

Evidencing the impact of the Primary PE and sport premium

Hillstone Primary School Action Plan & Evaluation 2021-22



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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ N/A
Total amount allocated for 2020/21	£ 19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ N/A
Total amount allocated for 2021/22	£ 20, 300
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 20, 300

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>	%53
<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>	%53
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%30 approximately
<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

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 PESSPA 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:		Date Updated:	
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?:	
All children to be active throughout the school day, developing not only physical fitness but also developing both fine and gross motor skills along with improving skills within sports and games. Focus groups include those children who are less active or may have barriers stopping them from taking part in physical activity.	<ul style="list-style-type: none"> Daily Mile timetabled 3 times a week for all classes on their non PE days. (15 minutes per day). Sports Coach to create timetable and liaise with PE lead half termly, discussing the impact upon our children. Sports coach to offer extra-curricular clubs throughout the academic year both at lunch time, breakfast time and after school. Ensure that children are 		£4060	<ul style="list-style-type: none"> Children have improved endurance and stamina. This has become evident in PE lessons and clubs. However feedback from teachers and pupils are that they are losing interest in the Daily Mile-discussions about adapting or replacing this are on going. Targeted children have been invited to specific clubs. SEND children have attended adapted clubs 	
				<ul style="list-style-type: none"> To adapt or change the 'Daily Mile'. Due to feedback from pupils we are looking to change or replace this with something that suits and children's needs more so. Grow our offer of SEND provision by liaising with other schools and clubs Target children who have taken part in the 	

	<p>getting the maximum time possible for PE (discussions on whether children should attend school in their PE kit on their PE days)</p> <ul style="list-style-type: none"> • Level 1 events offered to all children (KS2) as part of the intra-house games • Sports Coach to give training to adult play workers twice a year- ensuring that activities offered are suitable for all children's needs. • Ensure that children with SEND have suitable opportunities to remain active and to take part in extra-curricular clubs. Sports coach to liaise with SENCO and class teachers. 		<p>which have improved hand eye co-ordination, agility, gross and fine motor skills taking part in clubs like boccia, kurling and archery.</p> <ul style="list-style-type: none"> • Adult play workers have attended 2 training sessions with sports coach, where inclusive fun games and activities have been shared. Children have been observed taking part in these activities during lunch times. • All children in the school have been offered the opportunity to take part in bikeability/learn to ride. Sports coach has engaged with the Active Well-being Society to make sure as many children as possible were given this opportunity. This led to 14 KS2 children learning to ride a bike. 52 year 5 & 6 achieving a 	<p>least amount of activities made available to them.</p> <ul style="list-style-type: none"> • Create a sports league table for intra-house teams. • Target children who have yet to take up bikeability offer making sure we help remove barriers that may have contributed to children not taking part.
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:
<p>To reinforce a growth mind-set/ Hillstone Learning Powers approach throughout the delivery of PESSPA within the school.</p> <p>To participate and take part in as many sporting initiatives, events and competitions, both locally and nationally.</p> <p>To develop pupil leadership and pupil voice</p> <p>To celebrate achievements and successes throughout the academic year of sports teams/ events.</p> <p>Children to have the opportunity to represent their house teams throughout the academic year.</p>	<ul style="list-style-type: none"> • Sports coach and class teachers to celebrate achievement of children who have shown good examples of Hillstone Learning Powers. Children who have shown this may be selected as Hillstone Star. • Sports Webpage to be updated fort nightly, informing viewers of achievements, upcoming events and sporting offers. • Sports coach to liaise and coordinate activities with our School Games Organiser, FA leads for leagues and other local networks, maximising the opportunities we can offer our children. • Sports coach to facilitate level one competitions every half term, which aims to get every child to represent their house team. Points are gained for house teams which are then added and announced during assembly. 	£4060	<ul style="list-style-type: none"> • Children know that they will be celebrated for sporting achievements and excelling with PESSPA • Children developed leadership skills, and helped promote fair play and sportsmanship. • Sports council lead sports based sessions, work-shops and intrahouse events. • Children took part in a variety of level 1 events, representing their house teams. 	<ul style="list-style-type: none"> • Sport/PE star of the week/half term- celebrating the achievements of a child who has excelled within PESSPA • Sports councillors to share ideas with local schools by doing a sports council/sports ambassador day • To create a visual league table for children and parents informing them of house points.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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				%
Intent	Implementa tion		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:
For teachers to be comfortable at delivering all elements of P.E. Ensuring that children are receiving productive PE lessons, developing their skill, being physically active, and having fun.	<ul style="list-style-type: none"> • Sports Coach to work alongside class teachers throughout the academic year – implementing a six week programme which aims to increase confidence, knowledge and skills. • P.E. Coordinator to observe lessons and create surveys and questionnaires, monitoring teacher’s strengths and weaknesses in regards to delivery of P.E. • External CPD opportunities to be sourced out by sports coach and strategically offered to staff via P.E. lead. • New PE assessment in which children are ‘graded’ 	£4060	<ul style="list-style-type: none"> • Some teachers have shown greater confidence in delivering PE lessons. They have collaborated with our sports coach, ‘team teaching’ classes using our PE curriculum session plans. • Children have been engaged in fun lessons where, children are monitored and assessed, using professional judgement, on a new assessment spreadsheet. This allows teachers and PE lead to monitor the progress of children, contributing to planning and CPD for staff 	<ul style="list-style-type: none"> • To offer a more structured, targeted approach to our teachers, making sure our sports coach is working with teachers on elements of PE they struggle with. • To audit CPD opportunities offered to staff ensuring that all staff have the opportunity to access CPD provided by external organisations.
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 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:
<p>For children to experience a variety of different activities, sports, clubs and competitions- linking these to major events that take place next Summer. E.g. The Commonwealth Games and the Women’s Euro’s as well as opportunities offered by local clubs and schools.</p> <p>Additional achievements:</p>	<ul style="list-style-type: none"> • Sports coach to work with sports council to lead clubs and activities linked to Commonwealth Games and women’s Euro’s, for example football and sports related to another commonwealth country. E.g. Kabaddi. • Sports Coach to liaise with SGO and other sports networks to maximise opportunities. To link with local rugby clubs, Warwickshire country Cricket and Yardley Tennis club, providing more opportunities for our children. • To build links with local schools, targeting and creating opportunities more opportunities for Key Stage 1 children as this provision isn’t currently offered by our School Games Organiser. 	£4060	<ul style="list-style-type: none"> • Children have taken part in the ‘Biggest ever football session’ in which children came into school wearing a football/sports kit and took part in a football session during the day. This initiative celebrated and promoted girls football. • More girls attended football clubs facilitated by sports coach and staff than ever before. 48 girls registered for football clubs in KS2, 18 in KS1 • Commonwealth Games – Sports Mela in celebration of commonwealth Games facilitated and organised by sports coach. All children in school took part in a festival in which children took part in a variety of sports including; archery, table tennis, basketball, boccia, curling, trampolining, yoga. Local clubs helped deliver these activities • All children were given the opportunity to work with the 	<ul style="list-style-type: none"> • To maintain high levels of children attending clubs • To maintain links with local sports clubs and organisations, ensuring that any initiatives and programmes they may be running, we enable our children to access. • To participate in more festival format events, targeting children who have low levels of attendance to clubs and sports activities • Possibility of creating a legacy day for commonwealth games – this will be a community sports day in which local clubs and organisations come and run a sports station for our local community and children. • To maintain links with the Active wellbeing

			<p>AWS and gain bikeability certification or learn to ride.</p> <ul style="list-style-type: none"> • Affiliation made with an Bronze Olympic medallist Judo champion, in which a club was offered to our children. Thirty four year 3 & 4 children took part in the 7 week club • Sports council ran a golf club for our KS1 children at lunch times. This was the first time children had taken part in golf in KS1. • All children have had the opportunity to take part in a variety of different sports clubs during lunch times, after school and breakfast club. 	<p>society, targeting children yet to receive training or award,</p>
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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:
<p>To encourage and develop interest in competitive sport for all of our children, ensuring that all children are given as many opportunities as possible to compete at Level 1, 2 and 3.</p> <p>For our gifted and talented children to compete at the highest levels possible ensuring they are well prepared for competition.</p> <p>To ensure that SEND and less active children are offered suitable opportunities to compete</p>	<ul style="list-style-type: none"> • Our sports coach will facilitate half termly level 1 competitions that cater to all abilities. The children will represent their house group and are able to winning house points for their team. The aim is to make sure every child competes in a minimum of two intra-house competitions throughout the year. Sports coach to create a way of logging what children have competed in what event. • Sports Coach to liaise with SGO, league co-coordinators and other local networks ensuring that children attend every opportunity possible. • For our sports coach to prepare children who are competing, the aim of which is them to be as 	£4060	<ul style="list-style-type: none"> • All children in KS2 have had the opportunity to represent their house in a level 1 competition this year other than sports day. • Even children who may not usually want to compete in level 2 events, feel happy to compete at school knowing they are competing for the chance to win house points. • Children know how to compete- showing good sportsmanship. • We have taken part in every sports event made available to us, by our football league lead, SGO and other clubs and organisations we have a link with. 	<ul style="list-style-type: none"> • Introduce new level 1 intrahouse competitions and sports e.g. ~Archery • To liaise with local schools to offer more 'friendly' or festival format competitions • To reignite the ~East Birmingham Cross Country League which has not taken place the last two academic years • To enter all Panathlon events so that all our SEND children get the opportunity to compete.

	<p>successful as they can be.</p> <ul style="list-style-type: none"> • Sports Coach to liaise with SENCO and School Games Organiser as well as Panathlon organisers. (info on Panathlon found here https://panathlon.com/) 			
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Signed off by	
Head Teacher:	G. Sparrow
Date:	13/07/22
Subject Leader:	A.King
Date:	13/07/22
Governor:	
Date:	