

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 2021. 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 2021/2022	£Nil
Total amount allocated for 2021/22	£16,530 (plus 19/20 & 20/21 amount)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£Nil
Total amount allocated for 2022/23	£16,700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,700

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 2021.</p> <p>Please see note above</p>	0%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	21.4%
<p>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?</p>	Yes

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:		Date Updated: July 23	
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: 47.9%
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 and spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
<p>All: Pupils engage in at least 30 minutes of regular physical activity.</p> <p>Most: Pupils participate in teacher-led physical activities</p> <p>Some: Pupils require specialist physical management programs which are supported and enhanced.</p>	<p>Audit and purchase equipment for access throughout the day to support pupils' self-regulation needs</p> <p>Active playtimes to continue to be encouraged and CPD for staff on playtimes games.</p> <p>Improve regulation equipment for larger students to allow them to use exercise to regulate.</p> <p>Develop further links with the Sensory Processing Service to ensure mentoring of Sensory Lead and purchasing of appropriate equipment.</p> <p>Develop Regulation Team to ensure</p>	£8000	<p>100% students will have access to the equipment needed to regulate themselves effectively, particularly around semi structured and playtimes.</p> <p>All students have the opportunity to engage in physical activity at playtimes.</p> <p>All classes have enough PE equipment to ensure that this is not a barrier to high quality PE.</p> <p>Pupils will have regular access to the field at WHA where several walking routes mapped.</p>	<p>Continue to improve the quality of informal physical activity throughout the day by improving playground equipment and researching improvements to the outdoor play area to support all year access.</p> <p>Allow new equipment to be used and allow time for feedback and adjustments.</p> <p>Improve spaces around the school to allow students to have a wider variety of spaces to engage with PE.</p> <p>Continue to improve links with Sensory Processing Service to ensure sensory equipment is</p>	

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	<p>all the needs of the pupils are being met with equipment.</p> <p>Review, plan and purchase equipment for; a rotation of outdoor equipment to be used as focus activity during outdoor lunch playtime – as an addition to lunchtime clubs.</p> <p>Equipment to be regularly reviewed and replaced where necessary.</p> <p>Active playtimes and Daily ‘walk’ encouraged using equipment.</p>			<p>appropriate and effective.</p> <p>Review and development of sensory circuits for all pupils within the school</p>
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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:
	0%

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?:
<p>All: Pupils are encouraged to be active, throughout the curriculum</p> <p>Most: Pupils participate in a broad range of sporting activities, including music and drama, where the chance to move is encouraged.</p> <p>Some: Pupils participate in inter-school disability sporting events</p>	<p>School council to discuss PE matters on a regular basis.</p> <p>HAS membership will result in a broad programme of competitions.</p> <p>Display board to be up in the school, to be highly motivating and colourful, showing off ‘wow’ moments.</p>	<p>£0</p>	<p>School council make decisions on PE and events such as Sports Day.</p> <p>The profile of PE and physical activity within the school has been raised through a PE focus for teachers and expanded competition programme</p>
			<p>Sustainability and suggested next steps:</p> <p>PE is a core area of development in the School Improvement Plan</p> <p>Continue with successful intra-school events once every half term.</p> <p>Continue with inter-school competition format to ensure Equality of Access.</p> <p>Continue to develop programme</p>

<p>A culture of leadership I embedded into the school with identified pupils accessing regular opportunities by the end of Phase 2 and through-out Phase 3</p>	<p>All pupils to take part in intra-school sporting events.</p> <p>All pupils to take part in virtual inter-school events.</p> <p>30% pupils to take part in inter-school sporting events</p> <p>All Pupils to take part in national events e.g. National School Sports Week</p> <p>Parents to be kept up to date with school sports via social media outlets and holiday activity suggestions.</p> <p>Green band learners have a new curriculum programme for PE.</p> <p>Sports Leaders Qualifications delivered across Phase 3 and the Hub to support programmes including D of E.</p>		<p>The image of PE is enhanced around the school, children are receiving awards and have good enthusiasm when discussing PE</p> <p>All pupils have had the opportunity to experience intra-school competition activities every half term.</p> <p>And 30% pupils accessed inter-school competitions and large events.</p> <p>Pupils have accessed awards ceremonies externally to celebrate their achievements.</p> <p>Social media outlets will allow parents to be informed of PE updates and events.</p>	<p>of HAS special school events to ensure all students are able to compete in inter-school events at the appropriate level</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 5.1%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding Allocated and spent:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
All: Pupils will have access to a broad, creative range of formal and informal PE opportunities, specifically swimming Most: Pupils will develop physical proficiency Some: Pupils will develop improved mobility and independence	New post appointed to specialist swim instructor STA training for swim instructor Halliwick training for swim instructor Regular CPD delivered by TLR holder to whole school on new PE curriculum offer and Scheme of Work. Targeted monitoring of assessment.	Swim training for specialist teacher £855	Students have a swim teacher with specialist knowledge regarding PMLD techniques. There is a new programme in place for all students that works to their individual capabilities. Assessment of skills is effectively monitored and informs planning.	Specialist swim teacher to disseminate learning to school staff Key staff from each class to have Poolside Rescue training Continue to develop number of staff with swimming teacher and lifeguard qualifications CPD audit of staff and give high quality CPD where needed as staff from PE TLR holder
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 46.9%
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 and spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>All: Pupils will develop increased levels of physical activity.</p> <p>Most: Pupils will develop improved mobility and will achieve against their set physiotherapy outcomes.</p> <p>Some: Pupils will be able to take part in a range of sporting activities.</p>	<p>Continue to improve the swimming curriculum and CPD for swim staff.</p> <p>Develop a robust programme of swimming and Halliwick training</p> <p>Continue with the Duke of Edinburgh Award and other leadership awards.</p>	<p>Specialist swim teacher £7845</p>	<p>All students have had the opportunity to swim this year.</p> <p>Students have improved their swimming skills as evidenced by lesson observations, folder scrutiny, and percentage increase of children able to self-rescue.</p> <p>PMLD students have specialist swimming programme.</p> <p>New assessment system developed for swimming across all students' needs</p>	<p>Continue to develop programme of swimming to include all students on a regular basis.</p> <p>Continue to develop number of staff with swimming teacher and lifeguard qualifications</p> <p>Develop systems of celebration for swimming achievements.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>All: Pupils participate in routine, structured in-house sporting events.</p> <p>Most: Pupils are able to participate in competitive events with a degree of independence.</p> <p>Some: Pupils enjoy sporting events alongside peers from other schools.</p>	<p>Consult with HET PE leads to develop a calendar of sporting events suitable for the pupils at Tweendykes.</p> <p>Continued work with Hull Active Schools to develop further inter-school competitive sport.</p> <p>Further work to enhance pupils' access to competitive sport will be achieved through the implementation of routine, structured, competitive sporting activities through improved PE timetabling.</p>	£0	<p>Pupils have been targeted with inter - school competitions that are appropriate to them, increasing their engagement.</p> <p>Less active students identified through their IEP and Consultation with class</p> <p>The number of students participating in intra-school sporting events has increased and is now half-termly.</p> <p>Students have won awards from inter-school competitions.</p>	<p>Continue to develop links with Hull Active Schools</p> <p>Continue to develop links with other local special schools.</p> <p>Continue with Virtual inter-school Competition format to ensure Equality of Access.</p>

Signed off by	
Head Teacher:	PFenner
Date:	20/07/23

Subject Leader:	Rachel Stott
Date:	20/7/23