

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.

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 2020/21	£0
Total amount allocated for 2021/22	£16,270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,270

Swimming Data

Please report on your Swimming Data below.

Meeting National Vurriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but thismust be for activity over and above the national curriculum requirements. Have you used it in this way?	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:	Date Updated: 29/07/22	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer's guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	Implementation		Impact	£2,510 = 15.43%
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 provide a healthy living environment in the school to enable children to have the opportunity to design exercise plans and cook and prepare their own healthy meals. Raise awareness of the importance of physical activity	Plan and timetable healthy living activities. To invite in deaf role models to promote this with pupils. Catering team to involve pupils in the development of lunch menus. Healthy Life and Fitness Workshops.	£700	- Children will reflect on learning and record changes/measures taken to support health living. Evidence: recorded in photos, shared and promoted on social media. Focus in PSHE & PE sessions - Children have good knowledge and understanding from high quality teaching about why physical activity is so important. Each child opts to take part in physical activity and chooses to engage during movement breaks, during PE lessons and during	- Further develop cross-curricular links with physical activity, DT and science - Establish links with more deaf role models who are chefs to inspire pupils. - Utilise direct communication rather than working through CSWs. - Organise cooking/healthy eating workshops/coffee mornings for parents.
	Through staff meetings and regular announcements with teachers, support staff and members of the wider team who promote the importance of regular physical activity in daily lives To introduce the Daily Mile. To have timetabled PE & Swimming sessions and intervention groups such as Sensory Circuits and movement breaks.	£800		

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To identify the least active and those at risk of not achieving 30 minutes of physical activity a day at school	To have playground markings for zones to promote physical activities whilst outside.	£400	play and lunch time activities.	
	To reintroduce lunchtime clubs			
	DT week to incorporate cooking and development of diet to enhance sporting activity and fitness	£300		
	Outdoor provision for EY to continue to ensure a daily x hour provision			
	Swimming – To ensure pupils reach the NC expectation by the end of KS2			
	To review impact of Covid disruption last year on swimming			
	To provide additional swimming opportunities for those children not on track to meet the end of KS2 swimming.			
	Proposal for children to start swimming earlier and for longer.			
	Train SMSAs and additional staff to work with children at play and lunch times providing focus roles and increasing engagement levels	£220	- Children have a range of play equipment - Shed storage facility is tidied and all equipment is accessible and safely stored - Staff aware of those ‘at risk’ of not achieving 30 minutes of PA each day at school. All staff are aware of targeted children, encouraging higher levels of engagement. ‘In-active’ children take part in PA during school time. - All staff aware of EHCP/special needs which may prevent children from engaging	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation	Impact	£2,810 = 17.27%	

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:
Regular engagement of classes to ensure each pupil achieves 30 minutes of continuous physical activity increasing children's health and wellbeing ensure a whole school approach toward PESSPA as a key curriculum area.	The introduction of the daily mile for the whole school, alongside timetabled swimming sessions for more pupils in Key Stage 2, specialist sports interventions and specialist clubs and coaching ensures PESSPA at the very heart of the academic day.	£1940	- Increased access to a wider variety of sports and movement programmes - Greater visibility and celebration of our sporting achievements	Key part of the school development plan (SDP) to ensure continued investment in pupil wellbeing with PESSPA as a critical aspect.
Specialist areas promote movement as therapy in our pupils to enable our pupils to regulate and better access wider learning as a result.	Investment in additional classroom staff allowing for greater opportunity for targeted movement breaks, sensory circuits and physical activity for targeted pupils.	£870		- Investigate evidence-based assessment of progress, driving initiatives forward. - Investigate possibility of swimming pre-awards introduced in neighbouring special school
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	£790 = 4.86%
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:

Ensure all staff are confident in supporting, teaching and delivering high quality PE - resulting in higher quality learning.	Staff Survey Audit in key curriculum areas on confidence and training needs		Ongoing monitoring with Sports Lead and Specialist Sports coaches to identify where improvements can be made or assistance provided	Develop peer to peer/Share and Inspire opportunities to enable staff to collaborate more effectively.
Sports specialist, therapists and teachers working collaboratively with wider staff to improve confidence.	Additional courses/CPD programmes for other areas of the curriculum and to support new staff. Training for CSWs and LSAs in order to better support pupils (vocabulary and Curriculum subject knowledge)	£790		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	£4,850 = 29.81%
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:
Additional achievements: Introduce all pupils to a range of alternative sports and build on progress made in previous years by expanding the variety on offer, improving staff training and continuing year 6 outdoor pursuits provision.	Swimming sessions offered to more classes for a longer period. Introduce activities such as boccia, sensory circuit and sport clubs. Use a specialist Deaf sport coach to deliver a variety of sporting activities to our pupils. Specialist Dance teacher for all pupils who is a positive Deaf role model. Cycling proficiency and scootering sessions Trips and experiences of other sports- bowling, trampoline, soft play (EYFS)	£1400 £800 £1100 £350	- Pupils with different needs get access to a wide variety of sporting activities. - Specialist Sports Coaches employed for specialist engagement and coaching. - Has increased pupils' exposure to extra-curricular activities and provided experiences they would otherwise not have accesses.	We have already embedded a variety of sporting sessions. We continue to use the funding to build and expand on this area based on its clear success.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	£5,400 = 33.19%
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:
For all pupils to engage in a sporting/competitive opportunity off site.	Enter all competitions offered through Panathlon and other Deaf schools/ organisations. E.g., swimming gala, bowling, Boccia, football tournament	£1000	- Inclusive sporting activities with deaf schools and mainstream partnership school take place – further opportunities for competitive sport and mixing with peers. - Children to experience levels of competitiveness and opportunities to perform in front of a crowd. - All children to have gained real life experiences of competition out in the community of playing sport and competitions outside of their immediate school community. - For children to talk positively about their involvement in at least one sporting event/competition off site. - Evidence through website, noticeboard and school social media. - Evidence through School Games organiser at	- Continue to develop the children's involvement in local sport tournaments. - Continue to enter all Panathlon competitions. There are some extra competitions appearing in the calendar run by deaf schools or organisations.
School Games events to be entered involving as many children as possible - Children to have a sense of unity and community in competitive sporting events.	Through the use of sporting kits provided for competitive sporting events Purchase medals and rewards.	£350		
Identifying and organising opportunities for inter-school competitions with other Deaf peers in and around London.	Join the partnership mainstream sports day at Highgate Woods. Develop further competitive sporting activities with other deaf schools and mainstream partner school (sports days, tournaments etc.)	£100		
Provide children with increased experience of skill acquisition and competition for sport out in the community through high quality PE lessons.	Opportunity for all children to represent year groups/school in a wide variety of sports: Rebuild links to organised sporting events and sign up to Panathlon competitions. Plan provision for Yr 6 children to work alongside staff to coordinate	£300		

	involvement at each event. Plan provision and involvement for each individual strategically to prioritise enjoyment Invite local community sports clubs with qualified and passionate coaches to provide inter-school competitions throughout the year.	£750	Panathlon. - All children leave Blanche Nevile having represented their school in competitions. - Year 6 have had leadership and organisation experiences.	
Pupils have opportunities to acquire new skills and to experience new Sports Activities at Tolmers Residential.	Explore diverse, exciting and fun sports for children to try, find out what they like and develop new skills.	£2900	Facing challenges away from school brings children together and knowledge and skills and apply their skills in chosen activities.	Offer to upper KS2 pupils who would have had less opportunities due to Covid-19.

Signed off by:	
Head Teacher:	Helen Taylor
Date:	29 th July 2022
Head of School - Primary	Kathryn McCarthy
Date:	29 th July 2022
Governor:	
Date:	