

# 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](http://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](#).



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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.

<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.  <b>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</b></p>	<p>Pupils at Silverwood school have a range of complex learning needs which can impact on their ability to meet the usual milestones in swimming</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><b>N.B.</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</p>	<p>17%</p>
<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>	<p>17%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>0%</p>
<p>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?</p>	<p>Yes</p>

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## 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:	
<p><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</p>					Percentage of total allocation:
					19.7%
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 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	Staff survey carried out in June 23, timetables, observations and drop ins show increased engagement based on class specific activities and pupil need.	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.	To maintain a core standard of resources. PE leads to continue to do drop in session on playtimes to ensure that standards are maintained.

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To enable pupils to self-regulate emotions through physical activity and increase opportunities for sensory circuits during the school day.	Training in sensory circuits to enhance staff knowledge and enable staff to better meet the needs of all pupils.	£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.	To support staff with the on-going implementation of sensory circuits and continue to increase provision across the school.
To provide increased extra-curricular opportunities to broaden physical opportunities	Provision of clubs at lunchtime and afterschool such as, multi skills club, superstars and active club	£2800	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 maintain and increase the number of clubs and the range of activities offered to a broader spectrum of pupils.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	6.5%

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:
To develop equipment and training in line with the new curriculum that promotes active learning across the curriculum, improves physical skills and a promotes healthy lifestyle.	Teacher release time to design/prepare/purchase specific programmes such as phonic and spelling trails, active storytelling, physical counting, direction, simple orienteering, hydro equipment, active plenaries, Attention time. Staff meetings/training.	£1500	Staff meetings have taken place for active learning. INSET day session on LoTC Whole school roll out to ensure that outdoor learning is an integral part of each pupils' timetable. Lesson observation, challenge	To ensure that this stays high on the agenda and continue development in line with the new curriculum.

<p>P.E. lead time to take part in a learning walk and moderate timetables and active learning across the new curriculum to ensure equitable high quality active learning.</p> <p>To raise the profile of sport and physical activity by actively celebrating achievements across the school.</p>	<p>P.E. Leads to share sports premium planning with staff and support staff in developing activities and sessions appropriate for their classes.</p> <p>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.</p>	<p>£0</p> <p>£200</p>	<p>partners and Ofsted feedback reflected progress and opportunities in this area.</p> <p>Deep Dive of PE in the monitoring and evaluation cycle. Refer to PE subject folders.</p> <p>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.</p>	<p>On going involvement in PE monitoring and evaluation to ensure that equitable high-quality active learning continues.</p> <p>PE leads always looking out for activities and venues that are accessible for our pupils.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p> <p>46.7%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Continued use of specialist coaches to develop staff skills in lessons</p>	<p>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)</p>	<p>£1500</p>	<p>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.</p>	<p>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.</p>
<p>To train staff in Rebound therapy to improve movement, balance, tone, fitness and communication skills. To align the rebound offer to include Trowbridge campus</p>	<p>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.</p>	<p>£8000</p>	<p>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.</p>	<p>Timetabling and staffing need to allow for these sessions to continue. Purchase The HEADS Handbook which provides a detailed set of Rebound Therapy Progressions for users which will inform and shape our offer.</p>
<p>To provide physio training to TAs to further support the delivery of physio programmes to pupils and align with the offer on Rowde campus</p>	<p>Liaise with hcr group to deliver bespoke training for TAs</p>	<p>£500</p>	<p>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 hcr group employees and all school sites.</p>	<p>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.</p>

<p>To provide further opportunities to work across the school to share staff knowledge and skills and improve consistency and inclusivity</p>	<p>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.</p>	<p>£1500</p>	<p>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.</p>	<p>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.</p>
<p>To increase the number of trained staff teaching/supporting weekly swimming/hydro</p>	<p>Further staff to gain ASA swimming qualifications</p> <p>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</p>	<p>£600</p>	<p>One member of staff gained the ASA swimming qualification.</p> <p>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.</p>	<p>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.</p>

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation:</p>
	<p>11.6%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>



<p>To provide a range of alternative sporting activities to meet the needs of all learners</p>	<p>P.E Leads to share intent with staff in person, explaining the opportunities and signposting staff to resources and training.</p> <p>Purchase and use of more specialist equipment to support access for specific needs, such as VI. Achieving a greater breadth of provision for our complex AS pupils. Pupil/Parent questionnaires inform us of activities enjoyed outside school. Staff training in Boccia, New Age Kurling etc. Wider use of adapted facilities in the community such as Bath Cycle 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.</p>	<p>£3000</p>	<p>P.E. leads inform staff about opportunities that arise for inter school activities and staff together think about the suitability of pupils for such events. Activities and clubs that are available for our pupils are advertised on social media, in school newsletters for parents to sign up for. Trampettes bought for use in sensory circuits. Rebound and hydro used for pre formal learners. Pupils have participated in the following festivals: Dance, Panathlon, New Age Kurling, Boccia and Santa Dash.</p>	<p>Continue to look for opportunities that are accessible for our pupils.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.5%
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:
Access to and an increase range of competitive sports, for an increased number of pupils, including ongoing involvement with disability cricket – table cricket, NAK, Boccia, Swimming, Disability Athletics (Panathlon) and Festivals.	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	£4000	The MATP training and following challenge event enabled a competitive offer for a cohort that previously had difficulty accessing these opportunities. There has been an increase in the number of pupils accessing competitive sport.	To continue to look for on going opportunities for increased participation in competitive sports, especially for social communication groups.

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

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