

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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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£724.00
Total amount allocated for 2020/21	£9,000.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£800.61
Total amount allocated for 2021/22	£13,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£13,800.61

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>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 2022.</p> <p>Please see note above</p>	100%
<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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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>	Yes

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: £13,800.61		Date Updated: July 2022	
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:
					36%
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:	
Promote active healthy lifestyles, and ensure students are meeting, and exceeding, the daily physical activity requirements.	Purchase the Imoves programme to enhance engagement in PE sessions, as well as provide classes with a purpose-built tool for movement breaks and active lessons. https://imoves.com/		£420	Improved focus and engagement and activity levels. Feedback from teachers was that students really enjoyed the movement break activities, and the various numeracy and literacy themed interactive dances/activities.	
To develop independent cycling and increase the opportunity for students to progress to mainstream BMX-style trikes.	Purchase larger adapted trike and 2 x smaller BMX trikes that feature back support, adapted pedals, and a steering bar at the back. These will be used by our students that need additional support to cycle. https://missioncycles.co.uk/product/mx/		£2731	Some of our students were very excited to be able to move on to the BMX trikes. They enjoyed the independence it gave them, and how “cool” they looked. We are waiting on the delivery of the additional support trikes, due Oct/Nov 22’.	
To raise the profile of physical activity within the classroom by offering structured activities for teachers to use.	Renew subscription to Jump Start Johnny. This online platform will allow teachers to access and deliver fun and energetic workouts, physical challenges, games, and calming relaxation activities. https://www.jumpstartjohnny.co.uk/#/		£214.80	Increased daily activity levels, which in turn has led to greater engagement and focus within sessions.	
To increase accessibility to a greater range of health and fitness activities and equipment. To increase activity levels in classroom environment.	Purchase two Fitnex X5 exercise bikes. These are They are static fitness bikes specifically designed for younger, smaller children. https://www.bodysolid.co.uk/Fitnex-Commercial-Exercise-Cycle-for-Kids-X5_p-1211.aspx		£1598	These are due to arrive Oct 22’ and will be timetabled to be used in PE fitness sessions in the Autumn term. We are confident they will have a positive impact on increasing fitness levels and the motivation to exercise.	
				Sustainability and suggested next steps:	
				New teachers to be shown how to use the programme. Renew subscription.	
				Encourage and support parents to utilise bursary money to purchase personal bikes to use at home. This would allow families to cycle together whilst maintaining cycling skills. Introduce a cycling club and establish a bikeability instructor.	
				Liaise with class teams regularly to ascertain how engaged students are with the programme. Potential use for larger groups i.e several classes in school hall during ‘get set’ time.	
				Introduce one into each of the primary classrooms with workstations allow for classroom work whilst cycling.	
				Opportunity to offer whole group ‘spin’ class or lunchtime exercise club.	

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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:
				23%
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>Developing literacy and key vocabulary associated to swimming and water skills. To support the teaching of swimming, using pictorial aids to improve communication.</p> <p>To provide all students with equipment to meet their sensory needs, to increase their focus and engagement in the whole school curriculum. The equipment will be used for movement breaks, sensory circuits, and lesson re-engagement.</p> <p>Collaborate with therapy to ensure multi-disciplinary approach in all pool-based activities.</p> <p>Raise the profile of swimming across therapy and in school whilst increasing opportunities and swimming attainment.</p>	<p>Purchase swimpix package to help with communication and engagement during swimming sessions. https://aswim.uk/Introducing-SwimPix/</p> <p>Liaise with teachers and therapy team to ascertain students' specific needs and equipment requirements</p> <p>Purchase equipment from explore your senses. https://www.exploreyoursenses.co.uk/</p> <p>Arrange sensory circuit training with OT department.</p> <p>Purchase various buoyancy and sensory equipment, such as swim jackets and sensory pool toys.</p> <p>Liaise with therapy so resources are shared and there is a whole school consistent approach re swimming and hydrotherapy.</p> <p>Deliver joint pool sessions with therapy team to share knowledge and experience.</p>	<p>£384.95</p> <p>£2520.60</p> <p>£284.33</p>	<p>The swimpix system has allowed us to improve our ability to communicate instructions and ideas with the students. It has provided a clear visual idea of the task or technique and the lesson structure. They have made lessons more engaging.</p> <p>Classes have used the equipment in the mornings in their get set time, and it's helped them all with their learning and physical development. Occupational therapists have been supporting and offering ideas</p> <p>The equipment has provided interactive opportunities for building communication skills. Resources have been used imaginatively, creating games and increasing peer interaction. They have also developed physical skills of balancing, catching, and throwing, and strengthened their fine and gross motor skills.</p> <p>The physiotherapy team have also used and shared our resources so there has been a wider impact across the school. Joint sessions have encouraged consistency of approach and consolidation of therapy and PE targets.</p> <p>The equipment has had a positive impact on our students in many ways and increased engagement and attainment.</p> <p>Swim jackets – allowed a greater range of movement, without sacrificing buoyancy.</p> <p>Light-up/sensory toys – certain students find these very engaging and are motivated to collect them or use as a target to swim towards.</p>	<p>To continue to use Swimpix as a communication aid within our sessions. Purchase the Swimpix minis – which would allow students to use the system in class, for pre-session learning, and as a transition aid.</p> <p>We will continue to liaise with class teachers to assess their student's needs, and whether any new equipment needs to be purchased for any new students.</p> <p>Liaise with therapy team to ensure teachers are receiving ongoing support to continue to deliver meaningful sensory activities for all students. Sensory circuits provided students with an outlet for their excess energy, or any anxieties, enabling them to be ready for learning.</p> <p>Purchase more swim jackets in larger sizes, to accommodate new students.</p> <p>Purchase some larger sensory lights/light up toys to be able to facilitate sensory relaxation sessions.</p> <p>Liaise with therapy team re possible joint training and source other resources available.</p> <p>Incorporate physio programmes into swimming sessions to support the meeting of physio and EHCP targets.</p>

Raise attitudes and attainment in Maths and English whilst increasing levels of physical activity.	Purchase Teach Active membership. https://www.teachactive.org/what-is-teach-active/	£1050	There has been increased engagement and attainment in Maths and English. Increased activity levels. Home learning activities and resources have been successfully used.	Train new teachers and staff so the programme can continue to be delivered. LSA's to receive training.
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.9%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To research any recommended training that is available to support the safe delivery of PE and Sport. To keep up to date with the latest technology, innovations, resources, and current best practice in physical education.	Head of Department to attend the Youth Sport Trust conference. Purchase Youth Sport Trust membership. Contact all the relevant National Governing Bodies and disability organisations to source training opportunities. Liaise with Active Surrey re training https://www.activesurrey.com/schools/staff-training/courses	Funding allocated: £240 £210	From YST conference we have developed our programme through using a range of new resources to support teaching, planning and assessment. An example is we received a Wheelpower slalom kit. This is an active resource for wheelchair users. Our students have very much enjoyed using this. YST membership has given the PE team access to many benefits to improve practice and delivery. These included: <ul style="list-style-type: none"> • Virtual sessions and webinars • Case studies of best practice • Cutting edge expertise from other PE practitioners. Through using a variety of new resources PE staff have improved their confidence and knowledge around new and existing activities. Students have enjoyed the increased variety in the programme.	Update safety policy, risk assessments and procedures to include all best practice and minimum training requirements. Apply for Active school membership through Active Surrey - membership gives a host of benefits including discounts on staff training and teacher CPD, invitations to termly member-only events and additional independent advice from respected national organisations.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30.1%
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:
Make our onsite paddlesports programme more accessible and increase the range of activities available on our onsite pond.	Purchase 3 Perception Prodigy Kayaks. https://www.perceptionkayaks.com/eu/en/kayaks/prodigy-ii-tandem-145 PE teacher to attend paddlesports training to develop subject knowledge and paddling skills.	£3147.00	These are larger than our current kayaks, therefore easier to access and more inclusive for our primary students. They have allowed us to increase the number of students that can access the pond during a session. PE staff upskilled re all paddlesports disciplines.	Purchase kit to create a new catamaran canoe – extremely stable and easier to access for our students with mobility needs. PE teacher to complete paddlesports instructor award. Renew and upgrade interactive sensory stations around the pond.
To develop Kurling in to the PE games curriculum	Purchase additional New Age Kurling equipment – Stones, target mats, pushers, ramp) https://kurling.com/collections/new-age-kurling Incorporate activity into curriculum map	£1000	Equipment due Sept 22 due to supply	Deliver Kurling as part of our school games competition programme. Host an inter school kurling event

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
To increase the amount of intra and inter school events attended	Contact Active Surrey and Surrey special schools sports association and plan events calendar for the year.		Applied for schools' games mark and were awarded gold in recognition for our school games provision. Students attended several events, represented themselves fantastically well and were very proud of their achievements.	Liaise with Active Surrey to offer to host school games event for other schools in Surrey.
All students to participate in a whole school competition throughout the year	Establish school games session in the timetable. Select teams/houses and plan		All students participated in a weekly boccia competition competing for the st piers cup. This provided not only competitive opportunities but also encouraged social interaction and leadership.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Olly Whitefoot – Primary Phase PE Co-ordinator
Date:	
Governor:	
Date:	