

# 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](#).

Created by:



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## Details with regard to funding

Please complete the table below.

|   |          |
|---|----------|
| Total amount carried over from 2019/20  | £ None   |
| Total amount allocated for 2020/21  | £ 16,320 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ None   |
| Total amount allocated for 2021/22  | £ 16,320 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 16,320 |

## Swimming Data

Please report on your Swimming Data below.

### Context:

Pupils at The Avenue School have an Education Health Care Plan (EHCP) and as part of this, they have a “Sensory and Physical” Outcome which they are supported with throughout the week, this includes input from our in-house Occupational Therapy team. All pupils have a diagnosis of Autism. The Avenue School offers a bespoke curriculum to meet our pupils at their point of need. This is heavily influenced by the National Curriculum but is adapted as needed.

Meeting national curriculum requirements for swimming and water safety.

### Comment on ability of current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

By the end of 2022 none of our Year 6 cohort were able to swim proficiently over 25 metres without the use of a buoyance aid. Some pupils however able to follow some instructions to put their face into the water, kick with their feet, blow bubbles.

### Comment on ability of current Year 6 cohort to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

|   |  |
|---|--|
| <p>Pupils at The Avenue School are encouraged to adopt their own style of swimming stroke to ensure that they can travel in the most efficient way across the greatest distance. This may include hybrid styles of strokes.</p> <p>All of our Year 6 pupils have a degree of water confidence and are able to enjoy the opportunity to access swimming lessons.</p> |  |
| <p><b>Comment on ability of current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p> <p>As appropriate The Avenue School pupils are taught to call for help, hold a floatation device and, if able, swim to the nearest side of the pool.</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> <p>All pupils from Year 2 to Year 8 access resources to ensure swimming sessions are accessible. (See below)</p> |

## 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.

|                               |                                      |                              |
|-------------------------------|--------------------------------------|------------------------------|
| <b>Academic Year:</b> 2021/22 | <b>Total fund allocated:</b> £16,250 | <b>Date Updated:</b> 21.7.22 |
|-------------------------------|--------------------------------------|------------------------------|

| <b>Key indicator 1: The engagement of all 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</b> |  |                    |   | <b>Percentage of total allocation:</b>  |
|---|--|--------------------|---|---|
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>   | <b>54.5%</b>  |
|   |  | 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 purchase new and challenging playground equipment to maintain the excitement and physical opportunities in the playground.   | New equipment purchased including a climbing frame to increase activity opportunities in our temporary school site.  | £2500              | Pupils continue to enjoy playtimes and there is very good engagement when accessing playground equipment.   | To develop the playground as an area for physical exercise on our new purpose built school site including activities that will promote proprioception, strength and coordination. |
| Ensure all pupils can access their swimming sessions.   | To purchase resources to ensure that all pupils can access swimming including floatation devices and spare kits / towels.<br>To ensure all classes are supported to go on at least one visit this academic year. | £6,420             | Life jacket floatation devices have made swimming safer for our very earliest learners. Spare kits and towels have ensured pupils can attend sessions even if kits are forgotten. | Refresh resources as needed.  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                   |  | Percentage of total allocation:<br>12.25%   |
|--|---|-------------------|--|---|
| 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 raise the profile of PESSPA (Physical Education, School Sport and Physical Activity) within curriculum offer.   | Pupils have weekly opportunities to access PE, Yoga, Dance. Swimming, horse riding and skiing have formed an extended curriculum offer.   | Detailed below    | Timetables reflect broad PESSPA offer.   | PESSPA Lead to be identified and display information to increase awareness of PESSPA and the importance of delivering high quality PESSPA lessons.<br><br>Make links between PESSPA and Preparation for Adulthood Outcomes. |
| To work with in-house Occupational Therapists to ensure physical activities are embedded throughout every school day including PESSPA lessons.             | Every class has an assigned Occupational Therapist who ensures that pupils' sensory and physical needs are met with opportunities throughout the day e.g. every class has a trampoline, peanut ball and other specialist equipment for movement breaks. | £2000             | Lesson observations show that lessons are active and include opportunities for movement. | Continue support from the Occupational Therapy Team to embed movement in everyday teaching practice.  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |   | Percentage of total allocation:<br>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:                              |
| To ensure pupil progress in PESSPA.   | To develop PESSPA Skills ladder assessments.                     | 0                  | Skills ladders are developed for all aspects of PE in order to capture individual pupil progress. | Ensure all pupils have baseline PE assessments by end of Autumn 2022. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |  | Percentage of total allocation:<br>31.25%   |
|---|--|--------------------|--|---|
| 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 create meaningful partnerships with sports bodies, clubs and representatives.  | A new partnership has been formed with Snowbility providers of skiing instruction.<br><br>Existing relationships with Jason Roberts and John Lyons have continued. | £200               | 50% of pupils have benefited from an opportunity to either participate in weekly horse riding or skiing. | To explore further enrichment opportunities to develop a love of physical activity. |

|  |   |  |   |   |
|--|---|--|---|---|
| <p>To provide varied and exciting physical experiences for all pupils in order to develop lifelong habits of healthy behaviour in relation to physical activity and develop potential for future hobbies.</p>  | <p>Across the school opportunities have occurred for different groups to experience the following activities:</p> <ul style="list-style-type: none"> <li>• Horse riding</li> <li>• Skiing</li> <li>• Yoga</li> <li>• Dance lessons provided by Akademi charity</li> </ul> | <p>£400 - horse riding<br/>£4,500 - yoga</p> | <p>Pupils who experienced Horse Riding and Skiing activities enjoyed being able to try something completely new to them. Many of these pupils were apprehensive to begin with but these opportunities allowed them to grow in confidence when faced with new scenarios. Parents reported that pupils were particularly excited to come to school on these days.</p> <p>In some cases pupils who were finding the classroom environment challenging were noted to really excel in these physical activities.</p> <ul style="list-style-type: none"> <li>• Our Akademi Dance tutor focuses her work on 1:1 or small groups sessions with: Our most complex learners to ensure they are included in specialist opportunities.</li> </ul> | <p>These specialist opportunities rely heavily on charitable organisations and pre-existing relationships with them which the school hopes to maintain long into the future; the following are already confirmed for next year:</p> <ul style="list-style-type: none"> <li>• Akademi Dance</li> <li>• Yoga</li> </ul> <p>We hope to secure Horse Riding (Wormwood Scrubs) and Skiing (Hemel Hempstead) too.</p> |
| <p>To return to visits in the local community following Covid-19 closures. To teach pupils to access the local community safely so that they can participate in a wide range of physical activities, thus supporting the development of hobbies and interests.</p> | <p>All classes had at least one visit this year, these included local walks, playgrounds, Horse riding, Skiing. These visits help to increase parental confidence to continue to take pupils out for activities.</p>  | <p>0</p>                                     | <p>The Inclusion and behaviour team have been involved with planning to ensure that all pupils can access the local community safely and with the right support.</p>  | <p>To explore opportunities to build links with SEND cycling providers.</p>   |



| Key indicator 5: Increased participation in competitive sport   |   |                    |   | Percentage of total allocation:<br>2%   |
|---|---|--------------------|---|---|
| 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 reintroduce opportunities for competitive sports events and activities at school and in the local area.  | Our whole school Sports Day took place on site in the Summer term. This event was for every pupil at The Avenue School. | £300               | Pupils had the chance to join in a competitive event at an appropriate level for their age and ability. | Annual Sports Days will continue with an aim for these to return to being off site events to enable parents to more easily come and watch.<br><br>To develop links with Camden Sports Development Team. |

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|--|---------------|
| Signed off by:                                   |               |
| Headteacher:                                     | Louise Kimber |
| Date:  | 26.07.2022    |
| Curriculum Lead:                                 | Louise Kimber |
| Date:  | 26.07.2022    |
| Governor (Responsible for Personal Development): | Jess Goff     |
| Date:  | 26.07.2022    |