

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.ukf</u>ortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> of how they spend this funding, including any <u>under-spend from 2019/2020</u>, 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**.

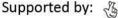
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0 (school contributed £3,108.50)
Total amount allocated for 2020/21	£16,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0 (school contributed £4,325)
Total amount allocated for 2021/22	£16,849
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,849

Swimming Data

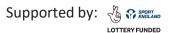
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	The school swimming pool has been closed for 12 months in line with
	many public pools. Our CV19 school Risk Assessment has resulted in no swimming being possible.
	Our pool is due to reopen before the end of the Autumn term.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
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 2020. Please see note above	
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	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%













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

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	Total fund allocated:	al fund allocated: Date Updated:		
Key indicator 1: The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	20%			
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: £3,370	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In September 2021 each class was timetabled to receive 1 session of teaching from our Sports Coach each week. Focussing on: - well-being, engaging in physical activity and reinforcing basic skills. Due to the lack of activity at home during Covid19 pandemic weight loss and general fitness levels are still a high priority. Students needed to be familiarised with equipment, social structure and team work.	implemented last year are being	20% of the Premium supports Key Indicator 1	Weight loss General well-being Termly Impact report written by Sports coach Meghan Beech. Sports coach and school staff model physical exercise during class lessons, providing opportunities for all staff to upskill and deliver relevant skills and techniques. Inclusion is planned for e.g. wheelchair users are transferred onto mats and staff support	Ensure full coverage is planned for the academic year. Offer a broad range of PE clubs to maintain motivation and engagement. Participate in School Council pupil voice initiative to influence design of playgrounds as part of a new project. Ensure that dinnertime clubs and physical exercise are promoted
on 5 days of specialist sports coach provision for a SEND setting.			them to "warm up" by engaging in their physiotherapy programmes whilst their peers run around to	











" " " " " " " " " " " " " " " " " " " "
"warm up" at the
start of a lesson.
4 dinnertime clubs
were run weekly
throughout the
year:
Dance and
Movement,
Target games,
Ball skills
Source: sports coach impact
reports

Key indicator 2: The profile of PESSP	Percentage of total allocation: 20%			
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: £3,370	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:











Sports coach and Subject lead will Pathway 1 pupils provided with a PE Co-ordinator to help To encourage engagement 20% of the work with colleagues to refine. weekly timetable slot for a PE during PE, incentives and provide resources to develop a embed and moderate the curriculum session with Sports Coach. rewards are provided for sports section on the school Premium provision being delivered in PF improved engagement and website to upskill and support supports Key across each key stage/pathway achievement using NEW Physical parents. Sports coach and staff modelling Indicator 2 physical activities during dinnertime (including pre-subject specific Education celebration (Pathway 1 and 2) experiences. clubs. certificates - Updated and finalised subject III statement approved by Particular focus on implementation of Incorporating exercise into other Whole class exercise challenges governors and uploaded to the MATP for Pathway 1 pupils. curriculum areas during the day. promoting achievement, website celebration and praise. - Pathway 1-Pathway 4 Updated PE celebration certificates Staff to promote physical activity curriculum mapping with Widgit symbols to raise profile through activities in class: for - Draft/Reviewed OPS subject of physical exercise. example, daily mile, sponsored walk Cross-curricular learning was scales and other PE challenges. incorporated into sports coach Copy of sessions e.g. Autumn 2 Target moderation/monitoring notes games included counting bean bags thrown at targets/into boxes, adding two scores together and keeping the total score over a period of time. Use of specialist and adapted Mencap tricycles and wheelchair-accessible bike in Stevens Park, Weekly sessions were held during the spring and summer terms 2022. Source: sports coach impact reports











Key indicator 3: Increased confid	ence, knowledge and skills of all st	aff in teaching	PE and sport	Percentage of total allocation:
				20%
Intent	Implementation	on	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 MATP Training completed by	Make sure your actions to achieve are linked to your intentions: Provide staff with information	Funding allocate d: £3,370	Evidence of impact: what do pupils now know and what can they now do? What has changed?: All pupils in the school have the	Sustainability and suggested next steps: There is a need to provide
Subject leader and Sports coach to support PE provision for pathway 1 pupils.	and support documents from MATP training to help with planning PE lessons and activities for Pathway 1 pupils. Work with Physios and OTs to design most suitable PE framework for pathway 1 pupils to best support their physical development.	20% of the Premium supports Key Indicator 3	opportunity to experience appropriate PE activities. Staff develop knowledge of the benefits of PE and physical activity for the pupils in their class and how to differentiate for varying abilities. Teaching staff participate in lessons and observe the sports coach delivery of a wide range of sports themes. The differentiation between Pathways 1-5 promotes legacy as school teaching staff are upskilled in this area. Students from 14-19 Phase were included in sports coach sessions and made their own robot dance. This was a cross-curricular link between dance and the 14-19 Project of "Scrapheap Challenge". Source: sports coach impact reports	appropriate in-house training to support staff understanding of key PE concepts so that consistency is established across the school. This will be an ongoing process with staff observing Sports coach during individual class sessions. Audit, review and organisation of curriculum resources to ensure each pathway is adequately resourced. Monitoring activities including planning/evidence trawl, peer to peer discussions, learning walks, liaison with other settings etc are undertaken to ensure subject coordinators are informed about delivery/impact of their subject.











Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%	
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:		Funding allocated: £3,370	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
sessions have been implemented for	overarching theme: - Gymnastics - Target games / Net and wall games - Dance and movement to music - Invasion Games / Tag games	20% of the Premium supports Key Indicator 4	Increased pupil engagement during PE lessons due to a range of activities, equipment and apparatus. Increase in the range of skills developed through experiencing different activities during PE lessons and dinnertime clubs. Wider opportunities for pupils to experience enjoyment and success during physical activity. The new PE curriculum, designed during the CV lockdowns, has been actioned and has started to embed. All classes focus on the same PE theme for a half-term block. The sports coach differentiates the theme for Pathways 1-5. Areas have been	gym equipment at Thorns Secondary College each week.	













of PE themes:
Autumn 1 Gymnastics
Autumn 2 Target Games/ Net
and Wall games
Spring 1 Dance, Movement and
Music
Spring 2 Invasion games
Summer 1 Striking and fielding
games
Summer 2 Athletics
Students from 14-19 Phase also
participated in some gymnastics
sessions.
The school has balanceability
bikes and these were used in
the gym to teach pupils to wear
helmets, balance on bikes
without pedals and to push
themselves along. It forms part
of the whole-school sequence of













both on site and in the local park. One primary pupil who initially refused to wear a helmet became de-sensitised and finally accepted wearing it. The pupil now enjoys riding bikes both in the gym and in the local park. Source: sports coach impact reports









Key indicator 5: Increased participati	Percentage of total allocation:			
	20%			
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:		Funding allocated: £3,370	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Classes still operating as bubbles so classes have been unable to mix. No opportunities for intra-school competitive sport.	Restrictions of Risk assessment has resulted in us being unable to successfully participate in competitive sports.	20% of the Premium supports Key Indicator 5	Unable to currently offer competitive sport on account of CV19 Risk Assessment During Target games the pupils worked in teams and competed against each other. The staff joined in to create a healthy competitive atmosphere. In the summer term pupils participated in Striking and Fielding games. They used beach balls, nets, skittles, bean bags, targets and a parachute. Pupils from Pathways 3 & 4 learned how to play in team games and competitions. Source: sports coach impact reports	Risk assessments change Community sports clubs reopen. Schools are allowed to mix once more to participate in competitive sports.









