

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Sept 2023- July 2024

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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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.

Created by:    YOUTH
SPORT
TRUST

Supported by:



sustainable improvements
Activity (PESSPA)
sport premium to:

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Details with regard to funding

Please complete the table below.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2022/23 as well as on the impact it has on pupils' PE and sport participation and attainment.

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 2024.

Swimming Data

Please report on your Swimming Data below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£16,810
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2021/22	£16,810
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,810

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:



Pupils who attend Amwell View School and Specialist Sports College have a reduced mental cognitive ability, which is life-long. Pupils operate in the early stages of development and many have a recognised medical diagnosis or congenital condition such as Down's syndrome or other lesser known specific diagnoses, whilst others have a non-specific diagnosis of Global Developmental Delay. There is a growing population of pupils with a diagnosis of Autistic Spectrum Disorder (ASD). There are also many children who have a sensory impairment, either singularly or dually affected. Children may have a visual difficulty and/or a hearing difficulty. An added complication for some children can be when their brain damage impacts on the cortical pathways of the brain, resulting in cortical visual impairment. Many children have reduced mobility and are dependent on a wheelchair for any opportunity to move around the school. Children with Severe Learning Difficulties operate at very early stages of development, usually at the first centile. Many of the children in the school are not able to speak, read or write and therefore they rely heavily on the opportunities that are provided for them to learn, which includes alternative methods of communication. Many of the children use visual timetables, real life pictures, symbols, tactile cues and specialist communication aids instead of words. The complexity of communication difficulty creates frustration and anxiety, which requires greater creativity on the part of staff to provide specialist and flexible responses for the children and young children to make their needs known.	
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 2023. Please see note above	0%
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	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 this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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: 2023-24		Total fund allocated: £16 840	Date Updated: 18/9/2023	
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:
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 target PMLD pupils/ emerging walkers (Covid catch up) To target Year 1 pupils with delayed development due to Covid <u>Further develop OAA and Gymnastics activities and planning to provide</u>	Purchase a range of new Gymnastics and OAA equipment suitable for pupils with SEND.	Balance path - £150 OAA equipment - £100		

Formatted: Strikethrough

<u>pupils with a broader range of experiences within their lessons</u>		Gym Mats £500 Balance Beam - £100		
Develop playtime structure and activities with HLTA and Sports Coach.	Purchase play equipment for lunchtime.	Play equipment - £300 Sports Coach Salary		
HLTA and Sports Coach to plan and run additional Sports sessions targeting sensory and physical development.	Service of fitness suite completed in Spring term	Fitness suite service £500		
	HLTA employed to plan and run suitable sessions using a variety of resources within the school.	Matt – 1 day salary Sports Coach Salary		

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	
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:
Leadership Target young play leaders and support staff to develop play time activities	Identify pupils for development of Leadership skills with view to becoming sports leaders. Leaders to visit mainstream primary schools to deliver games and activities. Creating resources for staff to access and support identified sports leaders during play time.	Matt Salary		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
Support teachers with planning and outcome setting for Soft Play – identified through feedback form and learning walks. Encourage Trainee Teachers and ECT's to come and observe the PE curriculum and provide ideas for active lessons.	Create 'Active lesson' ideas booklet. Purchase resources	£300		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:

Buy into Hertford and Ware School School Sports Partnership.	Buy into partnership	£550		
External companies delivering new Dance themes.	Research and book appropriate Dance company.	£300		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£
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?	

All Pupils to participate in at least one inter school festival or competition during the year	Membership of Hertford & Ware School Sport Partnership for access to competition and festival style events				
Continue to broaden and extend pupil's offsite and onsite experiences	Using links with local community including OAA organisations, local parks and Stanstead Mill Day Nursery to broaden both on-site and off-site experiences.	£500			
To further develop pupils water skills through a range of equipment	Using a variety of equipment to improve pupils confidence and ability in the water in a fun and exciting way.	£763.14			

Signed off by

Head Teacher:

Neil Ward

N. Ward

Date:

19/09/2023

Subject Leader:

Lucy McFayden

LMcFayden

Date:	19/09/2023
Governor:	Philip Lancaster 
Date:	19/09/2023