



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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:
• Trialing of Boccia England leadership skills award • Selected Boccia leaders outreach to 2 mainstream primary schools • Achieved School Games Platinum Award • 100% KS2 pupils took part in competition/ festivals • Introduction of personal challenge into PE and individual fitness sessions • Increase in quality of physical activity during playtimes	• Increase opportunities for pupils to complete and take ownership of personal challenge. • Increase in number of current Year 2 and 3 to take part in festivals and personal challenges. • Develop “Active English” lessons

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: 2019/20		Total fund allocated: £16,760 (Grant + 76 pupils on total premium years 1-6)		Date Updated: Sept 2019	
Key indicator 1: The engagement of all 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 44% HWSSP 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
The ethos of the school is that all pupils achieve in excess of 30 minutes of physical activity during the school day. Activity planner heat maps 18 - 19 identified all classes achieving in excess of 30 mins of physical activity through PE, play and classroom based subjects however, English has been identified as a subject that requires further development.	Bought into the Hertford and Ware Partnership to enable access to CPD. Head of English to attend active English CPD in Autumn term and work with Rita Leader to increase awareness and physical activity levels in English throughout the school. To continue to monitor for academic year 19 – 20.	(HWSSP) £1200 Rita Leader £7372 (Primary PE teacher 0.2 Funding)	Use activity planner (School Games) for each class in Autumn & then again in Summer terms. Teacher observations by subject lead to inform impact on whole school and aid with development of Masters.	Head of English would continue to take an interest in active and creative ways in which to access the English curriculum.	
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 44%
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 and target a younger age group (Year 3 and 4) pupils for Boccia England Leadership skills award focusing on communication & evaluation, reliability and resilience.	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. Group to plan and deliver competition in Summer term.	Scheme embedded in school as part of Boccia club. Rita to run and develop scheme with Chloe Rees. (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 7%
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 as well as sporting festivals and competitions which increases confidence in providing quality physical activity during extra - curricular clubs as well as playtime.	(HWSSP)	CPD includes: Active English (September 2019) Infant Agility Boccia competition Sports hall Athletics District Athletics Development Days Every1 in Festival Rapid Fire Cricket	Access to these events would still be on offer as long as H&W sports partnership exists. Links with other Primary schools in the area would still exist.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Health and Wellbeing TA 49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduction of Yoga and Movement into the PE curriculum for all pupils.	Pupils will be supported in lesson time by Rita Leader.	Rita Leader	All pupils will be timetabled for Yoga and Movement lessons. Impact on behavior and ability to be mindful and self-regulate.	The expertise would continue to exist in the school.
Introduction of sensory integration physical activity for PMLD pupils and those with a higher sensory need.	Targeted pupils will be timetabled with Health and Fitness TA to access the sensory room.	Chloe Rees (Health and Wellbeing TA) Full time cost £20,472 (Inclusive of on-costs)	Impact on pupils well-being. Feedback from class teachers and parents.	Facilities would continue to exist and be accessed.

		0.4 primary allocation (2 days per week) £8188		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: Health and Wellbeing TA 49% HWSSP 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils to take ownership of setting and achieving their personal challenges.	Targeted pupils to take ownership of personal challenge within PE lessons and through individual fitness sessions.	Chloe Rees	Importance of Personal challenge seen in other areas of school life. Score sheets will be shared with class based staff to increase awareness and understanding the importance of pupils taking ownership of setting achievable targets.	Personal challenge to be part of everyday life at school.
Continued support for level 2 competition and festivals Increase number of children to take part in competitions within H&WSSP & SLD.	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 - Years 1-2, 9 out of 25 (36%) children participated in a festival	(HWSSP)	Pupils identify being part of a team, supports opportunities for pupils to work co-operatively. Increase in number of current Year 2 and 3 to take part in festivals and personal challenges.	Pupils become role models and have increased aspirations. They are then able to mentor younger children.

	or competition Years 3-14, 100% entered at least 1 festival or competition this year. Some of these were alongside mainstream pupils.			
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