

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Sept 2022- July 2023

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](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.

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 2021/22	£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

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?

0%

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

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: 2022-23		Total fund allocated: £16 840		Date Updated: 14.3.2023	
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:
					£6213 = 37%
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?	
To target PMLD pupils/ emerging walkers (Covid catch up)		Swimming sensory stories	£200	Social benefits: teamwork. Physical benefits: look up, look out, awareness of environment	
To target Year 1 pupils with delayed development due to Covid		Purchase sensory toys for dance	£200	Ribbons, scarves ordered	
		Supported lunchtime play equipment	£100		

Target pupils identified as in need of extra fitness sessions	Service of fitness suite completed in Spring term Health & Well being Sports coach employed to identify and timetable pupils for additional sessions in fitness suite	£600 RB £5113	Service allows for continued timetabled use by classes and targeted children	
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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:
				4524=26%
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 next generation of 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. Further develop leaders to deliver kurling and table cricket in mainstream schools	RL PE teacher 0.1 £4424	4 yr 14, 3yr 13, 2 yr 10, 1 yr 9 players identified to visit schools. Schools visited: St Marys	Initiative to be continued and extended to include other inclusive sports.

Target young play leaders and support staff to develop play time activities	Class teachers Identify pupils to develop leadership skills through playground games. Health & Wellbeing, Sports Coach employed to support play leaders during lunch time	RB as above		
PE staff presentation to whole staff	Purchase play tabards PE staff powerpoint to encourage discussion	£100	PPt well received by staff. Feedback given on steps forward to include how PE staff can support class based staff	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £500= 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, active curriculum plus extracurricular activities delivered by all school staff Staff to feel confident in the use of the fitness suite for their pupils	Membership of Hertford & Ware School Sport Partnership for access to staff CPD and pupil opportunities. 1 PE and 4 members of staff attended H&WSSP Sportshall competition with Yr 5/6 pupils 1 PE and 3 members of staff accompanied 3 teams to SLD Boccia competition. 1 PE & 7 class based staff accompanied 2 classes to H&WSSP Every1in festival 3 members of staff to access Balance ability training in Summer term. National initiative designed to teach children the	£500	2 classes (7 staff) attended Every1in festival. CPD in archery, zero rebound, boccia, kurling, dodgeball) CPD: Class based staff experienced sportshall activities for personal development CPD: class based staff experienced the game of Boccia in competitive arena. CPD: class based staff benefitted from engaging with archery, dodgeball, zero bound, kurling & boccia	Purchase of HWSSP next year to continue to enable CPD opportunities

	skills to ride a pedal bike. Staff to disseminate to TAs and MSAs Health & Wellbeing coach to produce fitness booklet for pupils and staff to access All new staff to receive training in climbing wall	RB salary as above		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £529=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 develop balance skills and the transition to being able to ride a bike	27 pupils (R, Y1 & Y2) to experience 2 Balance ability sessions National initiative designed to teach children the skills to ride a pedal bike.	2 sessions @ £60 per 45min session = £120	Pupils confident to propel balance bike using feet, glide and complete set course. Some pupils able to progress to pedal bike	Bikes and helmets will be available for use by Early

Community visits	5 Balance bikes and helmets to be purchased by school to enable continuity with the programme	£409	5 balance bikes and 5 helmets purchased in Spring term	Years as part of timetabled play
Parent engagement	Pupils to visit Hertford Rugby Club for quality rugby tuition Community swim timetabled to which parents will be invited.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£5074=30%
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	Membership of Hertford & Ware School Sport Partnership for access to competition and festival style events • Year 2 development day • SLD Schools Boccia competition • SLD secondary Panathlon • Primary SLD panathlon • Every1in festival • H&W sportshall competition • WWWGames • 2 Swimming Galas • Herts County Dance festival • Rugby festival • Table cricket	£500	Nov: 4 secondary pupils took part in Panathlon competition at Wodson Park Leisure Centre Involving Boccia, New Age Kurling, Table Cricket, Target throw 11 pupils represented the school at the SLD boccia tournament in the Spring term. For some it was their first competition. Dec: 2 classes (18 pupils) attended Every1in festival (archery, zero rebound, Boccia, Kurling, dodgeball) Spring term: 9 yr 5&6 pupils took part in level 2 mainstream sportshall event. 8 pupils represented the school at the Herts County dance festival	Membership buy in of HWSSP with School Games to continue in the foreseeable future
Maintain Platinum status for School Games Framework	Fulfil all criteria to achieve Platinum Sports Mark Complete Inclusive health check	RL PE teacher 0.1 £4424		

Signed off by				
Head Teacher:	Neil Ward			
Date:				
Subject Leader:	Lucy McFayden			
Date:				
Governor:	Philip Lancaster			
Date:				