

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#)



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ n/a new school
Total amount allocated for 2020/21	£ n/a new school
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ n/a new school
Total amount allocated for 2021/22	£ 16,420
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,420

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>Understand that being able to swim is an important life-saving skill.</p> <p>Learning how to be safe in and around water.</p> <p>Learning how to feel safe and developing confidence within the water.</p> <p>Understanding the benefits of swimming to our physical and mental health.</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 2021.</p> <p>Please see note above</p>	<p>100% of pupils have attended swimming sessions this year and are developing their ability to swim over a longer distance. Pupils have received lessons at a local leisure centre who follow the Swim England Learn to Swim programme which works</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>towards a 25 metre swim.</p> <p>100% of pupils have attended swimming sessions this year and are developing a range of swimming strokes. Pupils have received lessons at a local leisure centre who follow the Swim England Learn to Swim programme which includes all strokes.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% of pupils have attended swimming sessions this year and are developing their understanding of how to keep themselves safe in the water. Pupils have received lessons at a local leisure centre who follow the Swim England Learn to Swim programme which includes self rescue.</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>We have provided additional swimming sessions for some students who have needed more experience within the water to develop their skills and confidence further.</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: 2021/22		Total fund allocated:		Date Updated: July 2022	
<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:
					12 %
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?:	
We intend for our children to understand the importance of keeping fit by taking part in daily exercise. This is part of a healthy lifestyle and can have huge benefits to our mental health which is openly discussed. Physical activity is also really important to help us self-regulate and be ready to learn. Exercise can also be a shared experience, something we can enjoy together and an opportunity to practise social skills. These three factors physical, mental and social are very important for our ASD pupils	We have termly fitness challenges including 'Just Dance' in the autumn term, 'Fit Hit' in the spring term and 'The Chaffinch Brook Marathon' in the summer term. Children also participate in regular sensory/movement breaks throughout their day to help with self-regulation. Pupils also have the opportunity to take part in structured timetabled activities during their playtimes. Pupils progress and successes are recorded and praised via sticker charts, certificates, sports based prizes, medals and trophies...these incentives are really encouraging for our pupils.		£2000	Pupils have increased their fitness levels and have developed their understanding of 'healthy choices' with many of them continuing to choose additional physical activities as part of their daily choosing (reward) time. Pupils understand how exercise is a 'strategy' for helping them to feel just right, improving their mood and becoming better regulated. Our pupils also know that PE and Sport is a great opportunity for them to develop their social skills which support their ASD targets.	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					Percentage of total allocation:
					12%
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:
Exercise is built into our timetable throughout the day and embedded in many of our lessons through our use of multi-sensory teaching approaches. Children are taught to understand the importance of movement and its benefits to our physical and mental health. Exercise is a self-regulation strategy for many of our pupils and it helps them to feel 'just right'. Games and physical activities are vehicles for practising social skills which are taught explicitly to our pupils.	We have termly fitness challenges including 'Just Dance' in the autumn term, 'Fit Hit' in the spring term and 'The Chaffinch Brook Marathon' in the summer term. Children also participate in regular sensory/movement breaks to help with self-regulation. Playtimes are structured games with adults leading sessions to support student participation and engagement.	£ 2000	Pupils have increased their fitness levels and have developed their understanding of 'healthy choices' with many of them continuing to choose additional physical activities as part of their daily choosing time. Pupils understand how exercise is a 'strategy' for helping them to feel just right, improving their mood and becoming better regulated.	We would like to continue with our termly fitness initiatives next year and hope to work with parents to support them with understanding how exercise can be used outside of school to benefit children with ASD.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know 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>We would like all staff teaching PE to be providing all our children with access to differentiated PE lessons where our objectives in the teaching align with the National Curriculum in that we aim to ensure all:</p> <ul style="list-style-type: none"> • Will develop experiences in a broad range of physical activities • Are physically active for sustained periods of time • Have the opportunity to engage in competitive sports and activities • Understand, lead and promote healthy, active lives • Build self-esteem, confidence and resilience 	<p>Staff training has been delivered on our priorities within PE and our sports PE curriculum so that all teachers are aware of the detailed schemes of work, activities and resources available for teaching PE. Our specialist PE teacher is able to support teachers with advice and guidance as well as ideas for differentiation within sporting activities.</p>	<p>£ 2500</p>	<p>Staff teaching well structured PE lessons and pupils benefiting from this. This also decreases any anxiety around PE lessons as children know what to expect and can enjoy their learning as it is predictable for them. Staff supporting playground games including basketball, football and handball. This allows increased participation of pupils and is a model to them of how to manage competitive games appropriately.</p>	<p>We would like to continue to develop staff confidence in the use of structured play to support social skills, self management and enabling better transitions.</p> <p>Staff training to be kept up to date including external refresher courses for Trampolining.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
49%

Intent	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>We offer a range of different sports activities through our PE curriculum including: athletics, health and fitness, teamwork, invasions games, net and wall games and orienteering. Pupils are given great opportunities onsite and offsite to participate in a wide variety of sporting activities to support their physical, mental and social development. Additional achievements: 13 pupils attended horse riding. 42 children attended trampolining sessions</p>	<p>Our PE lessons are taught using the structure below: INTRODUCTION - traffic light/starred or numbered learning objectives (for differentiation and to show progression). STARTER/WARM UP – a fun quick activity relating to the lesson topic or recapping the previous lesson. TEACH/MAIN SKILL FOCUS...activities/drills to teach and develop the lesson topics main skill. ACTIVITY/GAME - progressing to</p>	<p>£ 8000</p>	<p>Improved knowledge and understanding of skills being taught Development of physical skills for all pupils. Pupils are able to reflect on their progress and achievements in sporting activities.</p>	<p>Continue to review the PE curriculum on a yearly basis and introduce new and different opportunities to meet the needs of our pupils as necessary.</p> <p>Continue with and extend other sporting opportunities especially offsite and SEND competitions.</p>

<p>41 children attended swimming sessions KS1 Sports Day KS2/3 Cross site Sports Day OAA offsite activity (Frylands) SSP SEND competitions</p>	<p>putting the skill into practice via a game situation. Games should be conditioned accordingly (meaning rules or aims relevant to the skill developed during the lesson). PLENARY/SELF-EVALUATIONS – Q&As testing pupils understanding learning and self-evaluating how well they think they have done.</p> <p>This structure is completed for all activities so pupils respect the importance of PE and Sport just like any other lesson.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
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 do now? What has changed?:	Sustainability and suggested next steps:
<p>Our PE lessons encourage the social, emotional and thinking skills needed in life with a strong emphasis on children firstly competing against themselves before others and as we want them to be able to accept both winning and losing positively.</p> <p>We hope that by the time our lower children move up to our upper school they have the basics to develop further on a more sport-based PE curriculum. Competitive opportunities are given to pupils but to support their ASD and are encouraged but not stressed as we want our pupils to enjoy competitive elements on their own accord.</p>	<p>Children will have at least 2 hours of physical education per week consisting of a variety of activities both onsite and offsite.</p> <p>There is consistency in structure of lessons to support our children's ASD including an introduction with learning objectives stated, a warm up, skill development activity, a game implementing the skill developed and a plenary including a self-evaluation.</p> <p>In KS1 and KS2 we aim to develop children's social, emotional and basic practical skills and gain an understanding of PE prior to the introduction to specific sports and games. At our lower site children's participation in physical activity favours over excelling in sport. However the game part of all lessons add in the competitive element and allow those who enjoy this aspect the opportunity to thrive.</p> <p>Our extra curricular programme and sports days offer pupils the opportunity to participate in</p>	£800	<p>Pupils develop their knowledge of a healthy and active lifestyle.</p> <p>Pupils develop a better understanding of teamwork and sportsmanship which they can then apply in a variety of situations.</p> <p>There are benefits to positive mental health and enjoyment of sporting activities.</p> <p>Many children choose to take part in sports activities in their free time at school.</p> <p>The re introduction of offsite sporting competitions for SEND was a possibility this year and a class took part in the SSP/Panathlon bowling competition which was a great experience and opportunity for not only our children to be competitive but to develop their social and life skills offsite.</p> <p>Sports day was held offsite linking with our upper site, where pupils were able to team up and compete with other children outside of their</p>	<p>We would like to refocus on a range of sports related trips as the coronavirus pandemic has meant that we have been unable to pursue the competitive interschools competitions we have taken part in in previous years such as The London Youth Games.</p> <p>To continue and develop our offsite sports day.</p>

	competitive activities where they can earn certificates, medals and trophies.		class and site.	
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Signed off by	
Head Teacher:	Andy Millard
Date:	11.07.2022
Subject Leader:	Wendy Harthill
Date:	11.07.2022
Governor:	
Date:	