

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool



HURST HILL PRIMARY

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.

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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New get set for PE scheme delivered across the whole school. • New quality assessment procedure for staff to follow. • Lunch time equipment ordered to improve the delivery of sporting activities on the playground. • Swimming sessions delivered until Spring 2 2020 due to COVID-19. • Swimming- 40% of children in year 6 have achieved their 25m badge. • Aspirations – Olympic sports persons visited school to inspire children to take part and enjoy sports. • CPD – quality CPD for staff – both internal and through specialist coaches PE to help with previous gymnastic skill gaps. curriculum progression document, which details our physical education intent and implementation. • Quality playground markings for children to play sports activities and to partake in the daily mile. • Outdoor gym equipment – timetabled for children to use daily – launched by local MP • Pupil voice and staff voice carried out to identify next steps in staff CPD and after school clubs. • Large climbing equipment purchased to help refine and develop EYFS gross motor skills. 	<ul style="list-style-type: none"> • Achieve Sainsbury's bronze award • Address issues around obesity and low fitness levels through increasing participation in physical activities. • To continue to provide at least 30 minutes a day through daily mile and lunch time activities. (Key indicator 1) • To provide a greater range of after school clubs based on the outcomes of pupil voice – inclusive of a yoga afterschool club to target health and well-being- (Key indicator 2) • To increase opportunities for children to receive catch up swimming lessons. Offering swimming opportunities to year 4 and 6. • To provide opportunities for children who are least active (increase their participation to 75%). This might be through lunchtime or an afterschool club (Key indicator 5) • To continue to develop all staff confidence, knowledge and skills through sport specific CPD sessions. (Key indicator 3) • Take part in a minimum of 5 sporting competitions (Key indicator 5) To relaunch the sports leaders and house captains helping to promote sports across the school.

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.	Not available at this time
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not available at this time
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not available at this time
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?	Yes/No Planned to last year but COVID prevented this action. We aim to start this January 2022

Action Plan and Budget Tracking for 2021 – 2022

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.



HURST HILL PRIMARY

Academic Year: 2021 - 2022	Total fund allocated: approximately £18,240+ <u>£6209.16 from previous.</u> <u>£24,449.16</u> Forecast spend is £23874.00		Date Updated: 29/10/21	
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: 41%
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:
Further extend the range and frequency of sports and physical activity based extra-curricular clubs delivered by teachers, coaches and specialist providers based on pupil voice and interest	Explore external sports clubs to establish costings and availability of after school after school sports clubs. <ul style="list-style-type: none">• Timetable clubs to run throughout the year.• Compare attendance to previous years• Quality assure the impact of the clubs through pupil voice.• Teaching staff remain committed to providing clubs which promote regular physical activity. Staff to run an extra-curricular club for one term and will have time in	Budget set aside 2 clubs per week (G&S) £3000 Supply cover for TIL costs for 10	Intended impact: To increase the quantity of sports clubs available for children and decrease the amount of least active children within in the school. To help decrease obesity and raise aspirations by inspiring children through engaging sports clubs. <u>Evidence and impact:</u> Gym and Sport Company invoices / website/adverts.	

<p>To continue to provide active 30 minutes a day through daily mile and lunch time activities and ensure that non- active children are provided with extra-curricular provision.</p>	<p>lieu incentives</p> <ul style="list-style-type: none"> • Ensure we have adequate equipment to facilitate the clubs and that they meet the needs/requests of the pupils. • Following up orders on missing equipment from July – goals, nets, back boards for basket and netball. <p>Staff organised games for children to participate in at break and lunch times.</p> <p>Implementation:</p> <ul style="list-style-type: none"> - Daily mile for children to be taking part in. - Outdoor lunch time gym equipment audited/ refreshed and used on a rota basis. - Lunchtime games board in place and updated weekly depending on the interests/ requirements of the cohort. - Complete the playground markings on middle playgrounds. - Explore smaller adaptations of gym equipment for EYFS mad KS1 children. - Set up living streets tracker. Develop active means of travel to school through living streets. 	<p>teachers. £2200</p> <p>£2000</p> <p>£500</p> <p>£2500</p> <p>Total 10,200</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>

Intent	Implementation		Impact	3.47 %
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 raise the profile of sport and physical activity across the school.	Signposting children towards local clubs. (on news letter, parent mail flyers.) (Invite Olympians and guest speakers in) Continue to share success in assemblies.	Budget set aside £500	Intended impact: To raise aspirations and the profile / benefits of sport across Hurst Hill and the wider community.	
Development of Sports Captains to engage younger pupils in active play.	Improve opportunities for all to partake in sports activities during lunch and playtimes. <ul style="list-style-type: none"> - Professional training for new Sports Captains to enable them to actively model and engage pupils through organised games and activities. - House captains and Sports leaders to: - organise lunchtime competitions - support with the outdoor gym equipment - share certificates in assemblies to celebrate success - promote the importance of sport and healthy exercise - model how to use equipment and the daily mile. - Encourage non participating children to engage. 	£100		
	Invest in bibs, badges, strips and leader hoodies.	£250	Evidence and impact:	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13 %
Inten t	Implementation		Impa ct	
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 ensure PE teaching and learning is consistent across school.	<p>PE leads to monitor and evaluate the impact of training on colleagues through lesson observations with SLT. Lesson observations need to show that children have access to high quality PE lessons, where all pupils are making progress.</p> <p>To implement 'spot checks' during PE lessons. Learning is progressive through the implementation of the scheme.</p> <p>Each year group to be given a 'PE folder' with relevant planning and KO's for each unit. 'Spot checks' to see how well planning is being annotated. Remind staff that Get Set 4 PE is the starting point for their planning. This should be adapted to suit the needs of the children in their class in order to maximise progress.</p> <ul style="list-style-type: none"> - New ECT'S to research and complete online CPD for 	Supply costs to release PE leads /SLT at least 7 sessions £1600	<p>Intended impact:</p> <p>To increase the confidence, knowledge and skills of staff in the teaching of PE. To create continued professional development for staff in PE.</p> <p>Evidence and impact:</p>	

	<p>leadership development.</p> <ul style="list-style-type: none"> - Monitoring of lessons to ensure provision is good. - Staff questionnaire to evaluate staff confidence and - Plan staff meetings / CPD based on outcomes of observations - Support ECTs with sports provision and the use of Get set for PE / assessments - Renew subscription to Get Set 4 PE so that teachers have quality planning and resources. - Quality assure gym equipment – re the climbing frame in hall and ropes. Ensure correct certification is in place prior to use. 	£1400		
		£200-gymfix		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2 % (some already cross allocated in section 1)
Inten t	Implementation		Impa ct	
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>Sports day</p> <p>Pupil Voice</p> <p>After school clubs facilitated by external sports coaches. Possibly subsidised to ensure all children can access clubs that particularly interest them.</p> <p>Dr Bike – to ensure children can access bike ability safely.</p> <p>Bikeability - cycling training leading</p>	<p>Facilitate a fun and engaging sports event for all children at school to celebrate the sport that takes place alongside our sports professionals</p> <p>Meet with the children and ask what clubs they would like to see at lunch times. Liaise with sports company to ensure we are meeting the interests of the children.</p> <p>More house sports competitions with the support of the sports leaders and captains.</p> <p>Subsidy put in place and records kept of uptake for subsidised clubs.</p> <p>Specific children targeted and encouraged to take up an after school club</p> <p>Explore opportunities to take part in leagues for football.</p> <p>Clear communications with staff and well advertised on the school website /newsletter.</p> <p>2 day course booked</p>	<p>½ day release £119.99 Stickers £10 Certificates £30 Trophies / medals £200</p> <p>See 1</p>	<p>Intended Impact:</p> <p>Children to have an enriched and varied sporting experience - both in their physical development and their standards.</p> <p>Evidence and impact:</p>	

to increased confidence when riding bikes on roads and general cycling skills. To continue to participate the in the Bronze award.	Road Safety for all year 3&5 children.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				38 %
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:
Increase the number of opportunities to become involved in competitive sport. These will include; football, yoga, rugby, swimming, netball, athletics (indoor and outdoor),hockey and cross country.	Promotion of clubs through assemblies, visiting coaches, taster sessions - signposting local clubs to families. Contact secondary schools – potential year 6 transitional clubs. Book transport through the office to get larger quantities of children to and from competitions. Ensure staff are able to attend to supervise pupils as required. Liaise with schools in the MAT for House competitions. Mrs Rhodes and Mrs Johnson – MIDAS bus	Budget set aside See1 £500 £500	<u>Intended impact:</u> To increase the pre covid year's percentage of competitive events for children to take part in. Children to have an enriched experienced in their physical development and their standards. The percentage of children taking part in activities that represent the school through community events or competitions will have increased from last year. <u>Evidence and Impact:</u>	

<p>To increase the amount of children leaving school able to swim 25 metres by targeting current Y6 pupils that need additional swimming lessons.</p>	<p>training to drive small groups to and from events.</p> <p>Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum.</p> <ul style="list-style-type: none"> - Targeted Year 4, 5 and 6 children to have catch up lessons post Christmas once facilities and transportation has been clarified and communicated . - Accurate assessments to be carried out by Hurst Hill staff. - Questionnaires to parents to determine target year 6 children. - Swimming data will be published on website to check attainment of - pupils. 	<p>Year 4, 5 and 6</p> <p>Total 9265</p>	<p>Intended impact: To increase the previous year's percentage of children that could swim 25M. Children to have an enriched experienced in their physical development and their standards.</p> <p>Current evidence and impact:</p>	
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Signed off by	
Head Teacher:	Mrs Keen
Date:	
Subject Leader:	Miss Coley, Mrs Potts – sports premium – C Johnson
Date:	
Governor:	Mrs Gover
Date:	