

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



It is important that your 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

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, 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.**

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 2021. To see an example of how to complete the table please click [HERE](#)

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,580
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,580

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	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: 2020/21		Total fund allocated: £17,580		Date Updated: 3/12/21	
Key indicator 1: The engagement of all 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:
					59%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
The engagement of all pupils in regular physical activity - the CMO guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.		(LO & DC) - Members of staff at lunchtimes providing sporting activity opportunities for children. DC also providing additional extra-curricular opportunities provided both at school and off-site. Structured activities provided by Year 5 Jumping Jaxx leaders at lunchtimes for younger children led by LO & DC. Staff also providing lunch time activities and training older children to do so.		£8,348.30	Staff have delivered extra-curricular clubs throughout the academic year, providing greater opportunities for children in both key stages. Lunchtime supervisors CPD training is allowing for more activities delivered at lunchtime and benefitting behaviour and engagement. Year 5 Jumping Jaxx leaders and sports crew are providing activities for younger children and therefore increasing physical activity at lunchtimes and contributing to the Chief Medical Officer’s additional 30
Sustainability and suggested next steps:					
School will continue to use sports premium funding for these members of staff providing sporting lunchtime and extra-curricular opportunities for children as we have seen an increase in activity at lunchtimes and in after school clubs.					

			<p>minutes of exercise per day supervised by lunchtime staff.</p> <p>Increased number of children taking part in extracurricular activities, positively impacting on health and well-being.</p> <p>An increased number of children who previously haven't taken up extra-curricular activities taking part, due to a range of activities offered (particularly the Shooting Stars Disney Girls Football Club).</p>	
The engagement of all pupils in regular physical activity – kick starting healthy lifestyles. After lockdown, it was clear that children's physical fitness had decreased so we have decided to use forest school as a driver for increasing physical activity levels.	(DW) Forest School (10 hours forest school per week). This 10 hours per week is intended to increase children's physical activity levels.	£2,113.70	Children in Reception, Year 1, Year 2, Year 3 and Year 4 have benefitted from 2 hours of physically active forest school every week. We have seen improvements in children's physical fitness as well as mental wellbeing. Children have taken part in zip line activities, digging and gardening, construction (using fine and gross motor skills) as well as taking part in obstacle courses.	From September, we intend to continue to use some of our sports premium funding but whilst opening up the forest school sessions to children in Y5 also. We hope so see improvements in children's physical fitness, mental wellbeing and resilience across all of these classes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:				
PE: access high quality provision, support and CPD through the profile of PESSPA being raised across the school as a tool for whole school improvement.	Member of Staff PE Lead time (CP). CP was given PE Lead time each week to plan for the budget spend, attend meetings/training and organise all things PE.	£2145	CP was given time to plan the sports premium spend, take children to sporting events, organise intra-school sports events, organising and running the sports crew. CP also attended PE lead meetings during directed hours and spent time organising transport to sports events. CP also organised sports days and sports week at school.	This spend will be used in a similar way in the next academic year to continue to raise the profile of PE and sport across the whole school. Without this spend, it wouldn't be possible to run and organise the sporting events and activities at school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Access support from WFS SSP.	£2640	Subject leader knowledge has increased and ability to lead the subject has increased through WFSSP training and regular meetings. WFSSP came in to train the Year	Continue to work with WFSSP in order to continue to develop subject knowledge and increase the profile of PE in school. The current jumping jaxx will

			<p>5's to be Jumping Jaxx leaders. The children, with the help of a lunchtime adult (also funded through sports premium) have set up a Jumping Jaxx club and have been leading active sessions for younger children at lunchtimes.</p> <p>WFSSP came in and worked with the Y1 and Y3 teachers leading multi sports, gymnastics and OAA PE sessions. The Y1 teacher in particular felt motivated and inspired to teach high quality PE following the sessions.</p> <p>WFSSP also provide many sporting events that we are invited to attend throughout the Year.</p> <p>Our ECT attended the WFSSP ECT Day and received invaluable training and expertise through this.</p> <p>Lunchtime supervisors attended 'Lunchtime supervisor' training which gave them the knowledge and skills to lead active games for children at lunchtimes.</p>	<p>be able to train up next year's Year 5's to continue the role.</p>
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Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Specialist sport and activity specific delivery with coaches working alongside teachers (AJB sport in education). AJB sports will also run a lunchtime football club to assist lunchtime supervisors in developing their leading skills.	£735	Staff that took part in sessions with AJB sports are now more confident and competent in teaching PE lessons. Quality of delivery has improved. As a result, pupils in Years 3, 1, 5 and 2 are being challenged more effectively in PE lessons, progress amongst pupils is greater and attainment has increased. Children in those school years are also more willing to participate in school sport and are showing more enthusiasm.	Teachers that worked alongside AJB sports will now have a bank of knowledge and planning to use in future practice.
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Purchase a subscription to 'peplanning.org' which will provide staff members with planning for PE sessions.	£198	Staff have confidently and more consistently taught P.E. this year after the use of peplanning.org.	CP will ensure that a new Hartlebury Primary School P.E. Long Term Plan is introduced in September 2023 which ensures all curriculum areas are covered across the school. This will allow staff to utilise the planning that is provided for them.
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	CP attended a Swim England National Curriculum Training Programme: Support Teacher and Teacher of School Swimming Course.	£100	CP now feels more confident to lead swimming groups. In 2022, CP led a group of Year 4 and 5 swimmers. This allowed more children to access swimming.	CP will continue to go swimming with children in Year 4 and 5 to allow more children to access swimming.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>The Golf Foundation – Children in Year 4 had golf sessions led by Noel Woodman from Kidderminster Golf Club.</p>	<p>£150</p>	<p>Children in Year 4 had 5 fun golf sessions delivered by a PGA qualified coach (Noel Woodman from Kidderminster Golf Club) with support from the teacher. The children had a fun taste of golf whilst learning new key skills. Many children hadn't taken part in golf before and this allowed them to experience a new sporting activity.</p>	<p>CP will lead a staff CPD on Tri Golf based on what has been taught throughout the Golf Foundation sessions.</p> <p>CP will ensure Tri-Golf is integrated into the Hartlebury Primary School P.E. Long Term Plan.</p>
<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Stourport Hockey Club – Children in Year 3 had hockey sessions led by Eleanor from Stourport Hockey Club.</p>	<p>£150</p>	<p>Children in Year 3 had 6 weeks of fun hockey sessions delivered by Eleanor from Stourport Hockey Club. It was very important to us, especially in this Commonwealth year, that children were exposed to high quality coaching focused around aspects of the Commonwealth Games.</p>	<p>CP will ensure that Hockey is embedded in the Hartlebury Primary School P.E. Long Term Plan. Teachers in Y3 and 6 should now be confident in leading hockey lessons.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase children's opportunities to participate in competitive sport.	To hire buses in order to attend a wide range of sports events.	£1000	School has entered many sports festivals and events this academic year providing children with the chance to represent their school in a sporting environment. Competitive successes and participation are celebrated in school, motivating children and increasing self-belief.	We will continue to use Sports Premium funding to hire transport for sports festivals and events. These are invaluable experiences for the children at our school.

Signed off by	
Head Teacher:	Caroline Unitt
Date:	12/07/22
Subject Leader:	Caitlin Perry
Date:	12/07/22
Governor:	Carolyn Gumley
Date:	13/12/22