

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** 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.

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 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.

Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,840
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,840

Pupils who attend **Amwell View School and Specialist Sports College** 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 needs 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 2020. Please see note above

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

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

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?

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: £16 840		Date Updated: 21.9.21	
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:
Children have access to an increasingly more physically active curriculum to aid learning and well-being.	Maintain the existing level of activity for all pupils (All pupils have at least 2 hrs of PE & School Sport per week. In addition all classes have an active and varied curriculum, plus timetabled physical activity during play & lunchtimes).	PE department staff All teaching staff			

Pupils to work on Improving stamina and fitness	Focus on developing more active PHSE curriculum Review and implement new active lunchtime activities for various play areas of the school. Input from all staff and school council. Maintain, and update where necessary, play equipment, e.g ball run. Sign up to Virgin Money Giving mini London Marathon of 2.6 miles Each class to complete the Daily Mile. Starting with a whole class challenge to complete once a week, leading to more frequent completion as year progresses.	Alex Cloona Amanda Hayter Chloe Rees Rita Leader Grace Simmonds Certificates Bronze, silver, gold award system Amy Gregg Alex Cloona Grace Simmonds Rita Leader Emma Bloomfield Amanda Coote		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 96%

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 Pupils develop the skills of organisation, communication, evaluation, responsibility and reliability.	Identify pupils for development of Leadership skills with view to becoming play leaders. Leaders to support staff, their peers and younger pupils in PE lessons, clubs and lunchtime. Leaders given opportunities to develop skills at play/ lunchtimes and extra-curricular clubs. Leaders to visit mainstream primary schools to deliver games and activities. Purchase play leader tabards	Rita Leader Primary PE teacher 0.2 £7884 Amy Gregg Alex Cloona Amanda Hayter Rita Leader		
Health and Well being Introduction to sensory integration physical activity for PMLD pupils and those with a higher sensory need	Identify pupils with walkers and standing frames. Develop a programme to increase their ability to sustain prolonged periods of walking/ standing and create active playtime activities for them.	Grace Simmonds Health & Well-being Coach		

	3 members of staff to access Balance ability training. Staff to disseminate to TAs and MSAs Termly meetings of playground team. All support staff to lead play/ lunchtime activity per week with the support of play leaders. MSA training to continue with questionnaire to analyse their perception of PMLD. Play workshops for all new members of staff. All support staff to be trained in climbing wall. All support staff to undertake PMLD training in the sensory room	Amanda Hayter Kirk, Charelle, Vicky, Louise Amanda Hayter Chloe Rees Amy Gregg Alex Cloona Lisa Dillon		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
Pupils will experience opportunities to support balance skills and the transition to being able to ride a bike	8 Year 2 pupils to experience 3 Balance ability sessions National initiative designed to teach children the skills to ride a pedal bike.	3 sessions @ £60 per 45min session = £180		

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?:	Sustainability and suggested next steps:
All Pupils to participate in at least one inter school festival or competition during the year	Buy into Hertford & Ware School Sport Partnership for access to the following: Autumn term Year 3 development day	As above		

	Year 4 development day Boccia competition 9.11.2021 SLD Panathlon Every1in			
Maintain Platinum status for School Games Framework	Fulfil all criteria to achieve Platinum Sports Mark	Rita Leader As above		

Signed off by	
Co Head Teacher:	
Date:	27/09/2021
Subject Leader:	
Date:	27/09/2021
Governor:	
Date:	27/09/2021