

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by



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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](https://www.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"> 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 Physical activity was promoted daily as part of the remote learning activities we provided for the pupils. 	<ul style="list-style-type: none"> Introduce a programme of daily whole school physical activity. 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

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	

<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.</p> <p>There are no plans for pupils to attend swimming lessons until the Summer term 2021</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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/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: £17700		Date Updated:	
Key indicator 1: The engagement of all 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?	
1. Ensure all children 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 aswell as peddle bikes for children to use during self-initiated play.	£0.00		
2. Ensure all children 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.	£0.00	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.	
3. Ensure all children are active in school time for at least 30 minutes each day	Extend the variety of activities on offer during a playtime. 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	£100.00		
4. Ensure all children are active in school time for at least 30 minutes each day	School Council to design the new active field and early years/Year 1 areas with fixed equipment for physical activity.	Quote needed (£10,000 allocated)		
5. Ensure all children are active in school time for at least 30 minutes each day	To train 12 playground leaders (spring term) to introduce and lead physical activities and games with KS1 and foundation Stage pupils at lunchtime	Full day supply £200 to allow KS to plan and deliver training.		

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?:
6. 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.	£0.00	
7. Pupils see PE and sport as an integral and automatic part of their lives at school and at home and have an awareness and	Enter a greater range of virtual competitions at Level 1 allowing more children to be involved. Promote the virtual after school clubs to	£0.00	KS1 entered the virtual Dance competition. Yr2 came 4 th . All LKS2 pupils competed in the Virtual Tri Golf competition. Yr4 were awarded

understanding of how physical activity contributes to healthier lifestyle.	ensure pupils have the opportunity to further extend their skills and maintain or improve their mental health via Seesaw		Bronze. All UKS2 pupils competed in the Orienteering Virtual event. Yr5 were awarded Silver. All events were new to our Level 1 calendar. 1 set of Tri Golf equipment purchased.	
8. Celebrate PE achievements across the school in termly assemblies to raise the profile and importance of physical activity.	Select a child from each class to receive a sporting award at the end of each term. To be shared with parents via social media. Children enjoyed receiving these awards and parents loved seeing the photographs and news on social media.	£50.00 for badges, certificates and medals.		
9. Celebrate PE achievements across the school in termly newsletters, the school website and the school facebook page to raise the profile and importance of physical activity.	Celebrate sporting achievements through match reports for the newsletter and during assemblies.	Printing costs £100.00		
10. For the School Council to work closely with the PLT, Headteacher and all school stakeholders to plan and design a new field. EYFS/Year 1 area to encourage pupils to complete regular physical activity.	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. The School Council will then design the new area linked to funds they will raise and from the school sports premium.	As above (£10,000)		
11. To engage less active pupils in Physical activities.	To introduce pupils to a variety of new physical activities e.g. yoga, archery.	£300 for archery £200 for yoga £100 for virtual yoga	Archery set borrowed from SGO 16 th Nov for 2 weeks. Archery was welcomed by both pupils and staff. Pupils comments:	
12. 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.	Chance to Shine (cricket) £200		

13. 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	£1000	Equipment purchased:	
14. 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 15 pedal bikes for Y1 with storage and helmets. Order 3 balance bikes and helmets for EYFS.	£1,200 for bikes £325 for helmets £1,000		
15. 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 waterproof clothing to allow Reception children to access PE in all weather.	£210		
16. 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.	£0.00	Inclusion questionnaire completed with SGO on 2 nd Nov.	Completion of Active mark cancelled this year due to the pandemic.

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:
17. Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches, secondary teachers to become up-skilled.	PE leader to support all teaching staff in planning and delivering quality PE lessons. PE subject leader to provide updates throughout the year in staff meetings.	Ann Thoroughgood: £2,400 (£600 per year group) Y1, Y3, Y4, Y5		
18. To monitor and influence positively the quality of teaching in PE at Hipswell School.	PE subject leader to observe teaching and learning.	£200 one day supply		
19. To support the following teachers with their skills and confidence in the identified areas of PE:	PE subject leaders to organise the following support to develop teachers' skills and confidence:	As above		
20. 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. Staff meeting time to look at planning formats, examples of planning. To decide on one format for all staff to use.	£0.00		
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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
21. 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.	£0.00		
22. Ensure teachers support and provide opportunities for pupils to lead warm up activities at the beginning of PE activities and lessons.	Encourage more pupils to lead warm up activities and stretches at the beginning of PE lessons.			
23. 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.	£600	Date???All children took part in a skipping workshop with Chris during the day. Pupil’s comments:	
24. Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills. JUDO	Invite the judo coach to develop pupil skills in this discipline and to inspire pupils to become actively involved in acquiring and developing their judo skills.	£0.00		
25. Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills. CYCLING	Invite Helen Pollitt, From the Leyburn Cycling Club and her team of cycle coaches to develop pupils’ cycling skills	£200		
26. 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.	£0.00		

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:
27. All KS1 and KS2 pupils have been provided with the opportunity to compete virtually against their peers and against pupils from other schools.	PLT to encourage and support all staff members in running the virtual competitions. To assist staff in entering scores.	£0.00	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.	
28. To organise a whole school or KS timed and virtual competitive events such as cross country				

Signed off by	
Head Teacher:	C. Ewbank
Date:	
Subject Leader:	M Waller
Date:	
Governor:	D Fishburn
Date:	
Totals:	Cost of the Primary PE & Support Premium was £17700