

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 (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.

<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>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.</p> <p>Our pool is due to reopen before the end of the Autumn term.</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 2020.</p> <p>Please see note above</p>	0%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	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:	Date Updated:		
<p>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</p>			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:
<p>In September 2021 each class was timetabled to receive 1 session of teaching from our Sports Coach each week.</p> <p>Focussing on: - well-being, engaging in physical activity and reinforcing basic skills.</p> <p>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.</p> <p>100% of the funding is spent directly on 5 days of specialist sports coach provision for a SEND setting.</p>	<p>Weekly PE sessions for 14-19 phase implemented last year are being maintained this academic year.</p> <p>Weekly PE sessions for Pathway 1 pupils implemented to ensure all pupils are accessing appropriate physical activity opportunities.</p> <p>Each phase to receive 1 dinnertime club implemented by Sports Coach to promote physical activities such as dance and sport.</p>	<p>20% of the Premium supports Key Indicator 1</p>	<p>Weight loss General well-being</p> <p>Termly Impact report written by Sports coach Meghan Beech.</p> <p>Sports coach and school staff model physical exercise during class lessons, providing opportunities for all staff to upskill and deliver relevant skills and techniques.</p> <p>Inclusion is planned for e.g. wheelchair users are transferred onto mats and staff support them to “warm up” by engaging in their physiotherapy programmes whilst their peers run around to</p>	<p>Ensure full coverage is planned for the academic year. Offer a broad range of PE clubs to maintain motivation and engagement.</p> <p>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.</p>

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

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

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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	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:
MATP Training completed by Subject leader and Sports coach to support PE provision for pathway 1 pupils.	<p>Provide staff with information and support documents from MATP training to help with planning PE lessons and activities for Pathway 1 pupils.</p> <p>Work with Physios and OTs to design most suitable PE framework for pathway 1 pupils to best support their physical development.</p>	20% of the Premium supports Key Indicator 3	<p>All pupils in the school have the opportunity to experience appropriate PE activities.</p> <p>Staff develop knowledge of the benefits of PE and physical activity for the pupils in their class and how to differentiate for varying abilities.</p> <p>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.</p> <p>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</p>	<p>There is a need to provide 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.</p> <p>Audit, review and organisation of curriculum resources to ensure each pathway is adequately resourced.</p> <p>Monitoring activities including planning/evidence trawl, peer to peer discussions, learning walks, liaison with other settings etc are undertaken to ensure subject co-ordinators are informed about delivery/impact of their subject.</p>

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:	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:
<p>Additional achievements:</p> <p>Weekly “balanceability bikes” sessions have been implemented for lower and middle phase pupils. This provides pupils with an extra physical activity opportunity to practise their balance skills.</p> <p>New curriculum design will ensure that all pupils access a range of activities during PE lessons throughout the academic year. Every half term has a different physical activity theme.</p>	<p>Broad and balanced curriculum.</p> <p>The academic year is split into 6 half terms each with a different overarching theme:</p> <ul style="list-style-type: none"> - Gymnastics - Target games / Net and wall games - Dance and movement to music - Invasion Games / Tag games - Striking and fielding games - Athletics <p>Every activity will be differentiated appropriately for each pathway within school.</p>	<p>20% of the Premium supports Key Indicator 4</p>	<p>Increased pupil engagement during PE lessons due to a range of activities, equipment and apparatus.</p> <p>Increase in the range of skills developed through experiencing different activities during PE lessons and dinnertime clubs.</p> <p>Wider opportunities for pupils to experience enjoyment and success during physical activity.</p> <p>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 selected to ensure a broad range</p>	<p>Bikes to be used on the Multi-Use Games Area (MUGA) once additional storage for bikes has been agreed.</p> <p>Develop off-site swimming for 14-19 students who need a deep water pool. This will give them the opportunity of swimming longer distances.</p> <p>14-19 students to access the gym equipment at Thorns Secondary College each week.</p> <p>Additional “balanceability” bikes may need to be purchased in the future.</p> <p>Sports Coach to act as link once again between school and community base PE clubs once lockdown restrictions lift.</p>

			<p>of PE themes:</p> <p>Autumn 1 Gymnastics</p> <p>Autumn 2 Target Games/ Net and Wall games</p> <p>Spring 1 Dance, Movement and Music</p> <p>Spring 2 Invasion games</p> <p>Summer 1 Striking and fielding games</p> <p>Summer 2 Athletics</p> <p>Students from 14-19 Phase also participated in some gymnastics sessions.</p> <p>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</p>	
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			<p>learning for how to ride bikes 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 .</p> <p>Source: sports coach impact reports</p>	
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Key indicator 5: Increased participation in competitive sport				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:
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	<p>Unable to currently offer competitive sport on account of CV19 Risk Assessment</p> <p>During Target games the pupils worked in teams and competed against each other. The staff joined in to create a healthy competitive atmosphere.</p> <p>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.</p> <p>Source: sports coach impact reports</p>	<p>Risk assessments change</p> <p>Community sports clubs re-open.</p> <p>Schools are allowed to mix once more to participate in competitive sports.</p>