

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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 **31st July 2020** at the latest.

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 July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

HILL FARM PRIMARY SCHOOL 2019-2020

Key achievements to date until July 2019:

PE and Sport Premium funding was used during the academic year 2018-19 as detailed below:

Key indicator 1: The engagement of all pupils in regular physical activity

£9,440 - Lunchtime activity coach, play equipment, fitness trail, daily mile and playground markings.

Key indicator 2: Understanding the importance of an active and healthy lifestyle
Engage' character education, Active Streets.

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

£4,500 - PE Lead

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

£6250 – Playground gym, general sports kit & equipment

Key indicator 5: Increased participation in competitive sport

£800 'School Games' and Sky Blues in the Community, transport costs to events, fixtures, activities

Total spend (2018/19) - £20,990

Areas for further improvement and baseline evidence of need:

Strategic Director with overview of sport to enhance and improve activity throughout the curriculum and improve outcomes in PE through improved delivery of the PE curriculum within Covid-19 restrictions

PE Assistant to support the delivery of high quality physical activity and support class teachers to develop the talents and skills of all pupils

Develop range of sport available across school

PE and activity to be in place throughout day

Increased opportunities to participate in competitive sport through introduction of intra-school competition

Develop talent pathways

Establish play leaders/sports ambassadors

Continue to encourage more families to walk to school with initiatives building on 'Active Streets' program

Increase awareness of the importance of exercise and a healthy lifestyle involving families and community in line with a healthy eating/lifestyles award

Further raise the physical activity levels during the lunchtimes

Provide the children with increased opportunities in afterschool clubs – 75% in 2018/19 with 2019/20 on track to be higher prior to Covid closure (68.5% by March)

Meeting national curriculum requirements for swimming and water safety

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

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 2020

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

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?

No data held and unable to assess (Covid-19)

Yes/No

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: 2019/20		Total fund allocated: £20,890	Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated: (estimations)</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>To promote and embed active learning in the classroom and increased activity during throughout the school day.</p> <p>To improve and encourage a healthy lifestyle for all children via links with local providers and associations.</p> <p>Increase opportunities for less active pupils to become physically active.</p>	<p>Fund specialist coaches (Game-on Coaching) to provide; 1 hour per day of supervised sport and activity through lunchtime activity clubs. 4 hours per week of support with curriculum PE.</p> <p>Establish link with local university to complete study into skill development and activity levels at school and home.</p> <p>Purchase equipment to increase structured exercise before school and during playtimes.</p> <p>Identify children who are disengaged with physical activity and develop their views on health and wellbeing and their levels of physical activity. Utilise pupil voice information for ideas on how to engage the children with more physical activities. Daily wellbeing walk introduced with all children in school during Covid-19.</p>	£6,490	<p>In 2019-2020 68.5% of children had attended a co-curricular club at school. Through the addition of new clubs we predicted that by July 2020, a minimum of 75% would have attended co-curricular clubs but this was curtailed by Covid-19. Lunchtime sports have significantly increased due to coaching and provision by Game On Coaching.</p> <p>Link established with all of Year 6 taking part in a Sport Science afternoon focussed on technology and a career in sport. As a result, 89% said they were interested in a career in sport which they hadn't realised was possible before.</p> <p>By July 2020 we predicted that 100% of children would have been choosing to be physically active across a typical week at lunchtime as a result of new equipment and activities led by Play Leaders.</p>	<p>Liaise with families and use pupil voice to ascertain the clubs and activities that are pupils want to be attending.</p> <p>Continue to provide high quality co-curricular clubs that are externally funded and therefore do not require any school funding or teacher led and so free to attend with a reduction in parent paid clubs.</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs.</p> <p>Lunchtime activity facilitated by house/sports leaders and PE Apprentice so the provision is in house.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Improve the progress and achievement of all learners through the power of PE and Sport by inspiring and upskilling all teaching staff through PE focused Strategy Director.</p> <p>Achieve School Games Bronze Award</p> <p>Educate the children on the importance of a nutritional and well balanced diet to complement active lifestyle.</p> <p>Engage with Active Streets programme</p>	<p>Strategic Director appointed to lead and implement whole school curriculum with clear skills development and progress for all children and to provide CPD opportunities for staff.</p> <p>Invest and enrol in the local School Games offer. Coordinate entry to a range of events and launch personal PA challenges. Utilise support of SGO to meet award criteria.</p> <p>Ensure curriculum includes focus on health, nutrition and well-being and incorporates food preparation. Engage in 6-week SBitC +Sport and Move project.</p> <p>Education for families about the benefits of walking to school. Whole school targeted approach to walking to school. Healthy eating extra-curricular activities with parental involvement.</p>	<p>£7,067.50</p> <p>£250</p>	<p>Strategic Director has raised the profile of PE and School Sport. CPD provided on Physical Literacy and Active Learning and focussed long term curriculum plan and individual lesson plans implemented. PE timetable produced to ensure lessons given priority and staff supported as required. Remote activities shared via online learning platform to encourage skill development and increased activity levels during closure.</p> <p>School Games Mark suspended (Covid-19). School Games Recognition mark issued to reward engagement in local SG competition. 169 (33%) children represented the school with 230 (44%) opportunities given in total until Covid-19 closure. Strong relationship built with SGO to increase engagement with SG.</p> <p>Joy of Movement (previously +Sport and Move) booked with Year 5 but unable to take place (Covid-19). Joy of Movement Festival sent to all families via online platform and good levels of engagement seen.</p>	<p>Strategy Director with subject specialism and in leadership role to drive the continued improvement of school targets through a health and wellbeing centred approach to initiatives and staff training including increased activity levels in classrooms.</p> <p>Investment in Healthy Schools award and online resources for self-isolation/lockdown scenario's.</p> <p>Continue engagement with School Games as a key driver in the promotion of sport across the school.</p> <p>Relationship now established with School Games and values being shown. Staff have more experience how to lead and run sports competitions and activities. This should encourage further investment and enable staff to run their own competitions should the funding stop.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Improve the confidence and competence of all staff in delivering PE and active lessons so all children receive a positive experience.</p> <p>Information and new initiatives/ strategies from conferences/training is shared with all staff.</p> <p>Improve pupil progress in all areas of PE through improved planning and delivery of the curriculum for now and the future.</p>	<p>PE Apprentice employed to support the delivery of high-quality PE.</p> <p>Sky Blues in the Community (PL Primary Stars) 12 weeks of CPD for two NQT's and classes to develop the individual's confidence, skills and identified areas of development in fundamental movement skills. Weekly co-curricular club and curriculum day support included.</p> <p>Investigate and purchase whole-child PE curriculum programmes/ approaches/resources. Chosen resource = Complete PE.</p>	<p>£3,000</p> <p>£300</p> <p>£1687.50</p>	<p>PE Apprentice has provided focussed support in PE lessons and had begun working with specific children to develop their skills. Lunchtime play role developing and an increasing number of children were engaging before closure.</p> <p>Premier League Primary Stars project delivered with the whole of Year 4 cohort and two members of staff (NQT's). Confidence and competence of staff increased during support through the project.</p> <p>Intended impact due to delay in launch caused by closure; We predict that by July 2021, 100% of staff we feel more confident in teaching all areas of the PE curriculum. Progressive and sequential plan will be in place and being used competently. As a result of a bespoke CPD, staff insets, courses, interactive SOW and updating equipment we expect to see significant impact on sustained physical activity and skill development.</p>	<p>PE Apprentice to be integrated as member of staff and to start to lead elements of PE and playtime activities.</p> <p>NQT's have had PE specific training and now feel more confident to deliver high quality PE in future. Seek to deliver to further staff next year.</p> <p>Interactive SOW includes over 6500 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP funding.</p> <p>Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and across the trust working with other schools.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Ensure school is equipped to deliver a wide and engaging PE curriculum.</p> <p>Improve lunchtime experience for children through structured activity opportunities and equipment.</p> <p>PE staff to coordinate a wide range of sports opportunities and co-curricular experiences to encourage more pupils to participate and enhance enjoyment of sport.</p> <p>Provide a number of sport trips to a range of venues.</p>	<p>New equipment purchased to allow a varied skills-based curriculum can be taught. Provide equipment for active break and lunchtimes.</p> <p>Create a Play Leader Programme for Upper KS2 pupils who will organise lunchtime activities for other children in school.</p> <p>Extended range of co-curricular clubs. Game On offering after school clubs. Target key children in the engagement of new sports and activities. Provide high quality sports enrichment from outside organisations.</p> <p>Seek opportunities for inspirational visits to elite sports events including British Basketball Cup Finals, All England Badminton Tournament, PL football stadiums.</p>	£1,820	<p>New and varied equipment has enabled a greater range of sports to be delivered including inclusive sports such as Boccia. This has resulted in more children having individual equipment to develop their skills.</p> <p>Programme delayed (Covid-19)</p> <p>68.5% of children had attended a co-curricular experience from Sept 19 to Covid-19 closure. This was an increase of +27.3% on the same period the year before.</p> <p>PE Specialist led a trip to the British Basketball Finals in January. 15 children attended who had never watched live sport before. Those children were then seen regularly playing basketball during their playtimes when they had not done so previously.</p>	<p>New equipment to be stored and sorted to provide a positive resource for lessons and clubs but also a stock in reserve for replenishment in future.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending.</p> <p>Continue to provide high quality co-curricular clubs that are externally funded and therefore do not require any school funding or teacher led and so free to attend.</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Provide a range of opportunities for children to participate in competitive sport. Increase the number of competitions children attend so children experience competitive sports, fair play and team building opportunities.	Participate in School Games to increase opportunity for competitive sport. Enter Game On Football League. Fund transport & classroom cover to enable entry to competitions. Purchase additional sports kits and provisions required to compete.	£250 £25	School Games Mark suspended (Covid-19). School Games Recognition mark issued to reward engagement in local SG competition. 169 (33%) children represented the school with 230 (44%) opportunities given in total until Covid-19 closure. Strong relationship built with SGO to increase engagement with SG. Competitive football fixtures held against local schools. 24 different children given the opportunity to experience competitive football (4 for the very first time).	Competition will be embedded as a normal element of learning at level 1 stage through a new house system. This will bear no cost if the SSP funding stops. Access to level 2/3 competition through full engagement in School Games and local competition such as Game On Football League coordinated by Strategy Director and PE Apprentice.

Signed off by	
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Date:	09.07.2020
Subject Leader:	Rob Heath
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Governor:	
Date:	