

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Sept 2021- July 2022

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 2020/21, 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 2022.

Swimming Data

Please report on your Swimming Data below.

To
see
an

example of how to complete the table please click [HERE](#).

Total amount carried over from 2020/21	£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	£16,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,860

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 2020. 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: 2021-22		Total fund allocated: £16 860		Date Updated: 19.7.2022	
Key indicator 1: The engagement of all 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	Heat maps completed at beginning of Autumn term. These highlighted extending opportunities within active PSHE lessons	AC RL (Funding as below))	PSHE curriculum has been reviewed with a view to encourage daily physical activity with every child. Examples include: showering, cleaning teeth, hair washing, healthy eating (snack attack) and learning in different environments. Summer term		New active PSHE curriculum embedded in school.

	Each class to complete the Daily Mile/ step challenge	AG Class staff	and record their laps on. The pupils enjoyed thinking about ways to be healthy and joining in the challenge together. Most classes smashed the 2.6-mile target and everyone who took part was very proud of their achievements. Every class, 100% of pupils, took part in adapted version of daily mile challenge during the Summer term. Record of achievements on the wall of each class. Noticeable increase in stamina and endurance noted by staff. Children seemed to enjoy it as well.	This initiative to continue next academic term.
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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 Identify and train pupils to become leaders	Identify pupils for development of Leadership skills with view to becoming BOCCIA leaders. Leaders to visit mainstream primary schools to deliver games and activities. Class teachers Identify pupils to develop leadership skills through playground games. Expanding leadership opportunities within PE lessons	RL PE teacher 0.2 £7904 AH AG AC RL	8 boccia players identified to visit schools. Due to the tail end of Covid limitations, the leaders delivered boccia 12 sessions in 4 mainstream primary schools over the year. Targeted pupils set out and collect equipment at beginning and end of PE lessons. Identified pupils in each class given responsibility to support another member of the class. Pupils used to demonstrate activities to rest of class.	Initiative to be continued and extended to include other inclusive sports.
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. Devise tracking system for this	GS £8276 Health &Well-being Coach	GS went on sick leave/ maternity leave. Actions not achieved but funding used	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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 to access an extensive and active curriculum plus extracurricular activities delivered by all school staff	Membership of Hertford & Ware School Sport Partnership for access to professional development days. 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.	£500 As above AH Kirk, Charelle, Vicky, Louise Class teachers	School accessed to CPD opportunities: 3 subject leader training days, LTA tennis course yr 2, 4 & 5 took part in development days (ABC, Orienteering & Game skills) , Every1in festival/ WWWGames/ Commonwealth Games Legacy festival .Total of 19 staff and 45 pupils) Balancability delivered by HWSSP to 9 pupils & 5 staff Meetings held and staff encouraged to lead play activities planned by class teachers Pupil voice through School Council discussions	Purchase of HWSSP next year to enable access to competition, festivals and CPD opportunities Playground activities to remain a focus for whole school staff

	MSA training to continue with questionnaire to analyse their perception of PMLD. Play workshops for all new members of staff. Support staff to be trained in climbing wall where appropriate to the age group they work with. Developing a video around pool safety. To be used before swimming lessons for staff as well as pupils Create booklets for pupils attending fitness sessions. CPD / Empowering staff to deliver alongside the booklets	AH AG AC Amanda Coote GS	Pool safety and aquarobic Videos, starring 2 Student 2 pupils, sent to all class teachers and saved on system to be used with all pupils and school staff. Staff absence	MSA training for all new members of staff All new staff to receive training in climbing wall Videos on system for all staff to access
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 develop balance skills and the transition to being able to ride a bike	Year 2 pupils to experience 3 Balance ability sessions National initiative designed to teach children the skills to ride a pedal bike. Community swim session. Parents to be involved. Possibility of going on public transport	3 sessions @ £60 per 45min session = £180 AC	9 Foundation 2 pupils (Years 1 & 2) took part in sessions. 3 balance bikes were loaned to and used by the school.	Balance bikes to be purchased by school to enable continuity with the programme
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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	Year 2, 4/5 development days SLD Schools Boccia competition SLD secondary Panathlon Every1in festival WWWGAMES/ Commonwealth Legacy 2 Swimming Galas	Membership of H&WSSP as above RL AG ACI ACo	A total of 66 Pupils took part in these events, ranging from yr 2 to yr 14	Membership buy in of HWSSP to continue

Maintain Platinum status for School Games Framework	Fulfil all criteria to achieve Platinum Sports Mark	RL	School Games Mark Platinum awarded to school on 19.7.2022. The school has achieved Platinum status for the 3rd year running.	Initiatives embedded in school ethos Continue to strive to maintain Platinum status
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Head Teacher:	Neil Ward 
Date:	01/09/2022
Subject Leader:	Lucy McFayden 
Date:	27/07/2022
Governor:	Philip Lancaster 
Date:	26/09/2022