

# Evidencing the impact of the Primary PE and sport premium

**Longwill**

a primary school for Deaf children

2021-2022

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that our 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

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 our 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; our school’s budget should fund these.

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.**

Created by:

Supported by:    
LOTTERY FUNDED



## Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2020/21	8365
Amount allocated for 2021/22	£16511
Total amount allocated for 2021/22	£24876
How much do you intend to carry forward into 22-23?	£1,973 Needs checking after the queried invoices.
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022	£ 22,903 Needs checking after the queried invoices. <b>£20573.77</b>

## Swimming Data

Please report on your Swimming Data below.

<b>Meeting national curriculum requirements for swimming and water safety.</b>	Due to Covid, lessons were only provided for the summer term.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	10% <b>N.B</b> 2023 data will be higher due to some of the cohort already achieving 25m.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	20%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Self rescue stage 2= 10% Self rescue stage 3= 20% Self rescue stage 4=10%
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?	Yes: Years 5&6 went swimming every week for 9 weeks.

## 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> £20573.77		<b>Date Updated:</b> July 2022		
<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					Percentage of total allocation: <b>68%</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed? :		
<ul style="list-style-type: none"> <li>All children will be able to explain how they keep healthy including what physical activity they are involved in and how this supports their mental and physical wellbeing as well as linking activity to an increase in heart rate.</li> <li>All children will be engaged in a wide range of physical activity both within and outside of PE lessons.</li> <li>All pupils will take part in 30 minutes of activity in addition to their PE sessions every day.</li> <li>All children will have the opportunity to partake in sporting and physical activities alongside children from other schools, widening the curriculum experience.</li> </ul>		<ul style="list-style-type: none"> <li>a) Daily Mile track £3125</li> <li>b) Installation of outside Gym equipment £10,583</li> <li>c) Purchasing of sports equipment for use at play and lunch times and in PE lessons (footballs, hula hoops skipping ropes, Saturn skippers, measuring tapes) £376.37</li> <li>d) OT therapist in school £2920</li> </ul>		<ul style="list-style-type: none"> <li>a) Classes undertake the daily mile 3 times a week. Children understand the importance of physical activity for physical and mental health. The daily mile sessions take place in addition to PE, dance and swimming sessions which mean children are receiving an addition 45mins of physical activity each week.</li> <li>b) Children are able to develop their fitness during play and lunch times across a variety of different machines, which target different core muscles.</li> </ul> <p>The equipment is available throughout the day – staff are able to take their class for</p>		<p>Sustainability and suggested next steps:</p> <p>Sustainability:</p> <ul style="list-style-type: none"> <li>Equipment is metal and with maintenance will be used for years to come.</li> <li>Sports equipment can be used for years to come.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>Purchase equipment to develop forest school teaching and activities to encourage physical activity within those sessions.</li> </ul>

• Pupils gross and fine motor skills will be improved as well as core skills for safe physical activity on the playground.

extra physical activity when appropriate.

- c) Sports equipment such as footballs, basketballs, skipping ropes etc are available at play times for children to use and develop their skills. This increases the amount of time they are physically active during the school day.
- d) OT supports children to develop their gross motor skills which prepares them for sporting activities. The sessions are in addition to the timetabled PE sessions and are personalised to meet the needs of the individual pupils.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: >1 %
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: <b>£240</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>The extra-curricular activities for all groups of children in school to be widened.</li> <li>Pupils competing in a range of sports competitions.</li> <li>Pupils will be more active throughout the school day</li> <li>More staff will be involved in supporting or running lunchtime clubs and promote physical wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>a) Installation of outside Gym equipment</li> <li>b) Lunch clubs (Golf)</li> <li>c) Sports festivals and competitions</li> <li>d) Commonwealth Games workshop</li> <li>e) Perry the Bull assembly</li> <li>f) Progression grids</li> </ul>	<ul style="list-style-type: none"> <li>£ see above</li> <li>£240</li> <li>£0</li> <li>£0 (funded by Aspire)</li> <li>£0 (successful bid)</li> <li>£0</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils have an increase in physical activity throughout the school day. See above.</li> <li>b) Children have additional opportunities to be involved in sports clubs in sports that do not feature within their PE lessons.</li> <li>c) A wide variety of sports competitions (dance, gymnastics, orienteering and sports day) promote competitive sport and participation.</li> <li>d) The whole school participated in a workshop centred around the Commonwealth games which delivered sports including volleyball which are not included in PE lessons. Inclusive and disabled sports were delivered too.</li> <li>e) Children were excited to be involved in sports and made multiple links from their in</li> </ul>	<p>Next Steps:</p> <ul style="list-style-type: none"> <li>Source additional lunch time clubs which offer a broader range of sports.</li> </ul>

class learning to the sports in the assembly which were then linked to the sports in PE lessons.

- f) Staff have clear skill progression which influences and improves their PE lessons, ensuring the skills of all children are developed to their full potential.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			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 consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: <b>£0</b>	Evidence of impact: what do pupils now know and what can they do now? What has changed?
<ul style="list-style-type: none"> <li>• Staff will be extremely reflective about their practice, especially bearing in mind the needs of their deaf pupils.</li> <li>• Staff will confidently teach systematic lessons across a variety of sports in line with the National Curriculum expectations and healthy and safety guidelines.</li> <li>• Staff will be more confident to assess, provide feedback and adjust plans to ensure all children progress to the best of their ability.</li> <li>• Staff will deliver practices in accordance with school values, policies and expectations.</li> <li>• The quality of teaching and learning will improve.</li> </ul>	a) Yoga bugs (staff involved and support as CPD)  b) Progression grids developed and disseminated to all staff	£see above  £0	a) Staff up-level their skills in yoga and are able to deliver sessions when the Yoga Bug sessions have finished. b) Staff have clear skill progression for all areas of PE (games, outdoor activities, gymnastics and orienteering).  Next Steps: <ul style="list-style-type: none"> <li>• Develop the progression grids to feature specific vocabulary to teach our deaf students.</li> <li>• Develop a grid to support staff in effectively differentiating within their lessons.</li> <li>• Develop a progressive sequence of lessons for each sport.</li> <li>• Develop the TEDS assessment tool.</li> <li>• Seek CPD for all staff from Aspire</li> <li>• Train one TA in Level 1 &amp; 2 swimming qualification</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
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: <b>£3174.40</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>All pupils will actively participate in sports and active sessions outside of PE lessons including being active for 30mins during the natural course of the day</li> <li>All pupils will have the opportunity to learn a new sport e.g. yoga, Paralympic sports, orienteering, athletics.</li> <li>Increased inclusion opportunities for our deaf pupils through networks, partnerships and extended school opportunities.</li> <li>Increased opportunities for children to be involved in competitive sports events.</li> </ul>	a) Lunch time Golf club b) Yoga Bugs (1 term) for KS1 c) Swimming for Years 5 & 6 d) Installation of football goals and accessible basketball hoops e) Occupational Therapist in school f) Purchasing of different and accessible sports equipment (shorter tennis rackets and hockey sticks) g) Purchasing of bowling equipment h) Purchasing of sports equipment for use at play and lunch times and in PE lessons (footballs, hula hoops skipping ropes,	£see above  £360 £913.50 £1491.51 £ see above £ 330.49  £78.90  £see above	a & b) Children have increased participation in sports and experience a sport and skills that are not included in their PE lessons. Between 40-91% of children attend golf each week in KS1 and between 10-30% of students in KS2. c) Children learn important life skills and work towards swimming 25m. 10% of children in Y6 are able to swim 25m and 20% can use a range of strokes. 40% are able to perform safe rescue skills in the water. d) All children in school are able to access the basketball hoops, all children can take part in basketball matches throughout play times and golden time, increasing participation. e) See above f) Accessible sports equipment has been purchased for younger children to support	Next Steps: <ul style="list-style-type: none"> <li>Additional SGO events in a wider range of sports.</li> <li>Develop lunch time club provision to include a wider range of sports for all children.</li> <li>Secure bike ability for summer 2023</li> <li>Secure Yoga bugs for new staff and the new KS1 children in 2023</li> </ul>

	<p>Saturn skippers, measuring tapes)</p> <p>i) SGO events (Boccia, Inclusive sports and Penathlon)</p> <p>j) Commonwealth Games Workshop</p> <p>k) Billy Reid dance sessions via Zoom for Y5/6</p>	<p>£0</p> <p>£0 (funded by Aspire)</p> <p>£0</p>	<p>them in accessing the skills and sports throughout the PE lessons.</p> <p>g) Children explore and experience an additional sport and understand the rules of the game.</p> <p>h) See above.</p> <p>i) Children mixed with other hearing and SEND children. They explored and experienced different sports including table cricket. They experienced competitive sport in familiar and new sports (Boccia).</p> <p>j) See above</p> <p>k) The children learnt a different style of dance, they benefitted from seeing a Deaf role model. The children learnt a range of different dance steps.</p>	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			>1%
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: <b>£155</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> <li>All pupils will have been involved in at least four competitions/festivals (internal and external) to apply their skills.</li> <li>All children will show evidence of improved BLP behaviours such as resilience, planning and collaboration.</li> <li>All pupils will show development of skills linked to competition eg sportsmanship, winning, losing, involving everyone, working as a team</li> <li>Our deaf pupils will have further opportunities for inclusion through sport through networks, partnerships and extended school opportunities.</li> </ul>	<p>a) Fees and transport for Cross Country competition to Derby Royal School for the Deaf (October)</p> <p>b) Sports festivals and competitions (gymnastics, dance, orienteering and sports day)</p> <p>Gymnastics – December Dance – April Orienteering – June Sports Day- July</p> <p>c) SGO events (Boccia, inclusive sports and Penathlon)</p> <p>Penathlon- November Boccia – 25<sup>th</sup> May Inclusive Sports- October</p>	<p>£155</p> <p>£0 see above</p> <p>£0</p>	<p>a) Children experienced a sports competition outside of school. They mixed with other deaf children and had to apply the skills they had learnt. They applied their understanding of sportsmanship and being respectful of others.</p> <p>b) See above. The whole school competed for points and worked as a team to support each other. Groups of children worked together, developing their teamwork skills in all of the competitions. They learnt how to show sportsmanship skills too.</p> <p>c) Children mixed with other hearing and SEND children. They explored and experienced different inclusive sports including table cricket. They experienced competitive sport in new sports (Boccia).</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>Increase involvement in SGO competitions.</li> <li>Offer additional lunch clubs which include and develop competitiveness.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	