

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 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 of July 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Total amount carried over from 2019/20	£7913.42
Total amount allocated for 2020/21	£17,370
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,000
Total amount allocated for 2021/22	£21,639
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,639

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>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</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>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 2021.</p> <p>Please see note above</p>	7% - we are a school that caters for children with profound and multiple learning disabilities.
<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>	25% - we are a school that caters for children with profound and multiple learning disabilities.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	None - we are a school that caters for children with profound and multiple learning disabilities.

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?

See cover to enable all children to have enough staffing to use the school pool.

Transport and cover to allow certain children to attend regular swimming lessons at a public pool where they are out of their depth.

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: July 2022	
<p>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</p>					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:
<p>Understanding the special nature of our school's intake as we cater for children with profound and multiple additional needs.</p> <p>Every child to have as much physical activity as is possible no barriers.</p> <p>Inclusion for all children in more than one physical experience.</p> <p>Child centred developmental curriculum with a bespoke pathway for each child.</p> <p>Always catering for children's needs – through a myriad of vastly different opportunities.</p>	<ul style="list-style-type: none"> WBA foundation in school two mornings a week to hold extra PE sessions on a rota (over and above weekly timetabled sessions). Including 'elite' PE group over whole year concentrating on team games. WBA also supply staff for lunchtime clubs. Each key stage has a weekly half hour dance lesson run by two professional dance tutors. Swimming lessons in school pool and on local swimming pool for more advanced swimmers. 		<p>£6000</p> <p>£500</p> <p>See cover costs +£100 (transport)</p>	<p>Increased practise improved balance, posture, strength and confidence from extra PE sessions evidence on 'Evidence for Learning' identified.</p> <p>Turn taking skills and being part of a team skills improved and evidenced on EFL.</p> <p>Increased gross motor skills and PSHE outcomes evidenced on EFL.</p> <p>Enhanced water/swimming skills.</p>	<p>Skills to be built on continuation of upward trajectory of outcomes identified on EFL.</p> <p>Elite group to be diversified slightly to include extra short sessions for children with behavioural challenges</p>

	<ul style="list-style-type: none"> • Rock Climbing at Malthouse Centre 	£700	Adventurous PE, improving balance and climbing skills and turn taking.	
	<ul style="list-style-type: none"> • Passive yoga sessions with yoga practitioner in school. 	£3300	Improved eye contact and body posture etc.	
	<ul style="list-style-type: none"> • Cover costs to enable above activities – also used to have extra staff to enable all children have access to swimming SLD/water movement PMLD throughout year. 	£4,500	All of the above	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	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?
The profile of physical school sport and physical activity is raised across the school in many ways to cater for our school population. This is varied in its delivery to reflect the very different needs of many of our learners.	Money supplied for outdoor areas of classrooms	£300	Many of our children need 'time out' during school days due to their sensory issues – this means they can get regular exercise during these periods when they need to deaccelerate SLD Other children have additional equipment to enhance their daily physio needs PMLD.
			Sustainability and suggested next steps:

Resources to help aid exercise around the school need to be replaced and maintained. Assessed risk taking according to physical ability – to build resilience and tenacity.	Resources for Sports Day (archery sets, Super squirters, parachutes, large target, medals. Fishing nets etc)	£300	Inclusive competitive sports day – all children and attending parents.
	Maintenance checks of indoor and outdoor equipment through Mercury Sports Ensuring safety of all PE equipment used in school.	£250	Playtime exercise and also used in some children’s sensory diet.
	Trim Trail – to provide more challenging exercise for certain children	£10139.08	Used for physical exercise in playtimes and lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff to be motivated to deliver PE in all its varied forms at Orchard School to cater for many additional needs of our pupils. Staff identified to be trained in specialist skills to benefit children.	2 Staff trained in delivering Sherbourne movement – to visit other classes to disseminate their knowledge SLD and PMLD. WBA trainers, yoga practitioner and dance professionals to work alongside teaching staff to teach	£500 Details of	Sherbourne movement used in PE and some physio sessions across school. Rebound therapy Increased active movement, muscle tone. fitness and exercise tolerance, sensory integration and spatial awareness. Delivered on a weekly basis will	

	skills (Orchard staff to always attend these sessions to glean skills)	monies detailed elsewhere on this form.	improve all of the above PMLD. Skills shared throughout school. Advice from professionals available.	Ideas to be included in planning etc.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements:	6 classes (SLD) attend rock climbing lessons at Malthouse Tipton. Two coaches to assist children who have firm knowledge of SEN needs. Weekly dance sessions with professional dance teachers all SLD classes. WBA foundation weekly team game sessions SLD children. Exciting environments and experiences.	See above. £	See above	All to be continued in next academic year. Plus reintroduction of passive yoga and Rebound Therapy

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:
<p>'Orchard School Aquatics Day' to go ahead, children from four other special needs schools to attend competitive swimming and gymnastics sessions together (Spring Term).</p> <p>Mainstream swimming awards for suitable children.</p> <p>Attendance at 'Special Sports Days' organised by WBA foundation for all primary school special provision in Black Country – held at Portway Sports Centre Element of competition winning school on day.</p>	<p>If possible other schools to send competitors to Aquatics Sports day with gymnastics led by WBA, swimming competitions, and art activities</p> <p>Children to be trained for these by professional swimming teacher in a public pool.</p> <p>Termly meets at Portway Centre – entire day of competition – medals awarded.</p>	<p>£500</p> <p>See cover and transport costs</p> <p>£300 - transport</p>	<p>Occasion for our children and children from other Special schools in Black Country to be included and awarded for competitive swimming and gymnastics held at the Orchard school. Children to have experience of competition with unfamiliar children from different schools</p> <p>Children to compete to win mainstream awards that are similar to ones any siblings attending mainstream schools and learn essential lifesaving skills.</p> <p>Children to meet other children from similar settings and abilities in a competitive arena. Classes are 'teams' have to work together to get results.</p>	<p>To come back after pandemic as an annual event to aid inclusion between Special schools in the Black Country with competition similar to Mainstream schools. A cup to be won each year engraved with winning schools name and kept in their cabinet until next competition.</p> <p>Children to work their way through a succession of awards.</p> <p>A commitment to attendance every term for the foreseeable future.</p>

<p>Orchard Sports Days (one for each phase three in all) – attended by parents, inclusive activities that all children can have some involvement in. Each child awarded a medal.</p> <p>Orchard School yearly awards Sports Star Sports Mentor Dance Star Langley Swimmer Orchard Swimmer First, second and third places small, engraved trophies to take home and first place engraved on large trophies.</p>	<p>In Summer term – activities that are inclusive to all the Orchard Children plus parent participation.</p> <p>End of year awards, teacher nominations.</p> <p>Where possible to attain mainstream awards. Inclusion in the community and in mainstream and other special needs settings.</p>	<p>£300 resources and metal medal with ribbon for each child - £100.</p> <p>£150</p>	<p>Parents to join and celebrate their children’s participation and achievements. Children to show parents what they are capable of in sports activities.</p> <p>Install a sense of pride in individual’s achievements.</p>	<p>A yearly commitment</p> <p>A yearly commitment</p>
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Signed off by	
Head Teacher:	
Date:	

Subject Leader:	 Annie March
Date:	21.07.22
Governor:	
Date:	