

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£ 19,610
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	£ 19,610
Total amount of funding for 2022/23	£ 19,610

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>	%59
<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>	%59
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%59

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

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: 2022/23		Total fund allocated:		Date Updated:		
<p>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</p>					Percentage of total allocation: %20	
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"> Sports coach to offer extra-curricular clubs throughout the academic year both at lunch time, breakfast time and after school. Ensure that children are getting the maximum time possible for PE (discussions on whether children should attend school in their PE kit on their PE days/ change prior to PE lessons) Level 1 events offered to all children (years 1-6) as part of the intra-house games Sports Coach to give training to adult play workers - ensuring that activities offered are suitable for all children's needs and that 		£3922	<ul style="list-style-type: none"> Children engage in different activities before school (breakfast club), break times and lunch times All children from year 1 – 6 have competed in at least one sports event for their house team, other than sports day. ~Events are catered to all ability types, so all children can excel at their event Play workers to engage all children after staff training. Play workers given new activities and specific training for activities that engage the least active. 		<ul style="list-style-type: none"> 60 minutes per day target. Reward scheme to be implemented by Sports Coach to monitor and evaluate how much physical activity our pupils are doing. Monitor equal access and uptake of activities for both boys and girls.

Created by:



Supported by:



	<p>children are active during lunch times</p> <ul style="list-style-type: none"> • 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. 			
--	---	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %20
---	--

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?:
<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</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 fortnightly, 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 	£3922	<ul style="list-style-type: none"> • PE, sports and physical activity is used as a tool to motivate children and to improve their work in the classroom. Children are now rewarded for good work in the classroom with the opportunity to take part in fun physical activity. • Sports council have officiated and managed level 1 activities for the rest of our children. • Assemblies and sports webpage highlight successes and achievements within
			Sustainability and suggested next steps:
			<ul style="list-style-type: none"> • Use reward system to give certification to children for completing activities at break and lunch times e.g. Hillstone Healthy Hero award. • Continual update of sports webpage, celebrating successes and achievements.

represent their house teams throughout the academic year. From years 1-6 in intra house events.	<p>the opportunities we can offer our children.</p> <ul style="list-style-type: none"> • 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. • Sports Council to organise and officiate level 1 intra house competitions 		sports and PE	
---	--	--	---------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%20
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:
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 unit programme which aims to increase confidence, knowledge and skills. • P.E. Coordinator to observe lessons and create surveys and questionnaires/audit, monitoring teacher’s strengths and weaknesses in regards to delivery of 	£3922	<ul style="list-style-type: none"> • Teachers have demonstrated their confidence in delivery of PE – children are more engaged and more progression is being made. • New PE assessment tool, created by our sports coach, shows the level at what children are working at in each teacher’s class, meaning that teachers are aware of the children the 	<ul style="list-style-type: none"> • To continue to monitor teaching standards, auditing and questionnaires • Sports coach to continue to team teach with all teaching staff.

	<p>P.E.</p> <ul style="list-style-type: none"> External CPD opportunities to be sourced out by sports coach and strategically offered to staff via P.E. lead. 		<p>needs of their children and enabling the teacher to focus on those children who are not at the expected level.</p> <ul style="list-style-type: none"> We have had multiple teachers complete or attend external CPD in tennis, dance and cricket, with teachers now showing 	
--	--	--	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
20%

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?:
<p>For children to experience a variety of different activities, sports, clubs and competitions as well as opportunities offered by local clubs and schools.</p> <p>Additional achievements: Major successes in multiple level 2 and level 3 sports events – runners up in Level 3 school games Organisation of a huge community</p>	<ul style="list-style-type: none"> Sports coach to work with sports council to lead clubs and activities linked to major sports events. 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 	£3922	<ul style="list-style-type: none"> We have had external providers, sourced by our sports coach, provide clubs and PE lessons to year groups within our school. Children have taken part in bikeability, cricket (delivered by Warwickshire County Cricket Club) and Judo (delivered by team GB Judo coach). Children have taken part in new sports and skills and some have now transitioned into community clubs outside

<p>commonwealth games festival in which all children took part in a variety of different sports last academic year</p>	<p>Stage 1 children as this provision isn't currently offered by our School Games Organiser.</p>		<p>of school.</p> <ul style="list-style-type: none"> • Key stage one children have taken part in level 2 events with local schools. 	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%20
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 successful as they can be. • Sports Coach to liaise with SENCO and School Games Organiser as well as Panathlon organisers. (info on Panathlon found here 	£3922	<ul style="list-style-type: none"> • We have taken part in over 50 level 2 sports events/comps/ festivals this academic year. • Competitions range from SEND, gifted and talented, less active. • We have had more girls take part in competitive events this academic year than boys – the first time ever. • All children have represented their house team in at least 2 intrahouse events this academic year. • We have had over 120 different children compete in level 2 events, and almost 400 children compete in a minimum of 2 intra house events. 	<ul style="list-style-type: none"> • We have our School Games Calendar already at hand for next academic year, and have already entered both the girls and boys football league. • Cross Country league to be resumed, to be lead and facilitated by sports coach.

Signed off by	
Head Teacher:	J.King
Date:	20/09/2022
Subject Leader:	R. Flint
Date:	20/09/2022
Governor:	
Date:	24/07/23