

# 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



## Funding Allocation

## Swimming Data

Total amount allocated for 2021/22	£16, 540
Total amount spent for 2021/22	£16,540
Total amount carried forward from 2021/22	£0
Total amount allocated for 2022/23	£ 16,270
Total amount for 2022/23 including carry forward. To be spent and reported on by 31st July 2023.	£16,270

In Year 6, none of the 4 children can swim at least 25 metres using more than one different stroke and they cannot perform a self rescue from the water.

**Action Plan and Budget Tracking** The intended annual spends against the 5 key indicators.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	
<b>Key indicator 1:</b> 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			Total Funding =
Intent	Implementation	Impact	Sustainability and suggested next steps:
<b>To increase activity levels within the school</b>	<p>The School Games Virtual Running Competition where students ran daily and recorded their distances – we won this year 😊</p> <p>Inter schools cross country event with Lead Inclusion School</p> <p>Adventure Challenge for problem solving activities</p> <p>Take 10 exercise pack available for staff to complete as and when required - a tool available to staff to use as when necessary to help re-focus a group or just to do something fun</p> <p>FAB Movement plan has been reinstated and was utilised as and when to help refocus – gave specific activities that meet the needs and diversity of all our classes</p> <p>Santa Dash where students ran a set distance</p> <p>House Cross Country event to introduce the new house system – this will be a yearly activity</p> <p>Coach Ben has delivered football sessions all year and supported students to represent Rotherham in a</p>	<p>A number of students have taken part in daily running as part of the sensory circuit self-regulation activity.</p> <p>It has benefitted a number of students by allowing them opportunities for self-regulation using physical activity</p> <p>Continued to support student self-regulation</p> <p>Students from across the school engaged in both of these activities</p>	<p>Daily run for all students, as appropriate.</p> <p>Activities will be shared in the coming academic year</p> <p>The FAB movement will be re-issued in the coming academic year to reflect the needs of the students in each class</p> <p>House events will run into the new academic year – there will always be activities with a sporting nature, along with others that are subject specific</p>

	<p>Disability football Tournament for the north of England.</p> <p>5-week block with a cricket coach from Yorkshire Cricket</p> <p>Children's University Award – 10 min daily challenge to gain credits towards each child's award</p>	<p>Students liaise with outside coach and learn skills in a new and exciting way</p> <p>Students have the opportunity to gain credits that will result in them achieving a CU award and attend an achievement ceremony</p>	<p>Links have been established with Rotherham United and Yorkshire Cricket and we are hopeful they will work Kelford in the future</p> <p>CU is something as a trust we have bought into so this will continue into the new academic year</p>
<b>At breaks and lunchtimes</b>	<p>Active breaks during lessons - scooters, football games, hula hoops and a contribution to the ActivAll</p> <p>Lunchtime sports clubs organised and led by Sharron Herbert on the Primary Yard MATP club at lunchtimes</p> <p>Lunchtime clubs of Just dance and Boccia – attendance at these clubs allows students to gain credits towards their Children's University award</p>	<p>Students are free to engage in these activities to help with their interaction and communication skills, sensory and physical needs, SEMH and independence which has shown a term by term improvement in attainment for SEMH outcomes</p>	<p>These activities will continue into the new academic year</p>
<b>Weekly PE sessions for all classes</b>	<p>SOL have been written for all classes and shared so opportunities are available for students to participate in a range of lessons: Invasion Games – Football, Basketball Net/Wall Games – Badminton, Volleyball Striking &amp; Fielding – Cricket, Rounders Dance, OAA, Athletics, Cardio-Vascular Fitness, Yoga, Take 10 and Gymnastics</p>	<p>Students follow a wide curriculum in line with the PE National Curriculum that helps with core skills such as fine and gross motor skills and also aspects of teamwork, cooperation, resilience. It also allows opportunities to look at functional skills such as Maths.</p>	<p>Sensory &amp; Physical Development (SPD) Faculty Leader to continue to supply Schemes of Learning specific for each area of the curriculum and for each class.</p>

	Classes have been allocated extra sessions for Physical Development opportunities in Trampolining and Swimming, as well as their Core PE time	Student voice requested everyone have access to the trampoline, as a school we listened and now everyone has access to a form of sensory diet and enrichment type of activity	
<p><b>Key indicator 2:</b> The profile of PESSPA (Physical Education, School Sport &amp; Physical Activity) being raised across the school as a tool for whole school improvement</p>			<b>Total Funding =</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
Using a range of new equipment to motivate and encourage skills development.	<p>Scheme of Learning allows students to engage in all areas of the PE curriculum – invasion games, net/wall games, striking and fielding, athletics, dance, Trampolining, Yoga, Tri-Golf</p> <p>Introduction of a new House system has allowed students to participate in extra sporting opportunities such as Cross Country, Just Dance Strictly style, penalty shoot-out and sports day</p> <p>Cricket coach from Yorkshire Cricket led sessions across school over a 5-week block</p>	Students have expanded their knowledge of the types of sports and activities we have worked on, thus gaining in experience and trying a new skill	Sensory & Physical Development Faculty Lead to maintain Schemes of Learning are accessible for all classes and students have opportunities to engage in a wide variety of activities House Challenge Sports days to be rolled out across the whole school next academic year



<p>To participate in a range of sporting activities both within the school and across the trust</p>	<p>Students have multiple opportunities to link with Abbey School to participate in events such as football, Girl's multi-sports, cross country and other Youth Sport Trust events linked to Young Leaders Awards where students are the coach and help their peers. We have also held a House competition that built links to sport with the final event being a sports day</p>	<p>Aspects of Learning enhanced through Sports Premium</p> <ul style="list-style-type: none"> <li>• Physical development and acquisition of skills and knowledge.</li> <li>• Motivation</li> <li>• Teamwork, confidence, determination and resilience.</li> <li>• Citizenship, PSHE, independence, social skills, wider friendship groups.</li> <li>• Speaking and listening</li> <li>• Maths</li> <li>• Socialisation</li> </ul>	

	<p>Visiting Athletes have come into school to hold meet and greet events where students have been directly involved: Ashley McKenzie and Taekwondo at The View Shane Gaffney &amp; Joe Roebuck – Paralympians from Sports for Schools</p> <p>Students have visited Rotherham United football stadium</p>	<p>Students were able to liaise with Ashley and learn about a new sporting event and how both him and Shane overcame personal obstacles in their life – you can't be what you can't see</p> <p>Rotherham United have a coach who comes each week to deliver sessions, therefore by the students visiting the stadium they are able to link what they do in school to outside of school</p> <p>Students were able to identify the team and feel part of something special</p>	
<p>To support the local community through physical activity</p>	<p>Students have attended multiple events at the English Institute for Sport, which is based on Sheffield – Nexus Trust Spots Day held over two days (March 2023 Secondary students and July 2023 Primary students)</p>	<p>Students had opportunities to mix and observe with students from schools across the trust.</p>	<p>A yearly event to be held through Nexus Trust</p>

<p>To facilitate the statutory requirements within the EHCP re: physical/sensory needs</p>	<p>To employ qualified physio and sensory integration occupational therapist</p> <p>12 staff across school are trained to deliver Rebound sessions</p> <p>Donna employed to lead on therapies across the school and liaise with physiotherapists</p> <p>Kirsty links with Physio and OT's each half term to discuss updates and monitoring of student progress and also liaises with Sensory OT</p>	<p>The termly pupil progress attainment data for students achieving their physical/sensory outcome has improved term on term</p> <p>This information is shared with class teachers with the expectation this is disseminated to the class team and feeds into the student ILP's</p>	<p>To continue to fund sensory integration therapy</p> <p>Lead Physio wants to establish better links with teachers when writing ILP's and the setting of realistic targets</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Total Funding = £0 due to COVID
Intent	Implementation	Impact	Sustainability and suggested next steps:
MATP	Staff reminded regularly and introduced to MATP training videos. Staff are also given student specific targets so they are able to reflect on the necessary activities when working with a specific student.	MATP Lead is confident that staff are aware of the student needs and therefore this enables students are engaged, on task regarding their targets and also motivated to learn.	MATP to be used as a tool to aid ILP targets and sensory PE pathway
All staff to use sports events to learn from coaches delivering the event	Where possible staff have participated in coaching/training from within the trust. Here we have been encouraged to think about PE and what it looks like for our students. 1 teacher attended Tennis CPD training	This enabled staff to 'think outside the box' and link ways that our students can access different sporting activities. It enabled better communication between staff and gave us a better understanding of how PE and Sport can be utilised to meet all the needs of a student ILP	Restrictions for Covid permitting, it would be beneficial to share good practice across the trust and meet with staff more

<p>PE Lead led specific training to upskill teaching staff for the delivery of PE lessons and all SOL are accessible for all</p>	<p>PE Lead delivered multiple sessions with specific teachers using a coaching and mentoring style approach. SOL have been shared with all staff, so staff are aware of the use of language necessary and activities to help teach the specific sporting events. PE Lead has done check ins with staff to ensure staff feel happy and confident with their lesson approach</p> <p>PE department has expanded to now be the Sensory and Physical Department. Within this faculty there are three members, Kirsty Medcalf and Matt Hamill who are both qualified secondary PE teachers and Sharron Herbert who delivers the MATP programme</p>	<p>Teachers were given time to observe and then put into practice the necessary skill with success and given guidance where necessary. Classes are now able to follow the planning and SOL and know what a good lesson looks like and what it must include, therefore more people have ownership of the learners PE experiences, rather than it falling to just one person for the whole school.</p> <p>Having a wider team ensures there is always someone available to assist and support staff in leading their PE sessions</p>	<p>CPD offers to help broaden staff's knowledge of delivering PE and sport within school and building links across the trust to link with other specialists.</p>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>			<p><b>Total Funding =</b> Sports Partnership Coordination 17 days x ½ a day =</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p><b>Sustainability and suggested next steps:</b></p>

Additional achievements: Widen children's' experience of the sporting world through links with YST Athlete mentors	School visits Virtual meetings	Sports Skills development Communication skills developed in question and answer sessions	Ongoing work with Athlete Mentors/ visiting coaches
Broad range of sports offered on Sports days	Sports included <ul style="list-style-type: none"> <li>• Boccia</li> <li>• Tri Golf</li> <li>• Seated Volley ball</li> <li>• Hurdles</li> <li>• Throwing</li> <li>• Relay</li> </ul>	Staff reported on the increased motivation of students to engage in different activities. Students took part in a review of the games and changes they would implement next time i.e. scoring [maths skills]	
Experience Tri Golf competition MATP	All KS had the experience and engaged with the activity of playing small Golf games	All students were motivated to take part, all had experience of using clubs and putters	
Ongoing Extracurricular clubs give all children the opportunity to develop their skills and confidence in a range of sporting activities	Trampoline Ball games Parachute games		
Increase confidence of girls to take part in Physical Activity – Attendance at Disney shooting stars Girls Football	Girls took part in skills development activities.	Girls had a positive experience of Skills development, and social interaction	

Wide access to PE activities within the PE curriculum	All activities are taken from the PE curriculum and differentiated to meet the needs of our students. Staff have access to SOL that highlight the key concepts of the activities they are working on and also have suggestions for small events/activities to guide and help student understanding	Students are motivated and engaged in a variety of lessons, which change every half term. Student progression is good and is monitoring and assessed by staff and shared with the PE Lead frequently. Specific students have a PE target within their ILP and linked to either: <ul style="list-style-type: none"> <li>• Communication &amp; Interaction</li> <li>• Sensory &amp; Physical</li> <li>• SEMH</li> <li>• Independence</li> </ul>	PE Lead to ensure activities are timetabled and rotated to ensure diversity for all learners.
<b>Key indicator 5: Increased participation in competitive sport</b>			Total Funding Sports Partnership Coordination 17 days x ½ a day =
Intent	Implementation	Impact	Sustainability and suggested next steps:
<b>To improve leadership and social skills through Young Leadership Scheme</b>	Cohort of young leaders identified, take part in training session with staff and students at Abbey/ Lead inclusion school  Young leaders encouraged to lead on warm ups and to explain game rules Young Leaders encouraged to support primary students on sports days	Improved communication and leadership skills	

<p><b>To Increase the amount of competitive sporting opportunities for children</b></p>	<p>To fund a member of staff to lead, coordinate and work with Yorkshire School Games Organiser on Virtual competitions.</p>	<p>Increased physical activity Increased self esteem Progress within EHCP outcomes e.g. turn taking within SEMH</p>	<p>To continue to take part in competitive sporting opportunities e.g. Netball4All</p> <p>To continue to fund staff release for School Sports Partnership work (in total 1/2 day per week but for this initiative ½ day per fortnight)</p>
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<p><b>Signed off by</b></p>	
<p>Head Teacher:</p>	<p>Kari Anson</p>
<p>Date:</p>	
<p>Subject Leader:</p>	<p>Kirsty Medcalf</p>
<p>Date:</p>	<p>06/07/2023</p>