

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £31252	Date Updated: July 2021
What Key indicator(s) are you going to focus on?		Total Carry Over Funding: £31252 spent out of carry-over from 2018/19 and 2019/20 Sports Premium.
Intent	Implementation	Impact

Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Develop Interactive Sports	Install 2 Interactive Walls	31252	<p>Pupils have developed greater independence in selecting games to play.</p> <p>Pupils are making decisions to select games and allowing them independence – more so in instances where they need an adult to support with the pick up of equipment (eg sports balls). The instant feedback from the wall allows them to keep playing for sustained periods without adult support.</p> <p>Pupils are working parts of their body (throwing/kicking muscles) in achieving participation in the use of the wall.</p>	<p>Maximum participation for sports specific sensory PE experiences.</p> <p>Use of sensory equipment embedded into the curriculum</p> <p>Have an open day to promote the wall for the community.</p>

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.	
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 at the end of the summer term 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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: 14624 spent accounted for this academic year of 2020/21 . 1576 carried over left to spend in 2021/22 from 2020/21 academic year. 31252 spent out of carry-over from 2018/19 and 2019/20 academic years.	Date Updated: July 2021	
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			
Intent	Implementation	Impact	<u>Spend in this section</u> 14624 spent out of 2020/21 Sports Premium 31252 spent out of carry-over from 2018/19 and 2019/20 Sports Premium.
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>Key Indicator 1a.</p> <p>Develop Sensory / Interactive Sports</p>	<p>Purchase a Sound Beam for interactive/sensory PE</p> <p>Complete installation of the Interactive wall.</p>	<p>£5562 spent</p> <p>£8400 Invoice sent to be paid July 2021</p> <p>£31252 spent on installing the walls (carried over from last two years premium).</p>	<p>Pupils have developed greater independence in selecting games to play.</p> <p>Pupils are making decisions to select games and allowing them independence – more so in instances where they need an adult to support with the pick up of equipment (eg sports balls). The instant feedback from the wall allows them to keep playing for sustained periods without adult support.</p> <p>Pupils are working parts of their body (throwing/kicking muscles) in achieving participation in the use of the wall.</p> <p>Possible use as an intervention method for students that need extra support.</p> <p>Photos of students' participation.</p>	<p>Maximum participation for sports specific sensory PE experiences.</p> <p>Use of sensory equipment embedded into the curriculum</p> <p>Have an open day to promote the wall for the community.</p>
<p>Key Indicator 1b</p> <p>Comic Relief Walk – Whole School Event</p>	<p>Comic Relief Walk event where all students participated in the walk around the whole school</p> <p>Students were encouraged to walk, stand, and cycle if they can. As well as using their own wheelchair to participate.</p>	<p>£0</p>	<p>Photos on school website, VEC Life magazine and social media platforms.</p> <p>All students in the school participated in an intra sports competition where all students participated within their classes.</p>	<p>Increased emphasis on linking Daily Active Minutes and Wake and Shake – reinforcing existing ideology of being as physical as we can. S Students were more active, particularly in wake and shake activities.</p> <p>Commitment from school to have sporting events and going off timetable.</p>

				First whole school event that was participated by the whole school community after Covid
Key Indicator 1c Remote Learning	S Higgins provided weekly sessions via You Tube to promote PE during Lockdown.	£0	S Higgins provided weekly sessions via You Tube to promote PE during Lockdown. https://www.youtube.com/channel/UCYQBpbwHdfoKPrZu9qu0Ujg S Higgins approached from National Oak Academy to produce a block of lessons nationally. https://classroom.thenational.academy/specialist/subjects/physical-development/access-points/building-understanding/units/target-sports-games-9a02 S Higgins approached from The Activity Alliance to introduce inclusive indoor PE activities for learners nationally. https://www.youtube.com/watch?v=O38EdKxU11Y https://www.youtube.com/watch?v=xxrv5wqCXMI	S Higgins provided live sessions via You Tube to promote PE during Lockdown. In Lockdown 3 he completed a live session for 60 consecutive days. There are a bank of online sports resources that are now available to use at home for families. S Higgins approached from National Oak Academy to produce a block of lessons nationally. S Higgins approached from The Activity Alliance to introduce inclusive indoor PE activities for learners nationally.

			https://www.youtube.com/watch?v=rFm8ERneoW4&t=5s https://www.youtube.com/watch?v=sRtefMzmRd8 https://www.youtube.com/watch?v=VcQoW5AIS80&t=4s https://www.youtube.com/watch?v=tG65B-i0HLs https://www.youtube.com/watch?v=2eqZWK3pqZw	
Key Indicator 1d Wake and Shake Opportunities	Students and staff are to be involved in the daily Welcome /Wake and Shake programme: Walking/ Riding or taking part in the Wake and Shake programme which will be offered 5 days a week.		Photos, reports for website, social media and VEC Life Magazine.	Ensure students continue to have opportunities to be physically active each day through an exciting wake and shake programme.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:

Key Indicator 2a Develop Sensory / Interactive Sports	Purchase a Sound Beam for interactive/sensory PE Complete installation of the Interactive wall.	See spend in 1a.	Pupils have developed greater independence in selecting games to play. Pupils are making decisions to select games and allowing them independence – more so in instances where they need an adult to support with the pick up of equipment (eg sports balls). The instant feedback from the wall allows them to keep playing for sustained periods without adult support. Pupils are working parts of their body (throwing/kicking muscles) in achieving participation in the use of the wall. Possible use as an intervention method for students that need extra support. Photos of students' participation.	Maximum participation for sports specific sensory PE experiences. Use of sensory equipment embedded into the curriculum Have an open day to promote the wall for the community.
Key Indicator 2b Whole School Events Comic Relief Walk	Comic Relief Walk event where all students participated in the walk around the whole school Students were encouraged to walk, stand, and cycle if they can. As well as using their own wheelchair to participate.	£0	Photos on school website, VEC Life magazine and social media platforms. All students in the school participated in an intra sports competition where all students participated within their classes.	Increased emphasis on linking Daily Active Minutes and Wake and Shake – reinforcing existing ideology of being as physical as we can. S Students were more active, particularly in wake and shake activities. Commitment from school to have sporting events and going off timetable.

				First whole school event that was participated by the whole school community after Covid
Key Indicator 2bWhole School Events National Fitness Day	National Fitness Day was celebrated where students explored sporting opportunities outside of the class room and participated in walks and trails.	£0	Photos on school website, VEC Life magazine and social media platforms. All students in the school participated.	Commitment from school to have sporting events and going off timetable.
Key Indicator 2bWhole School Events The Great British Week of Sport	Inclusive sports being participated in were Poly Bat, Boccia, Table Cricket and Inclusive Snooker. Movement is also key to our students and we look for any opportunity to facilitate physical movement such as walking or cycling. Students have also stretched on mats and participated in yoga and stretching activities.	£0	Photos on school website, VEC Life magazine and social media platforms. All students in the school participated.	Commitment from school to have sporting events and going off timetable.
Key Indicator 2bWhole School Events National Boccia Day	a celebration of our favourite target sport. Our students brought in a selection of socks where they played 'Soccia' in the classroom. Socks work really well as they are light and our students can mould them into their hands. Our students certainly enjoyed using the classroom as a Boccia Court.	£0	Photos on school website, VEC Life magazine and social media platforms. All students in the school participated.	Commitment from school to have sporting events and going off timetable.
Key Indicator 2bWhole School Events London Marathon Participation	Our students and staff entered a fortnight of activity where they were trying to complete 26 miles collectively.	£0	Photos on school website, VEC Life magazine and social media platforms. All students in the school participated.	Commitment from school to have sporting events and going off timetable.

			Students completed – 115 miles Staff – 500 miles	
			Medals presented in sports week.	
Key Indicator 2c Reporting of Sport through the school website and social media	Regular sporting updates via newsletters, radio, websites and social media.	£0	Regular updates to highlight the success of our students and their achievements to be celebrated. Introduced a football chat show with students to promote their views on football and improve confidence in talking to others. S Higgins provided daily live sessions via You Tube to promote PE during Lockdown.	Regular updates through website and social media. Promotes the good work of the school to the community. S Higgins provided sessions via You Tube to promote PE during Lockdown. There are a bank of online sports resources that are now available to use at home for families.
Key Indicator 2d National School Sports Week – having a whole week off school timetable dedicated to sport for all students.	Raise profile of PE across the school through varied events, opportunities and competition to allow students to have new experiences. Research different events/ sports and opportunities. Think about links with the curriculum.	£0	Photos, reports for website, social media and VEC Life Magazine.	Places sport on the whole school agenda and allows all students to celebrate each other's successes throughout the week. Aim to inspire students to attend new sports clubs in and out of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Key Indicator 3a. Training and CPD to further develop knowledge and understanding of staff in a variety of sports/activity areas.	Lifeguard training for PE staff During Lockdown PE staff members completed The Open University and other accredited online free sports courses	Funded £0	Qualified lifeguards to facilitate swimming Increased confidence of staff through online learning	Qualified life guards to enable swimming to happen for students Enhanced opportunities for students as a result of extra staff training. Trained staff to lead inset, when required to other members of staff throughout the school.
Key Indicator 3b. Attendance at county wide sporting networks	SH an active member of The Dorset Headteachers Alliance for Physical Education SH a member of the School Games Local Organising Committee (LOC)	£0	Regular attendance to meetings (1 per term) where SH is included as the special school representative on the panel	Victoria Education Centre are represented at County wide sporting events and initiatives. There is an increased voice of sports opportunities for students with SEND in the county.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	<u>Spend in this section</u>
				162 spent from 2021/2022

				Sports Premium
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:
Key Indicator 4a – Purchase of Race Walkers for increased physical movement for students.	Purchase Race Walkers to allow students the opportunity to move fast stood up running/walking fast through a supported bike. This bespoke inclusive equipment will allow more opportunities for students to move and experience fast movement.	Funded through Sports England	Increased opportunities for physical movement.	Embed with therapies at our school. Embed in curriculum. Create links with Poole Athletics Club
Key Indicator 4b – QR Coded Fitness Trail	The PE Department have made an interactive fitness trail using QR scanning codes.	£0	Recorded videos and assisted with the setting up. We have 10 exercises that have been placed in and out of the school. The idea is for students/adults to scan the QR code and repeat the exercise. This has been a success so far where students have been actively using the videos.	Sustained opportunities for increased physical movement throughout various moments of the day outside of PE lessons.
Key Indicator 4c - See... Key Indicator 2a - Develop Sensory / Interactive Sports	Purchase a Sound Beam for interactive/sensory PE Complete installation of the Interactive wall.	See spend in 1a.	Pupils have developed greater independence in selecting games to play. Pupils are making decisions to select games and allowing them independence – more so in instances where they need an adult to support with the pick up of equipment (eg sports balls). The instant feedback from the wall allows them to keep playing for sustained periods without adult support.	Maximum participation for sports specific sensory PE experiences. Use of sensory equipment embedded into the curriculum Have an open day to promote the wall for the community.

			<p>Pupils are working parts of their body (throwing/kicking muscles) in achieving participation in the use of the wall.</p> <p>Possible use as an intervention method for students that need extra support.</p> <p>Photos of students' participation.</p>	
Key Indicator 4d - Recovery PE Curriculum and adapt PE curriculum	Purchase Concept Curriculum from PE Scholer	£162 – July 2021	Embed into 2021/2022 PE Curriculum	PE is in a unique position in that it can directly influence the health and well-being of an individual for the rest of their lives. We can deliver relevant and meaningful learning that will better prepare them for life and promote positive attitudes towards physical activity.
Key Indicator 4e– Southbourne Tennis Coaching	Book Southbourne Tennis coaches for LEAP sessions on a Friday afternoon.	£500 (Invoice sent to be paid July 2021)	Regular updates to highlight the success of our students and their achievements to be celebrated.	<p>Increased opportunities for sports specific coaching.</p> <p>Enhanced tennis opportunities</p> <p>Use of tennis wheelchairs</p>

Key indicator 5: Increased participation in competitive sport				
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:
Key Indicator 5a - Creation of Community Link	Work in collaboration with outside sports clubs to aid recovery from Covid. Link with Race Walkers and Poole Athletics Club	£0	Encourage students to attend Poole Athletics Club on a Sunday. Pupils using Race Walkers in school and out of school – aids physical movement and confidence. Photos, reports for website, social media and VEC Life Magazine.	More regular and sustained exercise for our students out of school
Key Indicator 5b - See ... Key Indicator 2b Whole School Events				
Key Indicator 5c - See...Key Indicator 2d National School Sports Week – having a whole week off school timetable dedicated to sport for all students.				

14624 spent accounted for this academic year of **2020/21**.

1576 carried over left to spend in **2021/20** from **2020/21** academic year.

31252 spent out of carry-over from **2018/19** and **2019/20** academic years.