

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

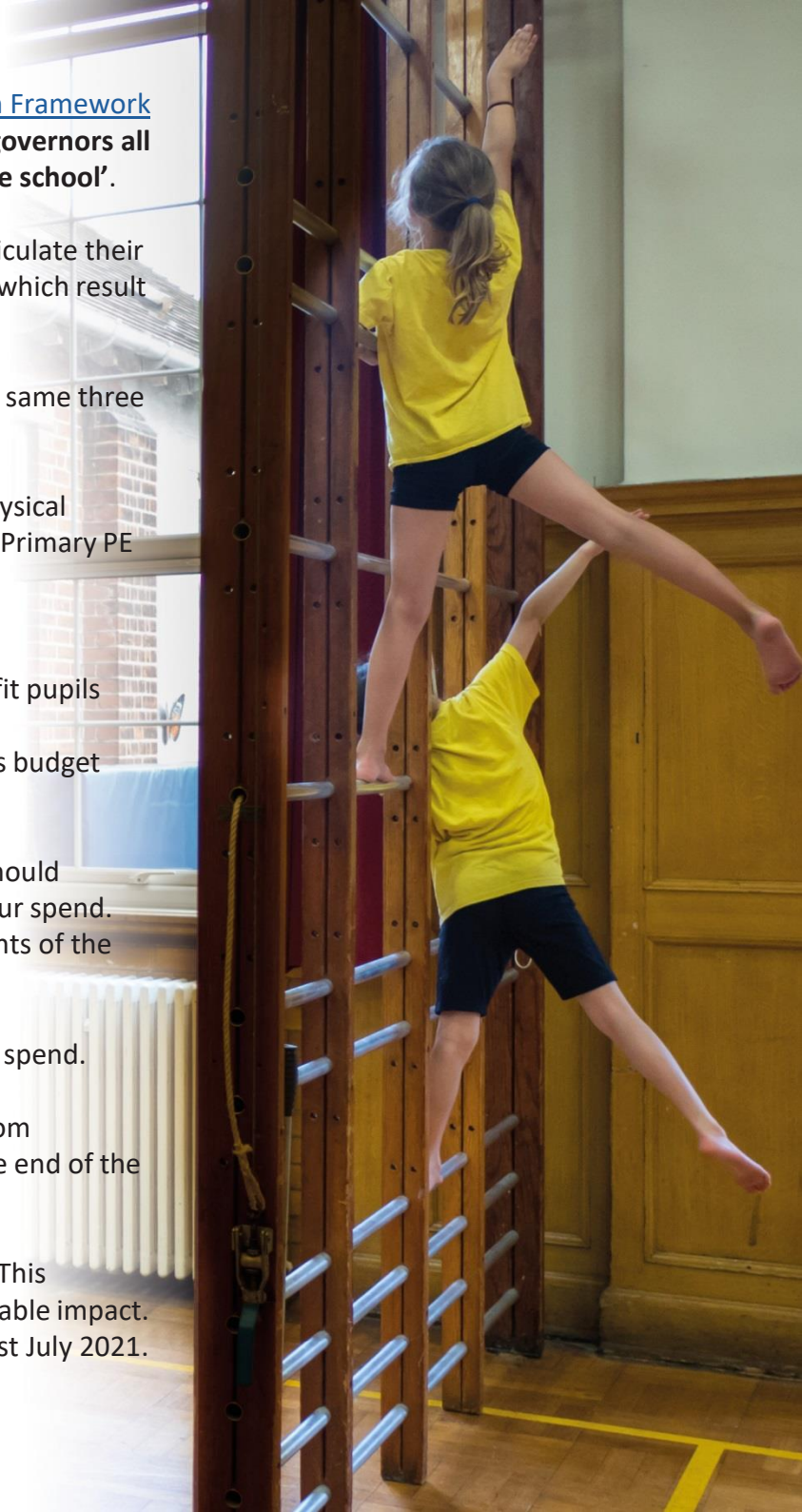
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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"> • Range of activities available to children within school which promotes goal setting and growth mind-set. • Slightly adapted but still very successful Christmas run- whole school Christmas event. • Implemented a successful and effective planning scheme which will enhance our PE curriculum. • Whole staff orienteering training and installation of two orienteering courses on the school premises. • Sports Day still went ahead despite COVID 19. 	<ul style="list-style-type: none"> • Increase the amount of children participating in before/after school clubs. • Build links with local companies and sports clubs to provide more opportunities for pupils. • Set up and run a Sports blog/ website page for match reports and updates. • Research training opportunities for staff- swimming training/qualifications • Develop links with local newspaper • Develop the teaching and learning of Gymnastics across all year groups through high quality CPD for all teaching staff. • Embed the PE Passport planning. • Work towards achieving Bronze or Silver School Games Mark Award • Improve our approach to swimming to make sure a higher percentage of our Year 6 children leave KS2 meeting NC objectives (see below). • Ensure we make the Golden Mile and Personal Best data meaningful for children. • Bring back the Sports Ambassadors to promote good role models and create a legacy within HCPS. • Provide midday assistants with playtime equipment to promote activity at lunchtimes. • Restart staff running club. <p>Competitions:</p> <ul style="list-style-type: none"> • Restart intra school competitions to provide a level of competition for all children across the entire school.

	<ul style="list-style-type: none"> • Continue to engage fully in inter-school competitions within the Sandbach cluster; many of which taking 'A' and 'B' teams. • Allow opportunities for children to participate in competitive sports against other schools with the MAT. • Give every child within HCPS the opportunity to compete during PE sessions each term. • Celebrate achievements of children participating in competitions to the whole school (eg. Facebook, website, assemblies, display) • Match reports in the newsletter
--	--

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

YES

Total amount carried forward from 2019/2020	£1680
+ Total amount for this academic year 2020/2021	£19720
= Total to be spent by 31st July 2021	£36520

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 which you can transfer to the pool when school swimming restarts. 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.	
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 2021. Please see note above.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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

Unfortunately during the Autumn Term, the local leisure centre (Sandbach) was closed due to COVID restrictions. After lockdown, swimming pools began to open, however we were unable to find a coach company who would be able to transport our children to/from the swimming pool whilst following COVID guidelines. We tried finding safe alternatives, however we were unable to find something that we felt was safe for our children. Therefore, no children from HCPS have been swimming this academic year. The data we have collected is from 2019/2020 where all children were assessed by swimming instructors.

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: £36520	Date Updated: 15/07/2021		
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: 62%
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: Increase physical activity within lessons and during playtime.	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:
	Golden mile- Premier Sports scheme which involves children running around the track (trim trail) and laps counted and converted into miles.	£1162	Improvements in fitness and gross motor skills. These will also bring an expected improvement in concentration levels and fine motor skills in the classroom. Children given the opportunity to develop their cardiovascular fitness and growth mind-set.. Higher level children are recognised immediately from the amount of laps they can run without stopping. This has also helped promote emotional well-being within school. COVID- children’s fitness levels tracked and monitored between lockdown periods.	Next steps - to continue to promote the scheme next year and celebrate those who achieve mile stones. Evaluate appropriateness for SEND children. Find ways to adapt data collection for those children with special needs. Find a way to make the Golden Mile baselines more assessable and meaningful to the children- perhaps mini log books which they take with them as they progress through school.

	<p>Contributions to the construction of the EYFS improvement project (part of this academic year SDP):</p> <p>Water Wall with Water Play Package £3195</p> <p>Large Covered Sand Box £945</p> <p>Mud Kitchen £1995</p> <p>Mud Box £425</p> <p>Get Set, Go! Blocks £2995</p> <p>12m2 Digging Area with Pebbles/Gravel £450</p> <p>Giant Chalkboard on Posts £1090</p> <p>Construction Table £1090</p> <p>Picnic Table with Chalkboard Top £545</p> <p>Large Self-Selecting Store for Bikes and Scooters £1995</p>		<p>EYFS area redesigned and built (Easter 2021) to provide an area which is not only stimulating for the children, it will help develop physically through play/exploration.</p> <p>Children currently in EYFS and future generations of pupils will benefit hugely from this investment.</p>	<p>Monitor next year and discuss effectiveness with EYFS staff.</p>
	<p>Investment in EYFS equipment such as bikes, scooters, helmets, quoits, lawn darts, skittles, petanque set and gymnastic ribbons.</p>	<p>£1320</p>	<p>EYFS equipment updated to provide opportunities for children to practice their balance and fundamental movement skills during 'choosing time'.</p>	<p>Monitor next year and discuss effectiveness with EYFS staff.</p>
	<p>Investment of sensory/therapy equipment for our Learning Mentor and 1:1s to use with children.</p> <p>Teeter pooper £29</p> <p>Therapy balls £68</p> <p>Children's exercise bike £806</p> <p>Adult's exercise bike £783</p>		<p>A variety of children across school have been able to use the sensory/therapy equipment to self-regulate and for physiotherapy (cerebral palsy).</p>	<p>Monitor next year and discuss effectiveness with our Learning Mentor).</p>
	<p>Purchase of stopwatches</p>	<p>£137</p>	<p>Stopwatches support the PE Panning, allowing children to compete against the time/themselves/others.</p>	<p>Ensure the stopwatches are being used to support PE Passport planning</p>

	Maths of the Day Active one year subscription	£545	Teachers all provided with log in and are trained on how to use system. Teachers have commented on its effectiveness and have used it to make their classrooms more active, getting the children moving a lot more within a Maths lesson.	Continue to promote the use of Active Maths in school.
	Teachers asked to promote some kind of physical activity within their remote learning time table	£0	Some children took part in the remote PE lessons, live wake and shake lessons, Joe Wicks classes and yoga online.	Find more resources for teachers to use in case another lockdown arises.
	Replace playground lines on bottom playground	£3134		Pupil voice next year will evaluate effectiveness

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Increase engagement and enjoyment of participating in Physical Activity. Use PE as a vehicle to support the whole school ethos.	Additional equipment was ordered to support the delivery of High Quality PE. Updated sports equipment- <ul style="list-style-type: none"> Gym mats 	£367	Old PE mats were not fit for purpose and needed replacing for health and safety reasons.	Monitor PE equipment and replace anything which is broken or needs replacing.
Promote healthy living and fitness.	Lockdown PE equipment packs sent home to all Pupil Premium children	£207	No impact measured but seemed to be well received by parents.	Think of others ideas to support PP children. Liaise with Heather Williams (PP coordinator).
	Bubble activity bags purchased for each year group bubble to provide play equipment without cross contamination.	£461	Evidence from pupil voice supporting this purchase. Children enjoy having balls/ropes etc to play with. Teachers have commented that children we being more active at playtimes and the equipment has reduced playground behaviour issues.	Restock activity bags and provide each class with their own bag of equipment. Provide equipment for middays to use at lunchtimes.
	Head Teacher kept fully aware of progress in PE and school sport and close monitoring of the impact of the PE and school sports Premium (business manager).	£0		Communication to continue next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
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:
Continue to support staff confidence, competence and subject knowledge through CPD and improved access to resources. Implement the PE Passport as a scheme of work across entire school.	Continue to audit and replenish PE equipment, using the play leaders, sports coaches (Premier Sports) and staff to identify need for new equipment.	£0 (Equipment costs already mentioned above).		Extend knowledge and understanding by continuing to train staff in areas of PE (swimming and gymnastics). Subject leader to team teach and observe lessons.
	Timetables carefully planned to ensure minimum of 2 hours high Quality PE for all classes.	£0	Children allocated 1 hour of inside PE (within the hall) and 1 hour outside. This promotes regular physical activity and becomes part of the weekly timetable for each class.	Continue next year.
	Tennis training for two members of staff	£0 (signed up for by PE coordinator)	Two teachers are now trained and are confident with setting up tennis equipment and teaching tennis to their year groups (Year 3/5).	Arrange other CPD for staff: Gymnastics with Premier Sports.

	Investment in PE Passport planning annual subscription	£400	The PE Passport has provided valuable lesson plans and ideas to enable teachers to teach a range of skills.	Monitor and promote use of planning to enhance our PE curriculum.
	Enrich Education Training	£0 (included in price of installation of course)	Teachers commented that they found the training extremely useful. Year 3/4/5 have all used the orienteering course on several occasions.	Arrange phonics training for KS1 to use the phonics course.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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 provide opportunities for children to experience a wide range of sports and activities. Widen the experiences offered to children within school	Enrichment activities for KS2 classes- children in KS2 have participated in 6 morning sessions across the year, trying out 3 new sports (eg. Lacrosse, badminton, fencing, archery).	£2318	Children enjoyed the sessions and wanted them to continue next year. It's a fantastic way for every child to learn something new, and have the opportunity to become 'experts' at a new sport. Increased the amount of experiences children had in KS1.	Contact companies to provide in school experiences and showcases for children.
	KS1 enrichment festival at the end of Summer Term.		Children and staff were extremely happy with the festival (during National Sports Week).	Continue next academic year and seek opinions from KS1 teachers and pupil voice to evaluate its effectiveness and enjoyment.
	Enrich Education bespoke orienteering map and resources (Outdoor Learning, Physical Education, Phonics and Science)	£1450	Orienteering map around the whole site allows children to explore (making use of our outdoor space) and learn at the same time.	Review effectiveness through staff survey.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Give every child within HCPS the opportunity to compete during PE sessions each term.	Sports day	£0	Children thoroughly enjoyed Sports Day. From a mental wellbeing perspective, it provided children with some normality in a very disruptive year.	Continue next year to promote participation in competitive sports across the entire school through competitions in year groups (house points).

Money left after spending to carry forward: £9811

Signed off by	
Head Teacher:	Fiona Gresty
Date:	July 2021
Subject Leader:	F.Griffiths
Date:	15/07/2021
Governor:	Richard Gregson
Date:	July 2021