

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:

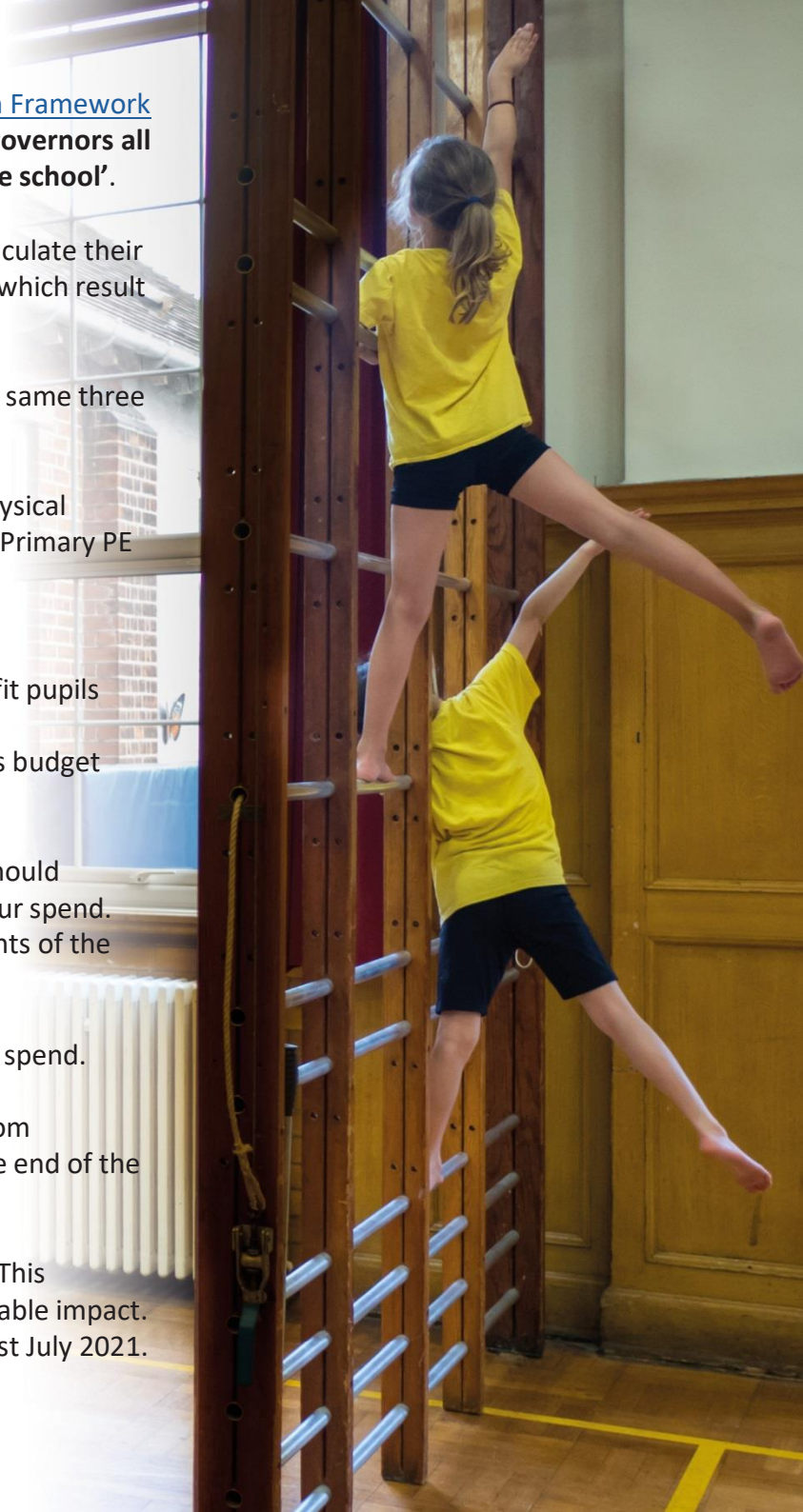
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • The quality of Teaching, learning and Assessment for PE is at least Good. • Before the covid pandemic, Hipswell School continued to build on the success of attending and organising Level 1 and 2 competitions. • Increase in number of extra-curricular clubs and participation at these clubs took place before the pandemic. • Hipswell School has promoted the school games to parents via the school's Facebook page, including match reports and competition results. • School Games Mark (Silver) 2018 and (Bronze) 2019 • Present average attainment-75% of the children to attain the expected level and/or above. • 96% of Year 6 pupils were able to swim competently, confidently and proficiently over a distance of at least 25 metres before leaving our school. <p>Through using Koboca, we were able to engage with parents, pupils and teachers to promote Physical activity both at home and in school (for key worker children) during the pandemic.</p>	<ul style="list-style-type: none"> • To incorporate brain breaks across the school during lessons • Strong Continuing Professional Development (CPD) of staff through local School Games Organiser (SGO) and sports coaches. • Further development of PE long term plan and associated assessment materials and ensure they are robust and impact on teaching and learning. • To provide opportunities and the necessary resources and materials for pupils to take part in virtual competitions. • To extend the range of sporting activities available to the pupils despite the pandemic measures. • To provide additional opportunities for our Foundation stage and Year 1 children to children engage in activities that promote gross motor movements.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

Total amount carried forward from 2019/2020 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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 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 2021.</p> <p>Please see note above.</p>	82%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	32%
<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

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: £17,620		Date Updated: 4.7.21	
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: 65%
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?:	
Ensure all children in the Foundation Stage are active in school time for at least 30 minutes each day	All Foundation Stage children to be able to access outdoor provision daily which encourages children to be active (both teacher led and child initiated) To purchase balance bikes for children to use during self-initiated play as well as waterproofs.		Bikes: £157.37 Waterproofs: £102.09	<p>Below is a list of benefits seen as a result of having balance bikes in reception class.</p> <ul style="list-style-type: none"> • Improved physical health including improved motor skills, balance, strength and coordination. • Improved mental health, including increases in confidence, self-esteem and sense of achievement. • Improved relationships between peers, particularly in taking turns and sharing. • Improved language and vocabulary as well as improved communication skills between children. • Increased focus, concentration, listening and perseverance has been observed as well as resilience. • Children taking responsibility and ownership over the balance bikes. <p>More evidence provided in word document attached.</p>	
				Sustainability and suggested next steps: To purchase climbing equipment for Reception to further develop their fundamental movement skills.	

Ensure all children in KS1 and 2 are active in school time for at least 30 minutes each day.	Meeting – to review how active breaks are going across the school. Wide range of ideas shared with staff 7 th September, 2020, recapping practical ideas to increase physical activity throughout the school day to boost health and academic achievement		Questionnaire carried out on 16.11.20 to look at impact of active breaks. Responses: All children said they do physical/movement activities in class daily. They were able to name specific YouTube clips e.g. go noodle, run the red carpet, trolls dance, brain breaks. Teachers also using other activities to get children moving e.g. Simon Says, spelling out a child's name and doing a different movement for each letter. How do you feel afterwards? "Mrs Gallagher says it gives us air in our brain to make us work harder." "Wakes me up." All staff extremely positive about active breaks within the classroom as playtimes have been shortened due to class' having to remain in bubbles. KS1 pupils have enjoyed active learning sessions where they have incorporated taken part in activities out in the field as part of their Topic work.	Staff to continue to share new and inspiring activities and ideas to get the children moving in allocated staff meeting time. (once every half term) PE lead to update staff after CPD.
Ensure all children are active in school time for at least 30 minutes each day	Extend the variety of activities on offer during playtimes. Timetable the use of the playground equipment ensuring it is well looked after and the children are utilising it correctly. Pupils remain in their class bubbles and keep the same equipment. Year 5/6 access their areas and equipment on the field and complete physical activities and challenges during break times. Purchase new play equipment.	£360	School pack of skipping ropes purchased due to the enjoyment and success of the skipping day held in November	To invite Chris back to deliver another inspirational skipping workshop to inspire and encourage more children to skip during playtimes practicing new skills learnt.
To improve physical activity levels including the inactive pupils.	School Council to design the new active field with equipment for physical activity.	£10,640	To be installed 28 th June (2 days) Has been delayed. Children have not yet accessed the play equipment.	
Improve physical activity levels in our most inactive pupils.	To introduce pupils to a variety of new physical activities e.g. yoga, archery, tri golf	£249.99	Archery set borrowed from SGO 16 th Nov for 2 weeks. Archery was welcomed by both pupils and staff. Pupils' comments:	To borrow on a yearly basis. Tri Golf equipment purchased to add to original bag to avoid pupils standing around waiting for a turn.

			<p>“Great fun”, “Never tried it before and it was awesome”, “I enjoyed trying to beat my personal best”, “I liked the fact I was in a competition with myself and no-one else”</p> <p>Tri Golf was a big hit!</p> <p>Pupils’ comments:</p> <p>“I’ve never played golf before and I was surprised at how good I was,” “I loved it,” “I’ve never been in a winning team before but I have now!”</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Ensure that PE is a significant area for school improvement and regular and high quality physical activity raises standards in pupils’ attainment in all subject areas and leads to good mental health.	Strong subject leadership in place to support teachers to raise standards in pupils’ attainment in all subject areas and leads to good mental health.		Quality of teaching and learning has improved due to strong curriculum leadership and confident staff (se monitoring)	To introduce active lessons across the whole school to be included at least twice a week whether it be the whole session or part of a session. Could start with an active mental maths session each week.
Pupils see PE and sport as an integral and automatic part of their lives at school and at home and have an awareness and understanding of how physical activity contributes to healthier lifestyle.	Enter a greater range of virtual competitions at Level 1 allowing more children to be involved. Promote the virtual after school clubs to ensure pupils have the opportunity to further extend their skills and maintain or improve their mental health via Seesaw		PE was maintained throughout school closure with children and parents acknowledging it’s importance. KS1 entered the virtual Dance competition. Yr2 came 4 th . All LKS2 pupils competed in the Virtual Tri Golf competition. Yr4 were awarded Bronze. All UKS2 pupils competed in the Orienteering Virtual event. Yr5 were awarded Silver. All events were new to our Level 1 calendar. Yr2, 3, 4 and 6 entered virtual skipping competition in the Spring Term.	To run a intra Tri golf competition (Yr 3 and 4) and intra orienteering competition next yea

			<p>Year 2 came first.</p> <p>Year 3 entered the Virtual multi-skills challenge.</p> <p>A positive response given by members of staff running the virtual competitions. The main being the enjoyment of the activities by all pupils.</p> <p>“The children have really enjoyed the different/new sports activities this year.”</p> <p>“My less active pupils excelled in tri golf where concentration and accuracy played a big part in the game.”</p> <p>“The children liked working as part of a team against others rather than on their own. They were all able to play an important role.”</p>	
For the School Council to work closely with the PLT, Headteacher and all school stakeholders to plan and design a new active field.	The School Council will collect and analyse pupil views for creating a new playground. Pupils will vote for the equipment which would successfully encourage physical activity. Must be suitable for whole school use.	(cost see indicator 1)	<p>Installation delayed until the 12th July</p> <p>Not accessed by the children yet due to the delayed installation.</p>	The children will have daily access to the new physical activity equipment.
To inspire all pupils to participate in sporting activities and believe in their own abilities and potential.	Organise a visit-physical or virtual- from a Sports professional to inspire <u>all</u> children.	<p>Chance to Shine (cricket)</p> <p>£150.00</p>	<p>Children’s comments.</p> <p>“I enjoyed all the different games, there was a good variety.”</p> <p>“Learning and improving skills, particularly bowling - knowing how to stand and arm position for the best result. I always threw underarm before, now I can do both.”</p> <p>“Learning about what to keep your eyes on so that you can send the ball away from the fielders.”</p> <p>Jacob is a keen cricketer and he said that he really improved on positioning the ball.</p> <p>Several children have bought cricket sets and four said they would like to join a club!</p>	Re-booked for the following year due to it’s success and positive comments both from pupils and adults.

To become an active mark school demonstrating Hipswell School's dedicated commitment to and achievements secured at the school.	Complete active mark with assistance from SGO to ensure correct completion and to devise targets for next year.		Inclusion questionnaire completed with SGO on 2 nd Nov. School games questionnaire completed. Completion of active mark postponed due to COVID	To continue to build on weak areas highlighted from the completion of the 'Inclusion Questionnaire'.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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:
To ensure staff have the appropriate resources to deliver high quality PE provision. To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.	Order PE equipment. Audit resources and equipment needed through staff questionnaire. Audit carried during Spring Term	Balance bikes £157.37 Tri gold equipment £249.99 Netballs and bag £158.50	(See comments made by Reception teacher in Key Indicator 1) Tri golf equipment and Netballs not yet utilised.	To monitor PE resources and staff confidence termly through a simple survey/questionnaire.
Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity	PE leader to support all teaching staff in planning and delivering quality PE lessons Teachers to work alongside Mark Jobling when he delivers cricket to each KS2 class. All staff to attend 2 hour Cricket CPD.		PE lead provided staff with all the relevant information and resources allowing staff to deliver virtual competitions successfully. PE has developed strong links with Richmond Cricket club. Comments from staff regarding CPD: "I thought the training was really helpful to demonstrate different ways to apply the skills taught and I have enjoyed the sessions with Mark each week as I have lots of ideas for games rather than just focussing on one." "I don't have much experience in cricket so it was nice to see a range of	See indicator 2 Also, to purchase further stump and base sets to enable more games to happen at one time, allowing more children to be involved.

			activities across all aspects and how to bring the games into the classroom, followed up with the websites he uses. He made it really enjoyable and showed how easy it is to adapt different activities for the key stages.”	
Develop teacher’s skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity	To invite Helen Pollard to work alongside the Year 1 teacher to look at different activities and courses that can be set up for pupils to access using their peddle bikes to improve their bike ability.	£120.00 for ½ a day	Postponed	Helen Pollard to work with our Year 1 pupils and staff in the Autumn term for ½ a day for a half term to improve their bike ability and staff confidence when using the bikes in PE and playtimes.
Ensure staff are confident with the new mapping grids showing a clear progression of skills and use these as an assessment tool and also a reference when planning a sequence of progressive lessons.	Staff to make a clear reference to skills taken from mapping grids in weekly planning.	£200.00	All staff are now planning lessons that show progression and skill coverage. All staff assess children against these skills suing ‘Insight’ at the end of each session/half term. New assessment package used to assess children on skills used in mapping grids to ensure correct and accurate judgements are made.	To continue the good practice of assessing children’s skills at the end of each session/core task
To monitor and influence positively the quality of teaching in PE at Hipswell School.	PE subject leader to observe teaching and learning.	£200.00	PE lead conducted formal and informal PE lesson observations and judged the quality of teaching to be good.	To continue monitoring teaching and learning in the Autumn Term 2021
Develop teacher’s skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity	PLT to attend meeting for all PE leads ‘Swaledale Alliance’	£120.00		
Develop teacher’s skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity	PE lead to attend ‘Inspiring a culture of Movement and Learning beyond the classroom’ conference 2 nd July	£200.00	PLT to lead part of the training day 1 st day back after summer holidays with whole staff looking at active lessons.	Lead part of the training day in Autumn Term 6 th September.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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?:	
To develop the gross motor skills of the Year 1 pupils (Identified in Reception)	To purchase peddle bikes and helmets to build on the success of the balance bikes in Reception. (enough for a small group 6-8)	£2,269.94	Bikes arrived mid August. Not been used by pupils yet.	Helen Pollard to come and work with pupils weekly for half a term to get them cycling.
To evaluate and further develop the long-term plan for PE ensuring children access a range of quality PE and sporting activities.	Long term plan to be reviewed at the beginning of each academic year with the virtual activities and competitions and when we return to normal, Level 2 competitions (competitive sporting events between the winners of the level 1 cluster events-the champions league) in mind allowing us to send teams well prepared to the events.		Many virtual competitions were entered by all Year groups throughout the year. (For further information see Indicator 2.	To continue the success and enjoyment of taking part in virtual competitions and the range of activities offered.
Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills. SKIPPING	Invite Chris the “Skipping Man” to run a skipping workshop with all pupils to encourage and enthuse children to skip at playtimes.	£200.00	All children thoroughly enjoyed the skipping workshop and there was a big increase in the number of pupils skipping at playtimes. This has increased many children’s level of physical activity and further developed their skipping skills. Whole school also took part in the skipping virtual challenge.	To arrange another skipping workshop due to the impact it has on children’s enthusiasm for skipping as well as their skipping ability.
Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills ARCHERY	Organise the use of the archery equipment form SGO for 2 nd half of Autumn Term. All KS2 pupils timetabled to use equipment.		All KS2 pupils embraced Archery and loved the new physical experience. (see comments made by pupils in Indicator 1)	To borrow the equipment yearly.

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:
All KS1 and KS2 pupils have been provided with the opportunity to compete virtually against their peers and against pupils from other schools. To organise a KS1 and KS2 sports day.	PLT to encourage and support all staff members in running the virtual competitions. To assist staff in entering scores. To discuss with teachers the events to take place on each day and share the latest relevant health and safety guidance.		(See list of virtual competitions entered in Key Indicator 2) Foundation Stage, KS1 and KS2 pupils all took part in 5 races over 2 afternoons.	The pandemic has greatly affected the calendar of competitive sporting events this year.

Signed off by	
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Subject Leader:	<i>MWaller</i>
Date:	14.07.21
Governor:	<i>MBrotherton</i>
Date:	14.07.21