



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding 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 as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Introduction and development of building bridges scheme and regular attendance at the HWSSP events has increased awareness and understanding of people with special needs in the wider community. The Health and Wellbeing TA has delivered a wide range of fitness sessions to targeted pupils incorporating OAA, Gym, Athletics and Competitive elements.	Increase quality of delivery of physical activity during play times. Implement personal challenge into PE and individual fitness sessions.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and 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 this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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.

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16,770 (+57 on total premium)		Date Updated: Sept 2018	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: (Primary PE teacher) 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To ensure that all pupils achieve in excess of 30 minutes of physical activity during the school day. Activity planner heat maps 17-18 identified all classes achieving in excess of 30 mins of physical activity through PE, play and classroom based subjects.	To continue to monitor for academic year 18-19.	Rita Leader £7638.20 (Primary PE teacher 0.2 Funding)	Use activity planner (School Games) for each class in Autumn & then again in Summer terms. Teacher observation- pupils show improved behavior and concentration From the activity planners it is clear that all primary classes are still well in excess of 30mins extra activity within school per day. Classes were introduced to active blasts and some have used Gonoodle activities in maths, history, phonics, PSHE.	Using active starters and activities becomes part of school practice across the school.	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: (Primary PE teacher) 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Increase communication, evaluation, responsibility and reliability in targeted group.	Identify children for Boccia England Leadership skills award focusing on communication & evaluation (Autumn term), reliability (Spring term) and resilience (Summer term).	Rita Leader Primary PE teacher 0.2 Funding	Detailed report through assessment tool. Targeted group show evidence in other aspects of school life and at home. Also group leads activities for other pupils in own school and in primary mainstream setting. Selected pupils were involved with Boccia skills award. This scheme is primarily for mainstream pupils and needs a lot of adaptation for our students. We covered elements but would like to devise a specific boccia leadership for Amwell View club players. Selected pupils visited St Andrews SA and Bengoe schools to deliver boccia skills and activities and teach pupils the game of boccia. Group to plan and deliver competition in Summer term. To be carried over to next year's plan. Achieve School Games Platinum Award. Submitted and awaiting notification.	Scheme embedded in school as part of Boccia club. Rita to run scheme with Claire Green. (Health and Wellbeing TA)
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				(HWSSP buy in) 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to improve quality of children's physical activity.	Buy into Hertford & Ware School Sport Partnership with access to professional development days for all staff (PE, class teachers & all support staff) to increase confidence in providing quality physical activity including leading extra - curricular clubs or targeted groups.	£1000 (HWSSP buy in)	CPD includes: Primary FA teachers course (19 th October), orienteering, CPD offered but was not taken up this year. MSA training in playground games. Not taken up as HLTA led this as part of her TADW project	Access to this training would still on offer as long as H&W sports partnership exists. Attendees to share information with other staff to develop their skills. Actioned by HLTA
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				(HWSSP buy in) 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Identify further sports & activities for children to experience off-site.	Buy into Hertford & Ware School Sport Partnership with access to full calendar of events and festivals. PE staff to identify sporting opportunities outside the school environment. PE staff to identify sporting opportunities to be delivered in school.	(HWSSP buy in)	Autumn term Festivals include: infant agility, sportshall athletics (KS1 & lower KS2), every1in, dodgeball, archery, ultimate Frisbee, cheerleading, skipping, speed stacking, dance. Amwell View pupils attended infant agility, year 3 sportshall, Every1in festival (archery, dodgeball, kurling, cup stacks and boccia) , dance festival and district athletics	Access to these events would still on offer as long as H&W sports partnership exists.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				(health and fitness TA) 49%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Level 1 personal challenge Continued support for level 2 competition and festivals Increase number of children to take part in competitions within H&WSSP & SLD.	Pupils to be introduced to personal challenge within PE lessons and through individual fitness sessions. Buy into Hertford & Ware School Sport Partnership. School engages with School Games competitions and opportunities for pupils that do not represent the school in a team or as an individual. Baseline identified 17 out of 86 (20%) primary pupils took part in competitions last year.	Chloe Rees (Health and Fitness TA) Full time cost £20,472 (Inclusive of on-costs) 0.4 primary allocation (2 days per week) £8188.80 Rita Leader Primary PE teacher 0.2 Funding	Importance of Personal challenge seen in other areas of school life. Examples of Personal challenges in PE included boccia, skip, run, bowling, javelin and personal exercise plans. Pupils identify being part of a team, supports opportunities for pupils to work co-operatively. Increase in number of primary pupils taking part in competitions. Years 1-2, 9 out of 25 (36%) children participated in a festival or competition Years 3-14, 100% entered at least 1 festival or competition this year. Some of these were alongside mainstream pupils.	Personal challenge to be part of everyday life at school Pupils become role models and have increased aspirations. They are then able to mentor younger children.