

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 sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [here](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,390 (£16,390 Special Academy + £1,000 Alternative Academy)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,390
Total amount allocated for 2021/22	£20,370 (£16,370 Special Academy + £4,000 Alternative Academy)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£37,760

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	69% (9/13)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	54% (7/13)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69% (9/13)

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?

Yes/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 / 2022		Total fund allocated: £37,760		Date Updated: November 2021	
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: 28%
Intent	Implementatio n		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:
To increase the number of pupils engaging in physical activity. Pupils have an offer of physical / sporting activities at the start of the day, breaks and at lunches.	<ul style="list-style-type: none"> PE staff offer a variety of sporting options at break and lunchtimes for all pupils but specifically the least active. New engaging resources are purchased to engage the least active students During the summer term, PE staff to support classroom based practitioners with the implementation of the daily / active mile 		£5,500	<ul style="list-style-type: none"> All pupils are accessing physical activity options at breaks and lunches. Pupils access a selection of outdoor activities or are supported by PE staff in the sports hall Pupils have access to a range of new resources that encourage physical activity Staff have trialled a daily/active mile 	<ul style="list-style-type: none"> Further embed daily mile across all primary classes and settings Primary staff to offer and staff a variety of activities at lunchtime
An after school club is established and accessed regularly by a range of students	<ul style="list-style-type: none"> An after school sports club is established and offered to all pupils at least once a week. The least active students are encouraged to attend via a range of engaging and targeted 		£5,200	<ul style="list-style-type: none"> After school clubs have been offered and attendance has been positive. Offer has primarily been football as a means to reintroduce clubs post Covid 	<ul style="list-style-type: none"> Increase the number of after school clubs on offer Offer a variety of engaging sports

activities				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
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 :	Sustainability and suggested next steps:
There are a range of additional opportunities during the school day and via the curriculum for pupils to be engaged in physical activity	<ul style="list-style-type: none"> Class teachers plan and use a range of physical activities through their teaching PE staff offer a variety of sporting options at break and lunchtimes for all pupils but specifically the least active. 	£1,500	<ul style="list-style-type: none"> Pupils are accessing activities at breaks and lunches, supported by their own class staff and PE instructors. Pupils are now more active and there are fewer pupils asking for indoor break options Class staff are actively leading additional sporting sessions / physical activity Staff are playing a weekly game vs pupils as a means to build the profile and importance of physical activity 	<ul style="list-style-type: none"> PE instructors to deliver training to whole staff team to deliver a range of sporting sessions PE instructors to offer lunchtime clubs
Pupils are actively encouraged to take on leadership / volunteer roles to support the delivery of sport and physical activity across school	<ul style="list-style-type: none"> PE staff implement a buddying system between primary and KS3/4 pupils to support lessons and after school clubs Pupils work towards a nationally recognised qualification / award. PE staff to trial the Sports Leaders Qualification (SLQ) and its effectiveness in an SEMH setting 	£2,620	<ul style="list-style-type: none"> KS3 and KS4 pupils have been able to mentor KS1 and KS2 pupils via the OCR sports leadership unit of sports studies Pupils are engaging more with older pupils and have built supportive relationships 	<ul style="list-style-type: none"> Pupils work towards a nationally recognised qualification / award Upper KS2 pupils to have the opportunity to support KS1 and lower KS2 pupils

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
PE instructors engage with a range of professional development training to help them teach PE more effectively and embed physical activity across the school	<ul style="list-style-type: none"> PE instructors achieve relevant qualification in basketball and trampolining skills PE instructors complete a level 1 swimming instructor course. PE staff support pupils in the pool this year with a view to leading sessions next year. PE staff offer additional swimming sessions to pupils who were not able to participate last year due to COVID restrictions 	£4,800	<ul style="list-style-type: none"> Both current PE instructors have completed their level 1 and level 2 trampoline qualifications in Jan22. As a result trampoline has been offered to primary pupils for the first time Primary pupils have engaged with and thoroughly enjoyed trampoline sessions. Pupils are requesting an after school club 	<ul style="list-style-type: none"> PE instructors to complete swimming qualifications (unable to source suitable course this academic year) PE instructors to source suitable basketball course After school clubs to include a trampoline offer
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%
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:

<p>PE staff introduce a new range of sports and activities to encourage wider participation</p>	<ul style="list-style-type: none"> ● A range of new resources are purchased to encourage participation. These are age and size appropriate ● A variety of sports activities are offered at the after school club ● Partnerships are made with local special and mainstream schools with shared activities and competitions ● School to further develop the cycling offer 	<p>£2,200</p>	<ul style="list-style-type: none"> ● A range of new and engaging resources have been purchased and are regularly being used by pupils and class teams. Activities include softball and boccia amongst others ● Resources are age appropriate, for example a range of different sized footballs and basketballs and smaller nets/basketball hoops. As a result engagement with these sports is much higher ● The after school club has been well attended ● A partnership has been made with the Sheffield Sharks basketball team 	<ul style="list-style-type: none"> ● Further develop relationships with local schools and organisations. ● Explore working with and visiting the local football club and Bruce Dyer
<p>School staff purchase sporting equipment that encourages pupils to self-regulate</p>	<ul style="list-style-type: none"> ● School staff explore a range of options that will benefit pupils physically but will also offer an area to self-regulate ● Staff to consider Roktagon (climbing frame) and a range of soft play assault courses 	<p>£8,200</p>	<ul style="list-style-type: none"> ● A Roktagon climbing frame has been purchased and is due to be installed in the summer of 2022. This will encourage children to regulate in a safe way. ● Numerous resources purchased that emphasise teamwork and skills. Staff have observed improvements in these areas 	<ul style="list-style-type: none"> ● Climbing embedded into PE sessions and offer
<p>Pupils visit a range of sporting venues and events</p>	<ul style="list-style-type: none"> ● Pupils are able to take part in events at local sporting venues ● Pupils have the opportunity to attend a professional sporting event / venue 	<p>£1,500</p>	<ul style="list-style-type: none"> ● Pupils have taken part in sports day activities 	<ul style="list-style-type: none"> ● To offer links with local sporting venues and schools once SEMH needs of the pupils are appropriately managed

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

				16%
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:
An increasing school offer that focuses on pupils participation in competitive sport	<ul style="list-style-type: none"> ● Annual sports day ● Football fixtures with other schools ● Implement a reward system for sports participation and fair play 	£3,000	<ul style="list-style-type: none"> ● Pupils have engaged with an after school club and sports day ● Pupils are able to take part in competitive sport with peers and members of staff 	<ul style="list-style-type: none"> ● If SEMH pupils continue to manage competitive sports well, trial games against other schools.
The school has a focus on invasion games and in particular basketball and handball. Pupils enter a range of competitions with other schools	<ul style="list-style-type: none"> ● The school has a basketball club that plays competitive games against other schools. ● Pupils are able to participate in local and national competitions 	£3,200	<ul style="list-style-type: none"> ● Links have been made with the Sheffield Sharks and pupils were offered free tickets ● Pupils have access to a basketball kit and are engaging well with this sport 	<ul style="list-style-type: none"> ● If SEMH pupils continue to manage competitive sports well, trial games against other schools.

Signed off by	
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Date:	January 2022
Subject Leader:	Chris Byrnes & Connor Rollinson
Date:	January 2022
Governor:	George Wild
Date:	January 2022

