

Evidencing the impact of the Primary PE and sport premium

Hillstone Primary School 2020-21



Commissioned by



Department
Created by
for Education



YOUTH
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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -irrespective of covid 19 our children participated in 31 different level 2 sports events before national lockdown -Sports Council - 6 Intra-house sports events before going into national lockdown -Multiple clubs at breakfast time, lunch time and after school -Larger variety of clubs than previous years, including sports like boccia and kurling -major successes in a variety of different sports but many leagues cut short due to covid 19; winning level 2 events in, tag rugby, cross country, basketball, football indoor athletics, gymnastics, para athletics, para football. Boys football team winning HMS cup for the first time in the schools history. Girls winning their football group, with #out dropping any points - Sports Coach creating a virtual school for P.E lessons for all children whilst in national lockdown -School Games Gold Award for three consecutive years -Virtual School PE and resources. 	<ul style="list-style-type: none"> -Daily Mile, to trial and integrate into school curriculum - To create more content for virtual school for children isolating from home -To introduce challenges and initiatives that children can do from home whilst isolating. -To create new initiatives and ideas that can keep children active with current and potentially impending covid restrictions. -To apply for 'kitemarks/awards that will show us what gaps we may have in the our provision

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	34% affected by Covid 19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	34% affected by Covid 19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not known
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

Action Plan and Budget Tracking

Hillstone Vision Statement – At Hillstone this grant goes towards the salary of a full time sports coach. Our vision for PESSPA at Hillstone is to create a more active school, where all children have a chance to develop their skills and put them into practice using competition to do so. We believe that by doing these children will develop fundamental skills like sportsmanship, a growth mind set and learn how to win and lose. We also believe that PESPPA can help improve learning behaviours of our children and also have a positive impact on their well-being. These are all skills that will aid personal development and have a positive impact for years to come for our children. Our sports coach facilitates a variety of sports clubs, sports events and sports based initiatives as well as provided CPD to our teaching staff. He also prepares and develops gifted and talented children for multiple events and competitions. The Key Indicators are equally important to us; therefore we have divided the allocation for the purposes of accountability equally allocating 20% against each of the key indicators.

Academic Year: 2020/21		Total fund allocated: £19600		Date Updated: 20/07/21	
Key indicator 1: 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: %
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:
<ul style="list-style-type: none"> For children to take part in a variety of sports clubs. For children to increase basic fitness levels Opportunity of IntraHouse Games For children at home self-isolating to know they can still keep fit regardless of barriers (no garden, small living space). Children to improve their skill levels in a variety of different sports increasing confidence and knowledge of sports Sports coach to source 		<ul style="list-style-type: none"> Content on Virtual School to be updated weekly for children self- isolating or in case of a national lockdown. Activities will be accessible with minimum content or space needed. For sports coach to create and manage a schedule for the Daily Mile in which every class participates 3 times a week (on their non PE days) Challenges and PE lessons added to virtual school weekly. 	£3920	<ul style="list-style-type: none"> Children have now been able to access PE lessons and Physical activity sessions from home. Feedback through virtual school blog from children and parents has been positive. Surveys through healthy school award and active recovery surveys has also been positive in terms of feedback. Daily Mile has contributed to the active 30. Children are aware of positive 	<ul style="list-style-type: none"> Children’s survey to see what new sports they would like to do. Survey to be created by Sports Council. To continue with Daily Mile and keep up to date with latest resources. To add virtual challenges and fitness activities for self-isolating children. To keep providing free clubs at breakfast, lunch

<p>sporting opportunities from external sports and organisations.</p>	<ul style="list-style-type: none"> • Intra-house sports events to be offered to all children throughout academic year. • After school clubs offered to all children throughout academic year. • Sports Coach to offer a variety of active clubs to children during breakfast and lunch times • Sports Coach to liaise with organisations to offer initiatives that keep children active whilst they are at home and to implement these onto virtual school. Sports coach to source content and resources useful for virtual school and to also create own content for children to be able to use. • Intra-house competitions every half term in which sports coach monitors participation via a spreadsheet. The target for this is that every child competes in at least one intra-house competition every academic year other than sports day. 		<p>impact of the Daily Mile on their physical and mental wellbeing.</p> <ul style="list-style-type: none"> • Due to Covid restrictions and isolating bubbles the intra-house competitions was adapted to fitness based competitions within their classes. These included a variety of different activities. As through active recovery survey and case study children benefitted both physically and mentally from these sessions and also enjoyed the competitive element. • Using the Daily Mile resources and School Games resources for virtual learning also gave the children more opportunities to be active even when at home. • LTA coach, Warwickshire county cricket club and Worcester Warriors Coach have all come in to work with a variety of classes. LTA coach attended and delivered sessions for 7 weeks working with Year 4, 5 & 6. Warwickshire cricket club worked with Key stage 1 for a full day 	<p>time and after school.</p> <ul style="list-style-type: none"> • For Sports Council to help organise and officiate intra-house games. • To maintain relationships built with external sports organisations and clubs.
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			and Worcester Warriors coach worked with the whole school throughout one day.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> For the vast majority of year 6 children to be able to swim 25 metres unaided by the end of the academic year. To increase the percentage of pupils being able to swim at least 25m unaided. Develop pupil leadership in PE and sports To instil a growth mind set approach in children Raise the profile of sport and PE by being successful in level 2 and level 3 games. To raise the profile of SEND achievements within sport and competition 	<ul style="list-style-type: none"> Sports Coach to source out free use of swimming pools – King Edwards and offer extra lessons to statutory entitlement to children who are not reaching the target of 25m. Playmaker Award given to sports council by Sports Coach. Staff to encourage children to participate in as many events and competitions as possible. Coach to facilitate Level 1 intrahouse game every half term in which we aim to get every child to compete for their house team. 	£3920	<ul style="list-style-type: none"> Due to Covid restrictions we were unable to source out the use of King Edwards swimming baths. However when possible, our children attended swimming every week. Due to us being the only school who attended the swimming baths on our time slots it meant we had use of the whole pool. By bringing extra staff we were able really focus on improving our children’s swimming. Due to Covid restrictions (bubbles and children isolating) we were unable 	<ul style="list-style-type: none"> To keep liaising with King Edwards and to use their specialist sports sessions and facilities. SPRING 2022. To continue training Play Makers and to have them working alongside adult Play Workers. To continue with Daily Mile. Feedback via surveys has been mainly positive with children saying they are more engaged in lessons, especially when doing the Daily Mile in the morning. To continue with a

	<ul style="list-style-type: none"> • Sports coach to offer clubs to gifted and talented children preparing them for competition. SEND specific clubs. 		<p>to train children to become PlayMakers as this would mean mixing 'bubbles'</p> <ul style="list-style-type: none"> • Taken from survey results, teachers and children have stated how the Daily Mile really helped their learning when done first thing in the morning. • Clubs for all year groups were ran at lunch times and after school rota'd daily. 	<p>Growth Mind set approach/ Hillstone Learning Powers being demonstrated in PE.</p> <ul style="list-style-type: none"> • To use sports 'kite-marks' and assesments/ surveys e.g. Pathway2Podium, YST, to see in what areas we could improve.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> To upskill staff in how to teacher PE and sports effectively To give extra support teaching staff that may need it. Sports coach to source out CPD opportunities. 	<ul style="list-style-type: none"> Sports Coach to work alongside teaching staff during PE lessons. PE lead and sports coach to identify staff who need more help. 	£3920	<ul style="list-style-type: none"> Teachers have gained much experience in delivering different types of fitness based PE lessons as part of our Active Recovery. Teachers are more confident in delivering a variety of different disciplines within PE. All teachers were given the opportunity to take part in tennis CPD course from LTA. Year 5 teacher also attended a golf CPD day. Teachers have used sessions plans from their CPD to good effect. 	<ul style="list-style-type: none"> Sports Coach to continue working with teachers. PE coordinator to devise structured plan to help teachers who need the most help CPD opportunities to be sourced and given to relevant staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> • To continue to provide a more diverse range of sports and activities. • To discover more gifted and talented children • To take part in more nationally lead initiatives 	<ul style="list-style-type: none"> • Sports Coach to deliver a variety of clubs, including new games, sports and activities. • Sports Council to act as a voice of all pupils on what activities our children would like to do. • Sports Coach to facilitate Intrahouse games once a half term • By offering a more diverse range of activities more children will have the chance to identify a sport or game they will excel in. • Sports Coach to liaise with governing bodies and local organisations about new initiatives. 	<p>£3920</p>	<ul style="list-style-type: none"> • Multi-sports clubs offered throughout academic year in which sports coach tailored sessions for each class bubble. Sessions ran at breakfast, lunch and after school. • Diversity of clubs has led to many children being identified as gifted and talented in variety of sports and games. • Rugby League coach and Warwickshire county Cricket Club had fantastic feedback with children really enjoying the days they were here. 	<ul style="list-style-type: none"> • Sports Council to create surveys for potential new activities and sports children would like to participate in. • To keep signposting opportunities for sport inside and outside of a school setting, utilising 'Sports Webpage', flyers, social media and text messages. • To maintain relationships with sports organisations and external clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> To encourage and develop children's interest in competitive sport For children to be given as many opportunities to compete as possible For our children to be the best they can be when competing For barriers to be removed that may be stopping children accessing competitive sport To enter all sporting leagues and competitions available. 	<ul style="list-style-type: none"> Sports coach to update sports website and Virtual School with opportunities and sporting success stories within our school. For sports coach to liaise with schools, governing bodies, SGO, and local sports clubs to source out competitive opportunities. For sports coach to train and prepare all children before competing so they go into the event with the skills to be successful. For sports coach to offer specific intrahouse sports events suitable for children's needs. SEND specific games e.g. boccia. 	£3920	<ul style="list-style-type: none"> More children starting to join external clubs and teams. This has led to children playing more sport and developing their ability within sport. An example of this is that we have more children get into the Erdington and Saltley District than ever before. Children have taken part in virtual challenges offered by SGO and by sports coach. Feedback has not been great with these challenges in comparison to face to face competitive sport. Children did attend two face to face level 2 competitions in which they really enjoyed and had really missed due to Covid restrictions. 	<ul style="list-style-type: none"> To re-engage with all competitions, leagues and events that we attended prior to Covid 19. To organise and facilitate level 2 events against local schools. (These would be separate to School Games events, football leagues or cross country that we take part in every academic year) To liaise with parents via various platforms signposting them of competitive opportunities for their child. To liaise with SGO and all other organisers of sports events frequently to make sure we are providing

				<p>as many opportunities as possible.</p> <ul style="list-style-type: none"> • Link with local clubs and organisations for potential level 2 competitions • Level 1 intra house games for those children who may not wish to take part in level 2 events.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	