

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

# Commissioned by



Department for Education

# Created by





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 make additional and sustainable improvementsto the quality of Physical Education, School (PESSPA) they Sport and Physical Activity 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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.

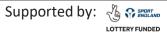
Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully most 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	0%
at the end of the summer term 2021. 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?	21.4%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes















### **Action Plan and Budget Tracking**

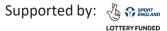
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	July 23	
<b>Key indicator 1:</b> 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:	
Intent	Implementation	•	Impact	171370
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:
All: Pupils engage in at least 30 minutes of regular physical activity.  Most: Pupils participate in teacherled physical activities  Some: Pupils require specialist physical management programs which are supported and enhanced.	Audit and purchase equipment for access throughout the day to support pupils' self-regulation needs  Active playtimes to continue to be encouraged and CPD for staff on playtimes games.  Improve regulation equipment for larger students to allow them to use exercise to regulate.  Develop further links with the Sensory Processing Service to ensure mentoring of Sensory Lead and purchasing of appropriate equipment.  Develop Regulation Team to ensure	£8000	100% students will have access to the equipment needed to regulate themselves effectively, particularly around semi structured and playtimes.  All students have the opportunity to engage in physical activity at playtimes.  All classes have enough PE equipment to ensure that this is not a barrier to high quality PE.  Pupils will have regular access to the field at WHA where several walking routes mapped.	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 allyear access.  Allow new equipment to be used and allow time for feedback and adjustments.  Improve spaces around the school to allow students to have a wider variety of spaces to engage with PE.  Continue to improve links with Sensory Processing Service to ensure sensory equipment is













	all the needs of the pupils are being met with equipment.  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.  Equipment to be regularly reviewed and replaced where necessary.  Active playtimes and Daily 'walk' encouraged using equipment.			appropriate and effective.  Review and development of sensory circuits for all pupils within the school
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
Intent	Implementation		Impact	0%
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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:













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A culture of leadership I embedded	All pupils to take part in intra-school	The image of PE is enhanced	of HAS special school events to
into the school with identified pupils	sporting events.	around the school, children are	ensure all students are able to
accessing regular opportunities by		receiving awards and have good	compete in inter-school events at
the end of Phase 2 and through-out	All pupils to take part in virtual	enthusiasm when discussing PE	the appropriate level
Phase 3	inter-school events.		
		All pupils have had the	
	30% pupils to take part in inter-	opportunity to experience intra-	
	school sporting events	school competition activities	
		every half term.	
	All Pupils to take part in national	every num termi	
	events e.g. National School Sports	And 30% pupils accessed inter-	
	Week	school competitions and large	
	VVEEK	events.	
	Davanta ta ha kant un ta data with	events.	
	Parents to be kept up to date with		
	school sports via social media	Pupils have accessed awards	
	outlets and holiday activity	ceremonies externally to	
	suggestions.	celebrate their achievements.	
	Green band learners have a new	Social media outlets will allow	
	curriculum programme for PE.	parents to be informed of PE	
		updates and events.	
	Sports Leaders Qualifications		
	delivered across Phase 3 and the		
	Hub to support programmes		
	including D of E.		

Key indicator 3: Increased confidence	Percentage of total allocation:			
				5.1%
Intent	Implementation	n	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding Allocated and spent:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about	intentions:	'	can they now do? What has	











what they need to learn and to			changed?:	
consolidate through practice:				
All: Pupils will have access to a broad,	New post appointed to specialist	Swim training	Students have a swim teacher	Specialist swim teacher to
creative range of formal and informal	swim instructor	for specialist	with specialist knowledge	disseminate learning to school
PE opportunities, specifically		teacher £855	regarding PMLD techniques.	staff
swimming	STA training for swim instructor			
			There is a new programme in	Key staff from each class to
Most: Pupils will develop physical	Halliwick training for swim		place for all students that works to	have Poolside Rescue training
proficiency	instructor		their individual capabilities.	
				Continue to develop number of
Some: Pupils will develop improved	Regular CPD delivered by TLR		Assessment of skills is effectively	staff with swimming teacher and lifeguard qualifications
mobility and independence	holder to whole school on new PE		monitored and informs planning.	ineguara quamications
	curriculum offer and Scheme of Work.			CPD audit of staff and give high
	vvork.			quality CPD where needed as
	Targeted monitoring of			staff from PE TLR holder
	assessment.			
<b>Key indicator 4:</b> Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				46.9%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	Allocated and	pupils now know and what	next steps:
		spent:		
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				













All: Pupils will develop increased	Continue to improve the	Specialist swim	All students have had the	Continue to develop
levels of physical activity.	swimming curriculum and CPD for	teacher £7845	opportunity to swim this year.	programme of swimming to
	swim staff.			include all students on a
Most: Pupils will develop improved			Students have improved their	regular basis.
mobility and will achieve against their	Develop a robust programme of		swimming skills as evidenced by	
set physiotherapy outcomes.	swimming and Halliwick training		lesson observations, folder	Continue to develop number
			scrutiny, and percentage increase	of staff with swimming teacher
Some: Pupils will be able to take part	Continue with the Duke of		of children able to self-rescue.	and lifeguard qualifications
in a range of sporting activities.	Edinburgh Award and other			
	leadership awards.		PMLD students have specialist	Develop systems of celebration
			swimming programme.	for swimming achievements.
			New assessment system	
			developed for swimming across all	
			students' needs	













Key indicator 5: Increased participation	n 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:
All: Pupils participate in routine structured in-house sporting events.  Most: Pupils are able to participate in competitive events with a degree or	develop a calendar of sporting events suitable for the pupils at Tweendykes.	LU LU	inter - school competitions that are appropriate to them, increasing their engagement.	Continue to develop links with Hull Active Schools  Continue to develop links with other local special schools.
independence.  Some: Pupils enjoy sporting events	Continued work with Hull Active Schools to develop further interschool competitive sport.			school Competition format to
alongside peers from other schools.	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.		The number of students participating in intra-school sporting events has increased and is now half-termly.  Students have won awards from inter-school competitions.	ensure Equality of Access.

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













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











