

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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](http://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 **31<sup>st</sup> July 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• The quality of Teaching, learning and Assessment for PE is at least Good.</li> <li>• Hipswell School has continued to build on the success of attending and organising Level 1 and 2 competitions.</li> <li>• Increase in number of extra-curricular clubs and participation at these clubs</li> <li>• Hipswell School has promoted the school games to parents via the school's Facebook page, including match reports and competition results.</li> <li>• School Games Mark (Silver) 2018 and (Bronze) 2019              Hipswell School is on course to increase the proportion of pupils attaining expected age-related expectations in PE from their starting points.              Present Attainment-75% of the children to attain the expected level and/or above (91%)              Present Attainment-25% to attain GD within the expected level (19%)</li> </ul>	<ul style="list-style-type: none"> <li>• Strong Continuing Professional Development (CPD) of staff through local School Games Organiser (SGO)) and sports coaches</li> <li>• Further development of PE long term plan and associated assessment materials and ensure they are robust and impact on teaching and learning.</li> <li>• Further develop staff's confidence and competence with the teaching of PE and School Sport with a particular emphasis on invasion games.</li> <li>• To again revise the calendar of swimming lessons for KS2 pupils for 2019-2020 to continue to ensure all Year 6 pupils have lessons in the Autumn term in order for the children to meet the expected standard in swimming or additional catch up lessons in the Spring and Summer term for those not yet at the expected standard.</li> <li>• To continue to provide a wide range of high quality extra-curricular sporting activities such as cycling, Zumba, football and</li> <li>• Introduce a programme of daily whole school physical activity. (such as?)</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 ( <b>how many in the cohort?</b> ) cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes £300

## 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: 2019/20		Total fund allocated: £16000	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				43%
				£6900
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
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)		The provision of EYFS is a strength of the school. 70% of pupils are at the expected level or higher for Physical Development	To ensure the EYFS provision continues to provide high quality PD.
Ensure all children are active in school time for at least 30 minutes each day	PE lead to attend course run by Youth Sport Trust 'Power of an Active School'.  Staff meeting – PE lead to support staff by giving them practical ideas to increase physical activity throughout the school day in the classroom and outside to boost health and academic achievement.  Active breaks introduced and maintained across the school (varying options per class) to increase activity and concentration supported by research.  Staff meeting – to review how active breaks are going across the school. (Time scale for this?)	£200 supply and course fee	Active breaks have provided all pupils with regular physical activity. This will be further improved and embedded in September 2020.	15 minutes of the training day on the 7 <sup>th</sup> September to be dedicated to recapping practical ideas to increase physical activity throughout the school day to boost health and academic achievement.  Staff meeting to take place on 1 <sup>st</sup> training day back after Summer holidays 7 <sup>th</sup> Sept.



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 – consult school council.  Timetable the use of the playground equipment ensuring it is well looked after and the children are utilising it correctly.	New playground resources £200	Pupils have had access to timetabled set of playground equipment, and this has led to a greater level of physical activity across the playtimes and less incidents. Playground resources have lasted longer than previous years with children respecting the equipment more having out a limited selection. Staff have been able to monitor the use of the equipment more carefully and encouraged correct use of resources.	PLT to continue to timetable use of playground equipment.
Ensure all children are active in school time for at least 30 minutes each day	School Council to design the new active playground with fixed equipment for physical activity.	£5000 towards the £8200 cost.	New equipment chosen by the school council. Installed by Sovereign on 8 <sup>th</sup> June. Not accessed by children yet due to school closure.	The children will have daily access on a class rota to the new physical activity equipment.
Ensure all children are active in school time for at least 30 minutes each day	To use 12 playground leaders (spring term) to introduce and lead physical activities and games with KS1 and foundation Stage at lunchtime	£500 Playground Leaders Training Autumn term 2021	Playground leaders (Yr6) were used in the first few weeks of the Spring Term, working with the KS1 pupils on a weekly rota before the school closed due to COVID19.	New Year 5 cohort to be trained up as playground leaders in the Autumn Term. Leaders to then lead play/games activities with the KS1 pupils at lunchtimes. Same pupils to be used the following year.
Ensure all children are active in school time for at least 30 minutes each day	Introduce resources to support daily physical activity such as the Joe Wicks resource	No cost 20 minutes daily Youtube.	Pupils completed daily physical activity using online resources such as 'Just Dance', 'Gonoodle' and Joe Wicks. This has further developed fitness and stamina for a large number of pupils (and staff) attending school prior to and during the lock down or at home as part of the pupils' home learning challenge.	Daily physical activities further developed and embedded into daily practice.
Increase the range of after school clubs on offer to all children.	The range of after school clubs on offer to all children have been increased.	£1000 for subsidised extra-curricular clubs.	6 'physical' extra-curricular clubs on offer during the Autumn term including Gymnastics (Yr3/4) 15 attended, Zumba (KS1 & 2) 16 attended, Football (KS1 & 2) 46 attended and Gardening Club (KS2) 12 attended.  4 'physical' extra-curricular clubs on offer during the Spring Term including Gymnastics (KS1) 18 attended, Football (KS2) 17 attended, Zumba (KS1) 23 attended, Block Fit (KS2) 25 attended.  As a result of high quality provision, 33 pupils developed their gymnastic skills	The range of extra-curricular activities will be extended 2020-2021. This does however depend on government guidance given to schools regarding the use of external providers after the COVID19 pandemic.

			<p>and enjoyed regular physical activity.</p> <p>As a result of high quality provision, 39 pupils developed their Zumba/physical coordination/dance skills and stamina as well as increasing their fitness.</p> <p>As a result of high quality provision, 25 pupils developed their Block Fit /physical coordination skills and stamina as well as increasing their fitness.</p> <p>As a result of high quality provision, 63 pupils developed their football skills and abilities.</p>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				35%
				£5600
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>Your school focus should be clear what you want the pupils to know and be able to do and talk? about and what they need to learn and to consolidate through practice:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>
<b>Sustainability and suggested next steps:</b>				
Ensure that PE is a key development in the School Improvement Plan and regular and high quality physical activity raises standards in pupils' attainment in all subject areas and leads to good mental health	PLT (Primary Lead Teacher) attended curriculum leadership CPD from LA in Autumn 2019 and this further developed her leadership skills. Teachers were supported in raising standards in pupils' attainment in all subject areas and leads to good mental health.	£500	As a result of effective CPD, the leadership skills of PLT have improved. Long term plans agreed and reviewed regularly with clear actions for the Sports Premium communicated to all staff	The PLT will continue to develop her leadership skills ensuring that staff have the knowledge, skills, confidence and resources to ensure the pupils have regular daily physical activity and high quality PE lessons. Monitored through classroom observations, staff and pupil interviews.
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 competitions at Level 1 allowing more children to be involved.	£400 staff cover	No of KS2 children that took part in Level 1 (competitive events with other schools) sports this year were 27. For the first time in several years we entered a Year 3/4 team in the Key Steps Gymnastics competition.	To continue to enter level 1 events including the Key Steps Gymnastics competition.

			Comments: 'I loved it', 'I was a little bit scared and nervous at first but then I really enjoyed it.' Another first was we put a team forward for the Yr5/6 Girls Football Competition. Comments: I didn't like football before but now I love it.'	
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.		Positive impact on less academic pupils. When appropriate these pupils have been used to support events e.g. KS1 multi skills festival.	To continue the success of the Sporting Awards by reintroducing it in September.
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.	£200 promotion and prizes	Parents enjoy receiving the termly newsletter. Events are celebrated in the colourful well-presented newsletter and via the school website and facebook page. All sporting events are celebrated in weekly assemblies.	To continue with these communications and celebrations next year.
For the School Council to work closely with the Headteacher and all school stakeholders to plan and design a new playground 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.	£3200 of the £8200 cost	The School Council collected and analysed pupil views for creating a new playground. Pupils voted for the equipment which will successfully encourage physical activity. The School Council designed the new area land and organised with the Headteacher the best company, Sovereign to create the new area.	The new physical activity area will be opened to the pupils in September 2020. The area includes climbing bars, gymnastic and balance equipment.
To engage less active pupils in Physical activities.	Attend more festivals organised by the SGO (School Games Organiser) where children do not need to be competitive.	£100	10 children from Yr3/4 attended 'Change for Life Festival'. Mrs Dales who attended the festival said the children thoroughly enjoyed taking part in the range of activities provided and all children had a smile on their face for the whole afternoon.	To continue with this good work next year.
To inspire all pupils to participate in sporting activities and believe in their own abilities and potential.	Organise a visit from a Sports professional to inspire <u>all</u> children.		On 25 <sup>th</sup> October, Katie Storie, a former England and Newcastle rugby player inspired all the children through an assembly and workshops with the Yr5/6 children to show greater self-confidence and belief and to take part in sporting activities	To continue to invite inspirational sporting role models into the school next year.



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.	£200	Equipment ordered to resource lessons and physical activities	To complete a new audit PE resources with staff on 7 <sup>th</sup> September 2020 for 2020-2021
To create an additional football area on the school field	Order two new football goals.	£1000	New goals in place and more children are participating in physical activity using the football pitches.	
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.		Sadly, active mark has been suspended for this year due to COVID19.	Complete 'Active Mark' next year to assess what we are doing well as a school and what our next steps would be to achieve the next goal.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	£1100
<b>Your school focus should be clear what you want the pupils to know about and be able to do and talk about what they need to learn and to consolidate through practice:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
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.	£400 (4 half days)	Student teachers were supported by PE lead in planning a sequence of lessons based on core task cards. Comments: 'It was really helpful to have something to plan from and Mrs Waller to help me plan lessons to show progression of skills.'	Mrs Waller to continue to provide this excellent support next year.
To monitor and positive influence the quality of teaching in PE at Hipswell School.	PE subject leader to observe teaching and learning.	£400 monitoring, challenge and support.	The PLT completed formal and informal PE lesson observations and judged the quality of teaching to be good. The HT observed high quality gymnastics and games lessons in KS2 and EYFS. PLT demonstrated an exemplary lesson to Katie/ Sarah (student teachers)	To continue monitor teaching and learning in the Spring Term 2021.
To support the Year 3 teacher with the development of her ability to teach cricket	Mark Jobling, Cricket Coach, to work alongside Yr3 teacher to support her in the delivery of high-quality cricket lessons.  Ensure staff work with sports coach and observe best practice.		Was due to take place in the 2 <sup>nd</sup> half of the Summer Term but unfortunately was cancelled due to COVID 19	To reschedule cricket training for Spring/Summer Term 2021
To work in partnership with the local secondary school to secure school improvement, raising standards in PE and the quality of teaching and learning.	To organise for the PE specialist teacher to lead exemplary lessons for Hipswell KS2 staff.	£300	KS2 staff have been inspired through observing exemplary practice from the PE specialist teacher from Risedale Sports and Community College. The quality of KS2 PE teaching has further developed as a result of these opportunities.	To continue the strong partnership with Risedale PE department.

To enhance Hipswell PE provision by using the facilities at Risedale Sports and Community College.	To use indoor facilities at the secondary school to cater for large class sizes and ensure “games” activities are taught throughout the year.	No cost	Games activities have been successfully taught throughout the year. Year 5 and 6 have benefitted from completing high quality PE games activities using the indoor sporting facilities at Risedale.	To continue the strong partnership with Risedale PE department.
To increase the teachers’ skills and knowledge in developing pupils’ stamina and fitness.	Secondary school PE teacher to provide quality support and advice for teaching fitness. (Fitness Fury)	No cost	The skills of the Year 4/5/6 teachers were further developed through working with the Secondary school PE teacher. He provided quality support and advice for teaching fitness which had a positive impact on the quality of teaching at Hipswell.(Fitness Fury) Comments by Staff: The children were engaged, there were opportunities to improve and it catered for all standards of fitness.	To contact head of PE at Risedale to organise further support.
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.		The long term plan will be revised in September. Assessment criteria will support staff to assess pupil’s ability in each aspect of PE.	This will be further developed 2020-2021.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£900
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
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 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.		Long term plan was altered to coincide with the Level 1 cluster events. Children were taught the necessary skills and rules within lessons to enable them to succeed at Cluster competitions. 3 <sup>rd</sup> place in High Five Netball 2 <sup>nd</sup> place in Yr3/4 quick sticks 3 <sup>rd</sup> place in Girls football	To continue with this planned diary and to continue to participate, where possible, in the Level 1 events.



<p>Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved. Focus particularly on those who do not take up additional PE and Sport opportunities.</p>	<p>Look at the range of activities provided by Mike Layfield. Contact Gymnast Victoria Sellars. Look at other clubs Emma Blakemore (Zumba and Block Fit coach) can offer.</p>	<p>Extra-curricular subsidised activity £200</p>	<p>2 new clubs for Spring Term Victoria Sellars (Gymnastics Coach), ran a club in the Spring Term for KS1. The Summer Term club was cancelled due to school closure. Both clubs would have had a maximum number of pupils attending (20).  Emma Blakemore ran a block fit class for KS2 pupils 25 attended. Comments: Really enjoyable, good for exercise and very upbeat. It was good fun, there were different sections like dances and meditation, which I liked as you had time to calm down and relax and you could use that at home too. It was good for team building as sometimes you had to work in sync with a partner. It was getting fit while having fun.</p>	<p>To Contact Victoria Sellars about running another club in the Spring Term.  To organise a calendar of after school clubs for 2020-21.</p>
<p>Ensure teachers support and provide opportunities for pupils to lead warm up activities at the beginning of PE activities and lessons.</p>	<p>Encourage more pupils to lead warm up activities and stretches at the beginning of PE lessons.</p>		<p>All pupils in KS2 are given the opportunity to lead a warm-up at least once a week. They now have a better understanding of what a warm-up consists of and the importance of warming up. 2 pupils supported Mrs Blakemore by demonstrating and leading dance routines in Zumba (after school club). Comments: "I really enjoyed it as I had been going for several years and I was able to help out with the younger children. It is really good fun and you use dance to get fit."</p>	<p>To continue with this 2020-2021.</p>
<p>Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills.</p>	<p>Invite Chris the "Skipping Man" to run a skipping workshop with all pupils to encourage and enthuse children to skip at playtimes.</p>	<p>£200 skipping coach £200 skipping ropes KS1 and KS2 class sets</p>	<p>As a result of the skipping day with Chris the skipping coach, skipping ropes were purchased and are available to the children at designated playtimes. This has increased their level of physical activity and further developed their skipping skills. Comments: I enjoyed all the different types of skipping we learned, there was always something new to work on. He</p>	<p>To arrange another skipping workshop due to the impact it has on children's enthusiasm for skipping as well as their skipping ability.</p>

			was always fun, if you made a mistake he made you laugh then you didn't mind trying again. He encouraged us a lot. He used games to help us learn new skills and to get better and quicker.	
Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills.	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.		Glynn Fidgeon Head coach @ FIJ Judo schools came in to promote his club to Reception and KS1 pupils. 87 pupils attended the taster session and all thoroughly enjoyed the experience. We continue to have 8 KS2 and KS3 pupils who continue to attend Judo following taster sessions held at Hipswell School.	To invite Glynn Fidgeon back in the Autumn Term to work with KS2 pupils due to the success of the first taster session.
Organise and provide opportunities for the pupils to further develop a wide variety of specialised sporting skills.	Invite Helen Pollitt, From the Leyburn Cycling Club and her team of cycle coaches to develop pupils' cycling skills	£300	As a result of Bike Extravaganza day in March 2020, pupils developed their cycling skills supported by Hipswell adults or the coaches from the cycle club.	To organise bike extravaganza day and opportunities for pupils to develop their cycling skills in extra-curricular activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	£1500
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
All KS1 and KS2 pupils have been provided with the opportunity to compete against their peers and against pupils from other schools.	<p>To organise a calendar of Level 1 and 2 events with cluster schools.</p> <p>To attend as many Level 2 events as possible throughout the year.</p> <p>Ensure a budget has been set to support cost for transportation to competitions and sporting events/ festivals.</p> <p>Target particular sports competitions which we have not recently attended. (girls football, key steps gymnastics)</p> <p>Attend festivals in order to provide opportunities for children in EYFS &amp; KS1 to represent the school as well as those children in KS2 who have not yet done so.</p> <p>To ensure that teachers' lessons follow the long term plan in preparation for the calendar of level 1 and level 2 events.</p> <p>Continue to use sports leaders to help run and score Level 1 cluster competitions, after school clubs and cluster festivals.</p> <p>Regularly publish match reports and sporting achievements–newsletters, Facebook etc</p>	<p>£1000 staff cover for pupils at sporting events</p> <p>£500 transport</p>	<p>Highlights:</p> <p>Girls' Football – 3<sup>rd</sup> place in Level 1 competition</p> <p>Boys Football – 3<sup>rd</sup> place in level 1 competition</p> <p>Yr3/4 Kwik sticks hockey – 2<sup>nd</sup> place in Level 1 and through to Level 2.</p> <p>3 children selected for the North Yorkshire under 11 football trails.</p> <p>The children attending school during the pandemic have taken part in Virtual competitions organised by the SSCO.</p> <p>Year 6 Sports leaders ran activity stations at the Year1 Multi skills festival. They all showed excellent leadership skills including organising the children into groups, explaining activities clearly, encouraging team work and gave lots of positive praise and rewards.</p> <p>See Key Indicator 2.</p>	The Covid-19 pandemic has affected the calendar of competitive sporting events this year. In Autumn 2020, the children will complete non-contact games activities with a competitive element.



To organise a whole school competitive cross country	To organise a competitive cross country event for each class at Hipswell School pupils as part of the Sport Relief event.	£100 prizes and refreshments	All children completed the Headteacher cross country challenge as part of Sport Relief. Pupils demonstrated a competitive attitude but supported one another. Two Year 5 competitive runners congratulated each other as they crossed the finish line in joint first place.	This event will take place in 2022 to coincide with the next Sport Relief.
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Signed off by	
Head Teacher:	J. Sykes
Date:	7.07.2020
Subject Leader:	M. Waller
Date:	6.07.2020
Governor:	D. Fishburn
Date:	24.07.2020
Totals:	Cost of the Primary PE & Support Premium was £16000