

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 <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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

Schools are required to <u>publish details</u> 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.**

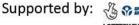
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

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Details with regard to funding Please complete the table below.

Total amount allocated for 2021/22	£16,991
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,889
Total amount allocated for 2022/23	£17,011
Total amount of funding	£25,900

Swimming Data

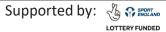
Please report on your Swimming Data below.

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 ondry 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	Pupils at Silverwood school have a range of complex learning needs which can impact on their ability to meet the usual milestones in swimming
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2020. Please see note above	17%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	17%
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?	Yes













Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria andevidence 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	d:	
	t of <u>all</u> pupils in regular physical acupils undertake at least 30 minutes			Percentage of total allocation:
				19.7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand 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 dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
PE Leads to monitor and ensure that regular access and engagement in physical activities are ongoing through daily timetabled yoga, wake and shake, mindfulness, physio, MOVE. A whole school positive attitude towards physical activity.	P.E. leads to audit current access, engagement and implementation and impact of the new curriculum, spending time in classes, talking to and working with teachers to improve confidence and develop class specific activities and sessions based on pupil need.	£300	drop ins show increased engagement based on class	Yearly review of access and engagement of physical activities to ensure quality of provision and range of provision is maintained.
To increase the number of pupils engaged in meaningful and challenging physical activity and active play during break and lunch times	School play leader possibilities and training opportunities (P.E. Leads) Staff training to better facilitate games and activities and support pupils being active. Maintenance of trikes and bikes to ensure they can be consistently used. Ongoing improvement of active resources.	£1500	Training opportunities in 2 staff meetings and an INSET day. Resources for active play outside have been brought or maintained. Drop in observations have shown an increase in pupil and staff engagement.	playtimes to ensure that













and increase opportunities for sensory circuits during the school day. To provide increased extra-curricular opportunities to broaden physical	Training in sensory circuits to enhance staff knowledge and enable staff to better meet the needs of all pupils. Provision of clubs at lunchtime and afterschool such as, multi skills club, superstars and active club	£500	Resources brought: trampettes, therapy balls, wobble boards, hoola hoops. Sensory circuit books purchased across both campuses to support staff with ideas and strategies. Sensory circuits weekly club in place. Sensory circuit equipment available in classes to use to support individual needs. After school multi skills clubs have been established at both campuses. Lunchtime clubs offered for a range of pupil need e.g. pre formal, social communication groups. These are well attended.	To support staff with the ongoing implementation of sensory circuits and continue to increase provision across the school. To maintain and increase the number of clubs and the range of activities offered to a broader spectrum of pupils.
Key indicator 2: The profile of PE	SSPA being raised across the sch	ool as a tool for	whole school improvement	Percentage of total allocation:
				6.5%
Intent	Implementation		Impact	6.5%
Intent Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Implementation Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Impact Evidence of impact: what dopupils now know and what can they now do? What has changed?:	6.5% Sustainability and suggestednext steps:













learning walk and moderate timetables and active learning across	P.E. Leads to share sports premium planning with staff and support staff in developing activities and sessions appropriate for their classes.	monitoring and evaluation cycle. Refer to PE subject folders.	On going involvement in PE monitoring and evaluation to ensure that equitable high- quality active learning continues.
physical activity by actively celebrating achievements across the school.	Continued engagement with parents sharing advice and ideas at parent/carer evenings, newsletters and on social media. Focused use of Wow moments and certificates in class, at play times and assemblies. Develop activities and links during school that parents can use out of school such as, soft play, air hop, swimming.	Opportunities are shared with parents via fortnightly newsletter. Wows moments are displayed. Evidence of physical activity and achievement is captured on Seesaw and shared with parents.	PE leads always looking out for activities and venues that are accessible for our pupils.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
Intent	Implementation	on	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:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	











Continued use of specialist coaches to develop staff skills in lessons	To book a timetable of coaches to work in lessons with teachers and support the curriculum focus, including Hi 5 Bath Rugby partnership, Real PE, PE4All and MATP (YST inclusion lead)	£1500	MATP course delivered at both campuses, resulting in implementation in classes and a challenge event held in June. PE4All course delivered and resulted in an improvement of consistency of a whole school approach to PE, as evidenced in lesson visits. Bath rugby multi skills and dance sessions provided high quality curriculum provision. Staff were able to cascade skills learnt and monitoring and assessment showed good pupil progress.	To broaden the range of coaches that we have access to. To respond to staff area of need e.g. gymnastic, as highlighted in the staff survey.
To train staff in Rebound therapy to improve movement, balance, tone, fitness and communication skills. To align the rebound offer to include Trowbridge campus	To source and book training for at least 2 staff members To purchase a rebound suitable trampoline for the Trowbridge Campus To timetable a day a week in Chippenham and Trowbridge for Rebound Therapy.	£8000	Two members of staff from the Trowbridge campus have been trained in Rebound Therapy. Eight other members of staff have received refresher courses. Rebound sessions are up and running at the Trowbridge and Chippenham Campuses, providing high quality sessions for pupils with complex physical needs. Progress is captured on Evidence for Learning and assessed against physio/personal targets.	Purchase The HEADS Handbook which provides a detailed set of Rebound Therapy Progressions for users which will inform and shape our offer.
To provide physio training to TAs to further support the delivery of physio programmes to pupils and align with the offer on Rowde campus	Liaise with horg group to deliver bespoke training for TAs	£500	There is a much more robust system in place to ensure that pupils' physio programmes are delivered. This has been aided by the introduction of an Integrated Therapy Coordinator who has strengthened links between hcrg employees and all school sites.	Using this robust system means that all staff involved with a child know about their physio programmes. They also know who to go with queries and feel confident that their questions will be answered.













To provide further opportunities to work across the school to share staff knowledge and skills and improve consistency and inclusivity To increase the number of trained staff teaching/supporting weekly swimming/hydro	Staff release time to visit other campuses and schools to broaden skills and share good practice in order to enhance the Silverwood offer. Work with the Therapy and Physical Impairment Services to develop supporting strategies. Further staff to gain ASA swimming qualifications Further staff to gain hydro therapy training and support lessons. Train a trainer so that Silverwood can make hydrotherapy training sustainable and develop a rolling programme	£1500	Work with therapy and physical impairment service has been on going leading to a broadening of skills within classes and across campuses. PE leads and pre formal teachers work more closely together ensure that knowledge is shared. One member of staff gained the ASA swimming qualification. Hydro pools are now run by Neptune Aquatics and lifeguards are employed on site. Class staff lead hydro sessions and there is ongoing liaison with therapy services to support this process.	The development of Silverwood School as one school and the relationship developing between staff on different campuses means that skills are shared and consistency and inclusivity ensured. Further staff training and updating of the current swimming curriculum to meet the changing needs of all learners. Introduce progression planning for hydro to meet bespoke needs of the pupils.
Key indicator 4: Broader experien	ce of a range of sports and activit	ties offered to al	l pupils	Percentage of total allocation: 11.6%
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.E Leads to share intent with staff £3000 To provide a range of alternative P.F. leads inform staff about Continue to look for sporting activities to meet the needs in person, explaining the opportunities that are opportunities that arise for interof all learners opportunities and signposting staff school activities and staff together accessible for our pupils. think about the suitability of pupils to resources and training. for such events. Activities and Purchase and use of more clubs that are available for our specialist equipment to support pupils are advertised on social access for specific needs, such as media, in school newsletters for VI. Achieving a greater breadth of parents to sign up for. provision for our complex AS Trampettes bought for use in pupils. Pupil/Parent questionnaires sensory circuits. Rebound and hydro used for pre inform us of activities enjoyed outside school. Staff training in formal learners. Pupils have participated in the Boccia, New Age Kurling etc. Wider use of adapted facilities in following festivals: Dance. the community such as Bath Cycle Panathlon, New Age Kurling, Boccia and Santa Dash Circuit, horse riding. Use of therapeutic interventions to engage certain cohorts. Participation in a range of festivals and workshops such as dance, Boccia, Santa Dash.











Key indicator 5: Increased particip	pation in competitive sport			Percentage of total allocation:
Intent	Implementation		Impact	15.5%
Intent	implementation		Impact	
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:
Access to and an increase range of competitive sports, for an increased number of pupils, including	Intra house competitions for classes/personal challenges to be set up and run Regular attendance at competitions as timetabled by WASP, CS and the SSCOs Opportunities for cross campus calendar of events. Swimming competition Flamingo Chicks – PMLD Ballet New competitions such as a Bounceathon, Scootathon Development of virtual events		competitive offer for a cohort that previously had difficulty accessing	for social communication groups.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	























