

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](https://www.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

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16, 800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11, 900
Total amount allocated for 2021/22	£16,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28, 700

Swimming Data

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 2020. Please see note above	0% – special school for SLD and PMLD
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	2% - see above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% - see above
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

Action Plan and Budget Tracking

Academic Year: 2021/22		Total fund allocated: £28,700	Date Updated: September 2021	
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:
				38%
Intent: hat we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions:	Funding Allocated:	Impact: Evidence of impact:	Sustainability and suggested next steps:
We want all pupils to: Take part in at least 30 minutes of <i>focused</i> physical activity each day.	Audit amount of physical activity taking place currently. Review curriculum so daily physical activity is prioritised. Develop further active learning at lunchtimes. Ensure forest school and magic mile grounds are clear and accessible for all including wheelchair users - improve forest school and magic mile pathway. Ensure playgrounds are accessible for physical activity by all children – purchase equipment for PMLD playground. Provide personalised programmes for those not engaging in group physical activity.	£ 400 – cover £ 2, 500 – staff £8, 000 Fundraise	The amount of <i>focused</i> physical activity will have increased for all classes. Pupils will find enjoyment in these focused physical activity sessions and especially in exercising in the natural school surroundings. All pupils will be able to access play areas offering them a variety of physical activity. The focused physical activity sessions will give pupils a sense of well-being, of connection with the outside world, of competition and of self-improvement.	Daily focused physical activity will become part of the daily timetable for all pupils and an expectation for all for the school. Increase grounds maintenance contract to ensure all pathways are accessible at all times.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				27 %
Intent: what we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions:	Funding Allocated:	Impact: Evidence of impact:	Sustainability and suggested next steps:
Have more focused physical activity sessions during outdoor play.	Train all staff in the Outdoor Play and Learning programme (OPAL) Ensure OPAL is equipped	£5000 £1000	Activities promoting physical activity and physical play are being enjoyed by all pupils.	Training for new staff will become part of in school training calendar.
Increase the number of active lessons within the timetable linked to different curriculum content, eg. Active maths, active literacy.	Ensure that the curriculum has sufficient opportunities to promote active physical learning through the curriculum quality assurance priority within SIP. Introduce 'active maths' days and 'active literacy days'.	£ 500 – resources and time for observations	Lesson observations show that children are learning sitting, standing and on the floor. Pupils fully engaged in and enjoying active maths and literacy lessons.	Active lessons will become increasingly embedded as part of the curriculum strategy.
Ensure gross motor activities are part of whole school writing strategy.	Purchase resources as appropriate. Purchase resources to support writing strategy.	£300	Increased gross motor activities is having positive impact on writing development.	Writing strategy with a regular gross motor input will be part of the whole school writing strategy.
Celebrate PESSPA achievements through 'Active me' week and assemblies.	Organise 'Active me' week – fund activities. Buy trophies and medals.	£300	Pupils enjoying physical activity during 'Active Me' week. Evidence of self-improvement and competition.	Annual event on school calendar.
Develop further physical activity breaks to support emotional regulation.	Following on from Sensory integration and positive behaviour support training, purchase items eg. balance bikes, trampolines and scooter boards for physical breaks. Develop recycling station and purchase trolleys to transport recycling round school.	£600	Physical activity breaks are enabling pupils to self-regulate so that pupils are able to focus better in class and behaviour incidents are low.	Behaviour lead to develop this further as part of new role.
Increase healthy eating opportunities.	Ensure snack times offer healthy options. Introduce salad bar at lunchtimes. Introduce healthy tuck shop/milk shake bar run by pupils as part of pupil leadership SIP priority.	£500	Pupils are choosing and asking for healthy options. Those who are food defensive are more willing to try different healthy foods.	Snack options become increasingly healthy. Salad bar becomes part of lunches. Regular event through the day as part of pupil leadership within school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
Intent: What we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions:	Funding Allocated:	Impact: Evidence of impact:	Sustainability and suggested next steps:
Experience high quality PE and Physical development lessons in line with long term PE planning: we want them to enjoy PE, Physical Development, and sport lessons so that they develop confidence, competence, understanding and knowledge in line with the school's curriculum expectations and achieve their EHCP outcomes for physical development.	Support for new PE lead to implement long term PE curriculum and to lead afternoon sports sessions. Use experience of sports coach from previous years to increase staff confidence. Purchase resources.	£500 - cover	Pupils will receive high quality teaching across the whole range of the PE and physical development curriculum with staff being trained as appropriate to meet the need.	PE lead will become increasingly confident in his leadership of other staff and of PE so that staff are on a continuous cycle of improvement.
Access PE at local secondary school.	Train staff in implementation of PE curriculum. Travel costs to drive pupils to secondary school.	£500 £500 – cover £200	Pupils increasingly challenged through using secondary equipment.	Work with secondary school to develop leadership scheme to work with special school pupils.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
Intent: What we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions.	Funding Allocated:	Impact: Evidence of impact	Sustainability and suggested next steps:
All pupils to learn about water safety and to take part in regular swimming sessions.	Purchase extra swimming sessions at Keighley pool to enable more physically able to learn to swim with swimming teacher. Provide staff to ensure less physically able are able to use hydrotherapy pool more frequently. Support hydrotherapy sessions with extra staff as required.	£2500	All pupils – regardless of ability – are confident in water and are developing swimming skills.	Ensure budget has sufficient funds to continue with this.
Experience a broad range of sport and activities.	Introduce more adventurous Physical activities for all including less able. Bikeability. Purchase resources. Cost of bike maintenance.	£1000 £500		Fundraising.
Learn actively through outdoor activities, ie. Forest school within school grounds.	Train 2 staff as forest school leads. Use forest school to teach curriculum skills, knowledge and understanding.	£3000 – course and cover		Once trained, staff will cascade training to staff in school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
What we want the pupils to know and be able to do.	Actions to achieve intentions:	Funding allocated:	Evidence of impact	Sustainability and suggested next steps:
Understand the rules for playing different competitive sports. Learn and practice the skills to play effectively against others. Understand how to win. Accept that winning and losing is part of competitive sport. Learn skills to cope with the emotional aspect of winning and losing.	PE lead links with other PE leads in other special schools and mainstream school. PE sessions focusing on teaching the skills of the sport. Purchase more equipment. Lessons focusing on endurance and improving performance. Competition with other schools or classes. Teaching sessions to support emotional regulation re: winning/losing. (see SIP). Purchase emotional regulation resources.	Travel: £200	Pupils enter competitive games, either in school or at other schools, with the skills, knowledge and understanding to play and compete against others. Pupils enjoy the experience and are proud of their achievements. Pupils' acceptance of winning and losing shows understanding of teaching of emotional and resilience skills in other lessons.	PE lead group meets to organise regular competitions and events of different sports. Annual competitions calendared for all groups. Emotional regulation work becomes an integral part of curriculum so that children learn the emotional skills needed for sport to support pupils in competitions.