



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#)



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: 2021/22	Total fund allocated: £16,200 Leftover: 11,793.47 Total income: £27,993.47	Date Updated: November 2021 Impact report Date: November 2022		
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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability:
Students to participate in high quality physical activity during the school day	Use of school sports coach for two morning sessions a week of physical activity	Salary Cost	High levels of engagement, reduction in movement seeking behaviour. Evidence will be taken by monitoring attendance to the morning sessions.	Pupils will become familiar with the routine and we will see a reduction in sensory/movement seeking behaviour. Pupils will also become more independent at partaking in regular physical activity.

Impact:

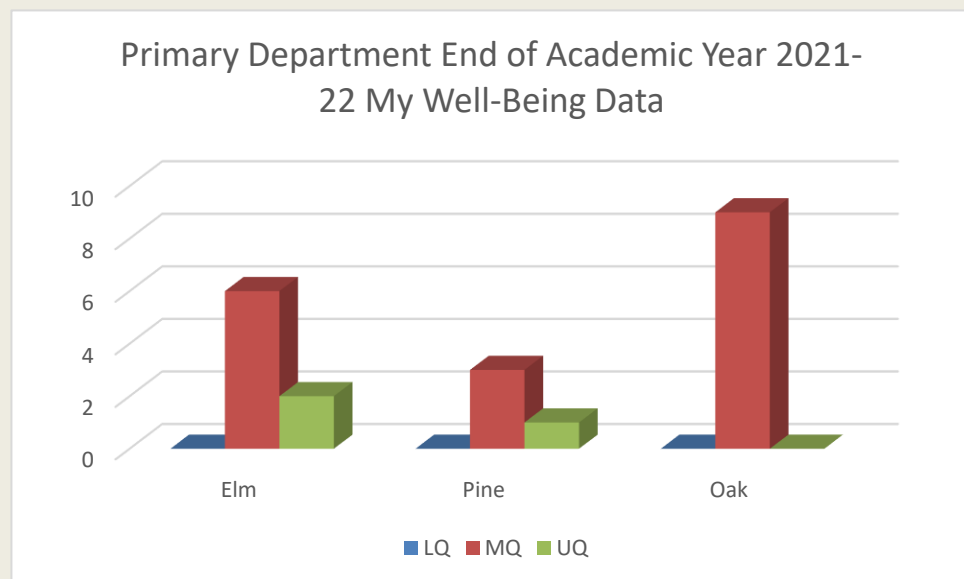
Students across the primary cohort showed high levels of engagement in the physical activity lessons and this is reflected in the data below.

Table one outlines the number of incidents that were reported on the school sleuth system. These were lower than other areas of learning across the school

Table One – Negative Incidents

Date Range	Number of Neg incidents Swimming	Number of Neg Incidents – My Wellbeing	Number of Neg Incidents – Gymnastics
Autumn Term 2021-22	5	10	0
Spring Term 2021-22	0	0	3
Summer Term 2021-22	0	2	0

Graph One – Student progress data



Students engaged well with the school sports coach who completed morning activities with students. This was fairly relaxed and very much led by students. Classes continued to receive provision from The Albion Foundation supported by the class teams. Observations demonstrated high levels of engagement, enjoyment and positive relationships with trusted adults. Students were also able to make good progress towards the personalised challenges set in the My Well-Being Area of Learning

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To equip students and their families to have the confidence to engage in physical activity and sport in their local community</p>	<p>Organise planned walks with students and their families to local nature reserves and hills (i.e. Clent, Lickey Hills etc)</p>	<p>N/A</p>	<p>Evidence will be taken by monitoring pupil and parent attendance. The impact of this will be that parents will feel more confident to take their children on walks and children will be able to access the community around them.</p>	<p>Sustainability will be shown if/when parents take children on walks outside of school. Next steps will be to encourage parents to send in photos of this and to organise regular walks with their children.</p>
	<p>Organise transport and complete offsite trip paperwork</p>	<p>£750</p>	<p>Evidence will be taken by monitoring parent attendance. The impact of this will be that parents have the opportunity to network with other parents and the pupils can showcase their skills and accomplishments resulting in increasing self-esteem.</p>	<p>Sustainability will be shown if/when parents take children to activity centres outside of school. Next steps will be to encourage parents to send in photos of this and to organise regular physical activities.</p>
	<p>Invite parents to celebration events for activities such as Gymnastics etc and encourage families to access classes in the community</p>	<p>N/A</p>	<p>Evidence will be shown through photos of pupil engagement and enjoyment. Photos will be sent home to parents to encourage them to take their children to SEN sessions at soft play recognising the social and physical benefits of this.</p>	<p>By attending a soft play centre once a term, pupils should show less sensory/movement seeking behaviour accompanied by a reduction in anxieties in attending these venues.</p>
<p>Organise for students to engage in alternative physical activity – i.e. soft play</p>	<p>£1050</p>			

Impact:

Students and their families attended Sandwell Valley on three consecutive weeks in the summer term with 100% of parents saying that they were pleased that they took part in the visits. The majority of parents said that they would take their child there again which met the objectives for this focus area and linked to the school development plan.

Celebration events – Parents loved attending the gymnastics celebration events at the Gymnastic centre. They commented on how much they loved seeing how their children had progressed over time in a new environment. Many parents also stated that they would be apprehensive about taking them to a facility like this due to the needs of their child.

Soft play – Pupils loved visiting the soft play centres. They were able to use a variety of equipment by themselves and in small groups with little adult support. The centres helped reduce sensory seeking behaviours and reinforced playing/sharing with others.

All of the information above contributed to the data outlined in Table 1 and graph 1 above.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Give staff the confidence to deliver physical activity in the curriculum (for example Yoga)	Organise Yoga CPD event for identified members of staff in school	£1585	The impact of yoga CPD will encourage staff to use this knowledge within lessons and will expand staff's knowledge of how to engage a wider variety of SEN needs within physical education. Yoga will also benefit the pupils by increasing their wellbeing and learning new skills as well as being a holistic tool.	Staff will be trained to lead YOGA sessions, they will have in-depth understanding of the benefits of Yoga and how to make yoga accessible for all regardless of any SEN need. They will have confidence delivering sessions and this can continue into next academic year.
Students to improve their skills and techniques on a bike	Purchase of one day a week of cycling lessons with Open Trail including staff CPD opportunities	£1620	Evidence of pupil progress will be shown through EFL with both staff and parent/careers. Learning to ride a bike is an important skill, that offers a hobby, social or transport/independence benefit.	Staff can share enjoyment, progress and successes with parents/careers. In the hopes of encouraging them to buy or use a bike more within their home routine. Encourage parents to share photos and videos with school staff.

Impact:
 Yoga CPD – Yoga CPD delivered to staff during the summer term will result in this being delivered to students in the academic year 2022-23 (see primary sports funding plan 2022-23). This CPD has enabled staff to have the confidence to deliver sessions to students including the knowledge and resources to deliver these effectively.
 Students have also continued to make good progress when learning to ride a bike with a number of students identified to complete their Bike-Ability course the following academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Students to have additional swimming lessons to ensure they consolidate the skills and techniques required (including water safety)	Liaise with Sandwell Leisure Trust Transport Complete relevant paperwork Research and implement the Swimming Charter mark	£2240 £1973	Evidence will be taken each week whilst the pupils attend their swimming lesson. Over the academic year we will be able to track the progress of each pupil. Swimming is a vital life skill to learn, but also offers fulfils a sensory need for some of our pupils.	Sustainability will be shown if/when parents take children swimming outside of school. Whether this be regularly or during holidays. Next steps will be to encourage parents to send in photos of this and to increase how regular they take their child swimming.
Purchase of additional sports equipment to aid the implementation of the 'Move' curriculum for students in the primary phase	Complete requisition order forms Identified priority equipment required.	£1600	Evidenced during pupils 'Move' lessons, move form times, lunch and break time activities.	Sustainability will be shown through the increased engagement levels of the pupils throughout the academic year. As well as the pupils finding an activity they enjoy and this being shared with parents.
Students to access a fully equipped gymnastics centre in order to improve their skills and techniques and ability to perform in front of others	Book Earls Gymnastics Complete relevant paperwork and book transport Organise celebration events with parents and carers	£9250	Evidence will be shown through photos of pupil engagement and enjoyment. Photos will be sent home to parents to encourage them to take their children to SEN sessions at gymnastics centres recognising the social and physical benefits of this. Parents will also be invited to celebration events at the end of each term.	By attending the gymnastics centre for a full term (split between the three classes), we hope to encourage parents taking their children to similar centres outside of school. Pupils should show less sensory/movement seeking behaviour accompanied by a reduction in anxieties in attending these venues.

Students to access 40 minute sessions of 1:1 martial arts with a trained instructor	Book Reece to come in on Fridays Staff to organise students who will engage and benefit the most from this and to implement a rota.	£3120	Evidence will be shown through photos, pupils engagement. Photos will be shared	Pupils should show less sensory/movement seeking behaviour accompanied by a reduction in anxieties.
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Impact
 Gymnastics – Gymnastics was a huge success with pupils, staff and parents. Students engaged highly in the sessions and loved exploring safely the range of equipment. Through the gymnastics sessions and celebration event parents also go to see the progress their child had made and SEN sessions/ clubs available to them. Staff also noticed additional benefits: developing motor skills, developing communication skills, self-esteem and increased social skills.
 Martial Arts – This initiative supported students with their fitness levels but also to self-regulate effectively which is evident in the low number of negative incidents reported throughout the academic year.

Key indicator 5: Increased participation in competitive sport
 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)

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Students to attend the Sycamore Centre in Dudley to improve their social interaction and play skills	Starting in Jan 2022 Organise transport and complete offsite trip paperwork Liaise with centre to ensure clear outcomes are clear for all	£4005	Evidence will be shown through photos and videos on evidence for learning. This can be shared with parents/careers. Pupils will focus on their social interactions with peers and play skills. This will then be reinforced in school.	By attending Sycamore Centre, we aim to encourage positive interactions between peers and develop play skills. The centre is also open to the public at weekends, so by sharing photos, videos and levels of enjoyment/ engagement with parents, we hope to encourage parents to take their children to similar centres outside of

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Impact:
Sycamore – By attending the sycamore centre staff noticed an improvement in at least one or more for all pupils: mobility, coordination, play, sharing, balance and proprioception (body awareness and spatial skills). Pupil engagement was high and photos and videos were shared home each week. With some parents take their child and other siblings to the centre on weekends or special events such as Halloween and half-term.

Total : **£27,193 spent**