

# 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 carried over from 2021   | £0      |
| Total amount allocated for 2022/2023  | £16,440 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £16,400 |
| Total amount allocated for 2022/23  | £16,440 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16,400 |

## 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><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>We are a Hospital school and it is not possible to offer swimming and water safety to inpatient pupils.</p> <p>Water safety is covered through the Primary PSHE curriculum.</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 2021.</p> <p>Please see note above</p>  | <p>We are a Hospital school and it is not possible to offer swimming and water safety to inpatient pupils.</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>We are a Hospital school and it is not possible to offer swimming and water safety to inpatient pupils</p>  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>We are a Hospital school and it is not possible to offer swimming and water safety to inpatient pupils</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?

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: 2020/21  | Total fund allocated:  | Date Updated: Nov 2022 |   |   |
|---|--|------------------------|---|---|
| <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:<br>%  |
| 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:  |
| Pupils will have the opportunity to take part in a developed curriculum which shows a clear sequence of learning with knowledge, skills and end points. Pupils have timetables PE lessons in which this curriculum is delivered in line with the National Curriculum. | Attendance at curriculum development meetings and CPD opportunities. Liaising with Ward Managers and medical staff to create additional opportunities for physical activity through enrichment activities beyond the curriculum. | £1000                  | <p>Pupils are engaged in lessons as seen through learning walks, lesson observations and feedback from medical staff and parents.</p> <p>Pupils have an increased understanding of the benefits of physical activity to their health and what they can do in the hospital setting to develop their physical abilities across a wide range of sports</p> | <ul style="list-style-type: none"> <li>- Resource and equipment audit.</li> <li>- Pupil voice.</li> <li>- Parent voice.</li> <li>- Ward manager voice</li> <li>- Collate information and from the pupil, parent and ward managers voice to develop an action plan.</li> </ul> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                    |   | Percentage of total allocation:<br>%  |
|--|---|--------------------|---|---|
| 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>The PE curriculum aims to promote a love of physical activity, sports and wellbeing through challenging, fun and exciting activities that contribute towards a healthy, active lifestyle. It ensures that all pupils, regardless of background or circumstance, are challenged in physical, competitive but also mentally stimulating situations where they can all experience some success.</p> <p>The development of sportsmanship and working collaboratively is actively encouraged to promote respectful and tolerant individuals who recognise the importance of teamwork as well as developing independence and self-motivation in lessons that are taught on a one to one basis. The curriculum offers opportunities to participate in a range of physical activities that develop different components of fitness, life skills, leadership and confidence. This aims to equip our young people with skills that will continue to support them in their future careers and lives. Being actively involved in PE lessons helps our young people to become more socially aware and resilient as well as</p> | <ul style="list-style-type: none"> <li>- Staff CPD</li> <li>- Links with outside agencies</li> <li>- Enrichment opportunities for students.</li> <li>- Whole school inter house and sports days.</li> <li>- Bringing in specialist coaches to support the learning and developing across a wider range of sports.</li> <li>- Planning time for specialist PE teachers to implement these opportunities.</li> <li>- Increase the resources and equipment available to use throughout the Hospital School.</li> </ul> | £5000              | <p>Pupils will have an understanding of the importance of physical health and its direct impact on wellbeing. Our pupils will articulate or demonstrate their own abilities and consider what they need to do next in order to improve their learning and skills further. They will have a positive and safe experience of learning that practices and develops skills and positive behaviours that support them in their journey to leading healthy, active lifestyles.</p> <p>The PE Curriculum follows a teaching model that gives opportunities for developing a student's confidence and self reflectiveness while embedding knowledge through teacher demonstration and independent practice. Through this model we encourage pupils to make mistakes building resilience and self esteem. Feedback is given regularly throughout the lesson.</p> | <ul style="list-style-type: none"> <li>- Staff CPD</li> <li>- Audit of current equipment and resources and 'wish list for this year.</li> <li>- Liaise with Healthy schools to link up with local and external agencies that can support the delivery of our curriculum.</li> </ul> |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>embedding British values such as fairness, diversity, tolerance and respect.</p> <p>The PE curriculum is aspirational but care is taken to meet individual student's needs and starting points. It encourages a wider appreciation and sensitivity for a range of communities and their beliefs and values.</p> <p>Where possible and appropriate, we seek to offer opportunities to develop both literacy and numeracy skills within PE lessons. Physical literacy is developed through combining key vocabulary with practical activity to support procedural memory.</p> <p>Enrichment activities beyond the curriculum provide opportunities for our young people to take part in new and exciting experiences that they may not have had the opportunity to take part in before and that aims to instil a passion for lifelong participation in physical activity and sports.</p> |  |  |  |  |
|---|--|--|--|--|

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>                      |  |                    |  | Percentage of total allocation:<br>%     |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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 | 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>consolidate through practice:</p> <p>Through focused CPD and staff training, the confidence of staff as well as their knowledge and skills will be developed. This will be done through site meetings and supported by the Lead Practitioners. Therefore, all staff will be encouraging and teaching pupils about the importance of leading a healthy, active lifestyle.</p> <p>Through the Key teacher role on the wards, staff will have the opportunity to deliver high quality enrichment opportunities and challenges, providing all pupils with ways to benefit them physically, mentally and socially.</p> | <ul style="list-style-type: none"> <li>- Staff CPD</li> <li>- Site meetings focused on physical activity and sport.</li> <li>- Enrichment booklets</li> <li>- Opportunities for staff to observe specialist PE teachers.</li> </ul> | <p>£1000</p>              | <p>Staff have an increased knowledge and confidence to add physical activity to all aspects of the curriculum and can deliver this through the role of Key Teacher.</p> <p>Bespoke schemes of work that are adapted to meet the needs of our pupils ensure that pupils receive high quality and safe physical activity sessions.</p> <p>Pupils are working towards achieving the Government recommendation of 30 mins of active exercise a day where their physical and mental health will allow.</p> | <ul style="list-style-type: none"> <li>- Staff CPD sessions</li> <li>- Enrichment booklets</li> <li>- Observations</li> <li>- Site meetings</li> <li>- Website updates</li> </ul> |
| <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><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>   |



| Key indicator 5: Increased participation in competitive sport  |  |                    |  | Percentage of total allocation:   |
|--|--|--------------------|--|---|
|  |  |                    |  | %   |
| 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:  |
| Pupils will have opportunities to participate in a wide range of competitive sports either theoretically or practically with a focus on personal targets and challenges. This is to be done through inter-house activities, virtual challenges in PE sessions. | Competitions will be implemented in PE sessions as well as at Key teacher time.<br><br>Enrichment booklets can be left with pupils to develop their physical abilities beyond the classroom.<br><br>Prizes to be given out to create a 'buzz' for challenge and competition. | £400               | Pupils are engaged in physical activity and don't see their medical condition as a barrier to participate in these activities.<br><br>Pupils want to continue being physically active once they leave our setting. | <ul style="list-style-type: none"> <li>- Competition calendar.</li> <li>- Staff CPD</li> <li>- Prizes</li> <li>- Website updated</li> </ul> |

|                 |                      |
|-----------------|----------------------|
| Signed off by   |                      |
| Head Teacher:   | Janet Doherty        |
| Date:           | 30/11/2022           |
| Subject Leader: | Lisa Biggar          |
| Date:           | 30/11/2023           |
| Governor:       | Curriculum Committee |
| Date:           | 30/11/2023           |

