individual activities</li> <li>• ICT</li> </ul>	<p>£1,560</p> <p>£7,000</p> <p>£300 playground equipment</p>	<p>Pupils will swim:</p> <ul style="list-style-type: none"> <li>• In a different pool</li> <li>• Swim out of their depth</li> <li>• Follow instructions from a swimming teacher from Hartham pool</li> <li>• Follow health and safety protocols linked to swimming and the local pool</li> </ul> <p>Learn to play together with minimal prompts from staff. Play a range of games. Make a choice of games.</p>	<p>Pupils will be confident in deep water swimming on their front, back and travelling to the side of the pool when instructed or when waiting for instructions.</p> <p>Pupils will use playtime productively to increase social skills and fitness levels.</p>

<p>be timetabled and implemented by playground staff.</p> <p>Forest school opportunities will be offered throughout the school</p> <p>To ride a horse following health and safety instructions Pupils aged 6-11 will attend weekly riding lessons with RDA for 12 weeks each ongoing.</p>	<p>Small groups of pupils will attend the Forest School in order to take part in the activities including leisure, fitness and sustainability.</p> <p>Pupils will ride a horse with support from the local volunteers wearing suitable footwear, riding hat and jacket.</p>	<p>£ 7,000 towards outdoor coordinator salary.</p> <p>£3000/year</p>	<p>Students have taken part in exploring their local environment through walks, games, orienteering, and gardening.</p> <p>Pupils who attended horse riding sessions were able to participate wearing suitable clothing whilst working with volunteers.</p>	<p>Small groups of pupils will attend Forest School with the Outdoor co-ordinator to develop their learning.</p> <p>To implement horse riding throughout the school year.</p>
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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:
Pupils to participate in multi-school sporting events including junior pentathlon, senior pentathlon, Boccia, swimming and athletics days etc	Pupils from across the school will have the opportunity to experience sporting activities and competition in the community competing with and against their fellow SLD pupils.	£100	Pupils have experienced a few sporting events this academic year where they were able to compete against other schools. Pupil participated within a range of activities, some familiar and others new. All pupils were able to participate within the activities.	To increase the number of community sporting activities to pre-covid levels enabling all pupils, who it is suitable for, to have the opportunity to experience sport in the community.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	