

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
Total amount allocated for 2020/21	£ 16, 967
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 18,730
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18,730

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 2021.</p> <p>Please see note above</p>	<p>2/22</p> <p>9%</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>1/22</p> <p>4.5%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</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>Yes/<input checked="" type="checkbox"/> No</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: £18,730		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:
					37.9%
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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Students within KS1 to have the opportunity to develop balance and coordination when using balance bikes Students on Cedar Pathway to have the opportunity to take part in Rebound Therapy sessions weekly. Student to have the opportunity to take part in sailing in the local community. To improve the quality of PE lessons led to students, improving fine motor and gross motor skills in a range of activities. 	<ul style="list-style-type: none"> To purchase Bike equipment to ensure students can have the opportunity to take part in bike-ability weekly. To replace the trampoline bed to ensure it remains in a safe and well used manner for students to take part in Rebound therapy daily across classes. Sailing days to be organised with Westbere Sailing. Inclusive Sport to deliver weekly PE sessions, engaging students in a range of different physical activities. 		Bike equipment - £3500 Trampoline bed - £1000 4 sailing days = £600 £2000 PE session once a week all year. £7100	Students have the opportunity to ride the balance bikes weekly, with trained staff. Students showing development of balance and cycling skills. Students have a multisensory PE lesson on the trampoline, showing development of body movements. Students having the opportunity to experience sailing with trained staff in a different learning environment. Students being able to participate in a range of different sports with a PE trained company develop gross and fine motor skills.	Bikes to be maintained by school TA. Staff to stay up to date with CPD around Balance-ability and create plans with other teachers. Teachers to plan and communicate around how Rebound is taught and continue to develop CPD and progression opportunities. Westbere Sailing to be contacted around pricing for next year and further learning opportunities. Inclusive Sport staff to be trained in a range of SEN strategies and interventions including Makaton.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14.95%
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:
<ul style="list-style-type: none"> To develop curriculum area with new CPD opportunities in addition to linking up with other schools in the local area. Students to take part in Sports Day's and Swimming Gala's to showcase how they have developed across the year. PE team to meet and discuss ways to develop school PE and increase students mental health and well being. 	<ul style="list-style-type: none"> 5 days of staff cover to release PE coordinator to visit and liaise with local special schools within the Ksent organisation to develop PE within St Nicholas School. Sports Development officer to have 2 days release time to organise and plan sporting events. Staff & curriculum meeting time. 	<p>5 x £400 (cover) = £2000</p> <p>2 x £400 (cover) = £800</p> <p>£2800</p> <p>NB: All other funding is within the existing meeting budgets / staff responsibilities.</p>	<p>Students have the opportunity to participate in a range of sports including handball, archery and boccia, due to links within the Ksent organisation.</p> <p>Students have enjoyed participating in a whole school sports day, with parents and carers watching their children.</p> <p>Students showed within their sports days that they have developed core skills within Athletics, specifically gross and motor skills.</p>	<p>Staff to build links with SEN schools to offer development opportunities including sports fixtures and DofE joint funding opportunities (Finland).</p> <p>Sports Day to be developed yearly to increase students development and learning including different events.</p> <p>Sports Day a huge success with students development self esteem and confidence to participate in whole school events.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.6%
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:
<ul style="list-style-type: none"> Primary staff to have confidence when teaching students how to ride a bike. Students to have the opportunity to develop cycling skills including balance and gross motor skills. Students on the Cedar Pathway have the opportunity to take part in Rebound with qualified staff. Outdoor learning environment at Ross Woods to be utilised by all trained Forest School leads to develop students learning within an outdoor environment. 	<ul style="list-style-type: none"> Staff to take part in balanceability training to be able to lead cycling with students. CPD – Staff to complete training in a range of sports including Rebound Therapy. To fund primary specific coaching and teaching from school staff (and provide class cover to release) to enhance curriculum opportunities in Forest School and OAA. 	<p>4 x £200 (cover) = £800</p> <p>15 x £200 Rebound course (cover)= £3000</p> <p>1 x Forest School Leader = £1000</p> <p>£4800</p>	<p>Students have been enjoying balanceability, staff motivating students with fun and enjoyable games.</p> <p>All students in the Cedar pathway have had a rebound session with a trained member of the Rebound Therapy Team. Sports hall timetable ensuring that classes have the opportunity to access the trampoline.</p> <p>Forest School is now provided to all classes across the year, encouraging the use of the Ross Wood campsite and more outdoor learning for students.</p>	<p>Students have been enjoying the lessons and using the bikes weekly. Staff have been developing road safety PSHE within the lessons.</p> <p>Students have been accessing Rebound and have been showing development when on the trampoline.</p> <p>Students have developed a range of different skills at Forest School, and staff have been developing a working party with Forest School planning, working on a new assessment criteria.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17.08%
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>Additional achievements:</p> <ul style="list-style-type: none"> To enhance teachers knowledge in a range of different sports to give students the opportunity to develop learning in a range of sports. To develop curriculum planning to broaden teachers knowledge of a range of sports when teaching. To develop teachers knowledge in engaging learners within the lessons, with fun and motivating games. 	<ul style="list-style-type: none"> To find and book courses within a range of different sports to encourage staff development within PE. Staff to have access to a range of planning platforms to increase activity ideas. To encourage teachers to share planning ideas and watch each other teach to gain ideas on games within a range of sports. 	<p>CWA Climbing Wall Training - £300</p> <p>Equals Planning - £500</p> <p>Teacher cover for observations – 1 per term. 6 x £400 (cover) = £2400</p> <p>£3200</p>	<p>Students have more opportunity to take part in a range of different activities within the PE curriculum.</p> <p>Students have developed a range of different fine motor skills when using the climbing wall in addition to cross curricula learning in a range of subjects.</p> <p>Staff have been accessing the Equals planning and have extra ideas when teaching different lessons, giving students more exciting and motivating lessons.</p> <p>Staff have been spending PPA time sharing ideas and including them in their PE lessons.</p>	<p>PE curriculum has developed and staff are utilising their strengths and producing high quality lessons.</p> <p>The climbing wall has been used with students and developed fine motor skills. Further planning needed to encourage more participation on the climbing wall.</p> <p>Staff using equals planning across classes but this can be developed further into medium and long term planning.</p> <p>Teachers to put planning onto Teams platform to encourage more teachers to develop plans further.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.78%
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:
<ul style="list-style-type: none"> To engage with the PSCN schools within the Ksent Alliance and arrange sporting fixtures. To increase engagement in competitive sports within break times and lunch times such as football, hockey and dodgeball clubs. To include all students in various races at sports day against other students within their learning pathway. To have increased partnerships with sports clubs to encourage students to join extra curricula clubs in the local area. 	<ul style="list-style-type: none"> To employ a sports development assistant to email or organise and attend sports competitions. Inclusive Sport to plan and deliver lunch time clubs once a week to develop competition at lunch times for all students. 	6hours to plan PE competitions. $£9.72 \times 6 \times 10 =$ £583.20 Lunch time cover once a week - £500 £1083.20	Sports competitions have been organised and students have participated against other special schools in the area. Lunch time clubs have been highly engaging for students, a timetable is located in each class to encourage students to participate in the clubs. Inclusive Sport have been running a weekly lunch time club on a Wednesday, students are engaged and developing social skills in addition to communicating well with Dave.	

Signed off by	
Head Teacher:	Richard Dalton
Date:	4 th July 2022
Subject Leader:	Matt Harris

***** Overspend of £253 covered by school budget *****

Date:	4 th July 2022
Governor:	Nigel Wootton (Chair of Governors)
Date:	4 th July 2022