



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Action Plan and Budget Tracking – The Westminster School (SEN)

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 students today and for the future.

Academic Year: 2020/21		Total fund allocated: £16,200		Date Updated: September 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				31% £5000	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Impact	Next Steps for Academic Year 2021/22(also linked to the impact of COVID19)	
For students to be able to have the skills, confidence and ability to take part in physical activity in a range of contexts during the curriculum and through extra curricular (for example during break, lunchtimes) Students will have daily access to bikes and scooters Students will gain an understanding of being physically active Students will be encouraged to interact with their peers and staff building on communication skills through the means of physical activity. Students will develop basic skills (i.e hand eye co-ordination, balance, technique and confidence	Purchase of appropriate bikes (including balance bikes) and scooters	£1200	Students received regular cycling lessons to equate to the same amount of time they have for swimming.	Develop new environments for students to access on cycling and scooting equipment – particularly in the community. This will enable students to consolidate the skills learnt last academic year.	
	Purchase of bike and scooter storage and protective equipment (helmets)	£1200	Students developed confidence on the bikes with many being able to ride independently or with limited support. (see case study below)		
	One day a week of Cycling for students in the Primary phase through link with Open Trail	£1200	Students were able to synthesise these skills in their own time by utilising the scooters and bikes at lunch and break times.	Continue to develop the partnership with Open Trail to include cycling in the local community and onsite	
	Celebration day for cycling projects to take place at an agreed location during the summer term (COVID pending)	£150	Students have had access to equipment during break time and this has supported the development of working with their peers as well as communication		
	Purchase of resources to encourage physical activity play during lunch and break times. Identified resources for students that are of interest to increase engagement of	£1000		Celebration days were unable to take place during the summer term – these to take place frequently next academic	

	physical activity Refresh of bike storage in the primary area			year with parents and carers invited to celebrate student success. Purchase of cycling storage for the primary outside space.
--	--	--	--	--

One student stood out as making outstanding progress during their time with Ola.
This student was very reluctant to ride the bike in fear of falling off, he spent many weeks walking alongside the bike but rarely showed signs of actually getting on the bike. As weeks went past this student was able to walk on the bike, be supported to eventually being able to complete laps of the school playground. He is now looking forward to cycling on the larger school playground.



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20% £3200
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Impact	Next Steps for Academic Year 2021/22(also linked to the impact of COVID19)

<p>PE funding is used to support the school vision of developing independence and positive well-being for all students and staff.</p>	<p>Residential to Frank Chapman in the summer term (COVID 19 pending)</p> <p>Organise nature walks with parents to the following – Walking Wednesdays!</p>	<p>£2000 (including transport)</p>		<p>Residential unable to happen due to COVID 19 – This to be booked with Frank Chapman for academic year 2021/22</p>
<p>Incentives will result in students and their families feeling included in their local community (for example having the confidence to enable their child to engage in physical activity in their local community)</p>	<p>Clent Hills Waseley Hills Lickey Hills Sandwell Valley</p> <p>Purchase of personalised fit bits for students based on their interests. Students to wear these throughout the week and then on Walking Wednesdays</p> <p>Students can track the steps they have taken</p> <p>Creation of Physical Activity books that students can complete with their families following the experiences of Walking Wednesdays</p>	<p>Transport to each Venue</p> <p>£500 in total</p> <p>£500</p> <p>£200</p>	<p>Research has been completed for students and their families to their nearby nature reserves.</p> <p>Students have selected their individual fit bits ready for use next academic year</p>	<p>Well-being Wednesdays to be launched in the autumn term with the recently purchased fit bits.</p> <p>Launch of the individual fit bits for students to wear around schools. Students new to the school to select their own fit bit.</p> <p>Physical Activity books/video guides for students and their families to be created in order for families to have the confidence to access their local community.</p>

--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14% £2200
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Impact	Next Steps for Academic Year 2021/22(also linked to the impact of COVID19)
Use of the Albion Foundation in supporting teaching and support staff to recognise how to deliver aspects of PE to more complex students	Continually monitor teaching and learning from the Albion Foundation. Regular meetings with PE department team and monitor evidence of student progress.	Albion Foundation Package - £1500	<p>*91% of students achieved Medial or Upper Quartile progress towards their My Well Being targets on the Bridging curriculum pathway</p> <p>*81% of students achieved Medial or Upper Quartile progress towards their My Well Being targets on the Personal Development curriculum pathway</p> <p>Observations showed high levels of engagement in physical activity lessons including sensory movement and integration.</p> <p>Continued delivery from the Albion Foundation during lockdown periods and remote learning</p>	<p>Teaching staff to use experience of the Albion Foundation delivery to deliver My Well Being lessons next academic year.</p> <p>Development of Personalised targets for My Well Being next year to be able to celebrate the small steps achieved towards their targets.</p> <p>Continued support for MDSA's and identified support staff in order to equip them with the knowledge to deliver physical activity to students at lunchtimes and breaktimes.</p>
Improve staff understanding of how to deliver cycling to students in the primary phase	Research and organise a Level 2 Certificate course for a member of staff – liaise with Open Trail – can we have a lead cycling trained member of staff and also a few staff trained with basic skills	£700	<p>Individual programmes completed for students to carry out basic movements</p> <p>Staff CPD session completed during INSET in June where all staff gained an understanding of</p>	<p>Follow up CPD session completed and continue to liaise with Open Trail regarding Cycling qualifications staff can achieve in order to make the teaching of cycling more sustainable.</p>

			the importance of Cycling Lessons and how to support students during these lessons. This improved staff engagement during lessons.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31% (£5000)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Impact	Next Steps for Academic Year 2021/22(also linked to the impact of COVID19)
Students have weekly access to swimming lessons for the whole academic year. This will result in students feeling more confident in the water as well as developing basic techniques for strokes	Transport for students in the primary phase to access their swimming lessons at Haden Hill Leisure Centre	Cost of provision Sandwell Leisure Trust and Transport - £2600	Pupils achieved certificates for the swimming lessons they have attended. Lessons have been very sporadic due to the COVID 19 Pandemic.	Continue to work alongside Sandwell Leisure Trust in order for students to receive high quality Swimming and Water Safety lessons. School to engage with the Swimming Charter.
Ensure that the PE department is resourced appropriately for students to engage in physical activity	Purchase of students waterproofs and wellington boots	Waterproofs and Wellies - £250	Students have been able to access outdoor physical activity onsite safely (via forest schools and nature walks)	Use of equipment in order for students to access physical activity in the community (for example local nature reserves)
Introduction of YOGA for PD Classes in Primary	Students on this pathway recognise YOGA as a source of physical activity and supports both mental and physical well being. Students are able to execute some YOGA moves effectively	£2000	*81% of students achieved Medial or Upper Quartile progress towards their My Well Being targets on the Personal Development curriculum pathway Reduction in negative incidents reported on the school sleuth	Families invited to be with their child during these physical activity days. School to be able to provide equipment for any parents or carers that do not have the right equipment

Purchase of a school Metal Detector to enthuse students to want to walk further distances due to interest	Students indirectly recognise that exercise can be fun and rewarding	£150	system	<p>Due to the COVID Pandemic this had an impact on students attending offsite activities</p> <p>Equip staff with the understanding of how to use the Metal Detector when out on visits</p>
---	--	------	--------	--

<p>Swimming Case Study -</p> <p>One student did not only make significant progress In the swimming pool but due to wanting to engage in their swimming lessons so much demonstrated increased independence when getting changed. This included an eagerness to learn how to undo buttons and get changed and unchanged. This enthusiasm led to progress in the pool, particularly in back stroke where support from staff reduced sporadically.</p>				
<p>Key indicator 5: Increased participation in competitive sport (for Westminster students)</p> <p>For physical activity (partially competitive) to be a tool to promote students to develop their communication and play skills with their peers and staff (More complex PD students)</p>				<p>Percentage of total allocation:</p> <p>4% £525 –</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Impact	Next Steps for Academic Year 2021/22(also linked to the impact of COVID19):

<p>Students to take part in one inter schools sports competition per half term (in line with the school house system) followed by participation in the whole school sports day in the summer</p> <p>Students take part in one Intra School sports competition organised by external agencies (i.e. Albion Foundation) each term (for example around Christmas, Easter and Summer</p>	<p>Organise sporting events to take place for students to compete against each other at the end of each half term</p> <p>Transport to competitions</p>	<p>Certificates and Medals - £75</p> <p>£150 termly</p>	<p>The COVID19 Pandemic made it very difficult for the mixing of groups and team sports to take place.</p> <p>It also made it particular difficult as students were unable to enter teams to school competitions as these did not run,</p>	<p>Liaise with the Albion Foundation as to the running of Intra Schools competitions.</p> <p>Use members of the school community (i.e. older pupils) to organise inter house competitions for primary students where the focus is on individual achievement rather than competitiveness.</p>
--	--	---	--	--