

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:

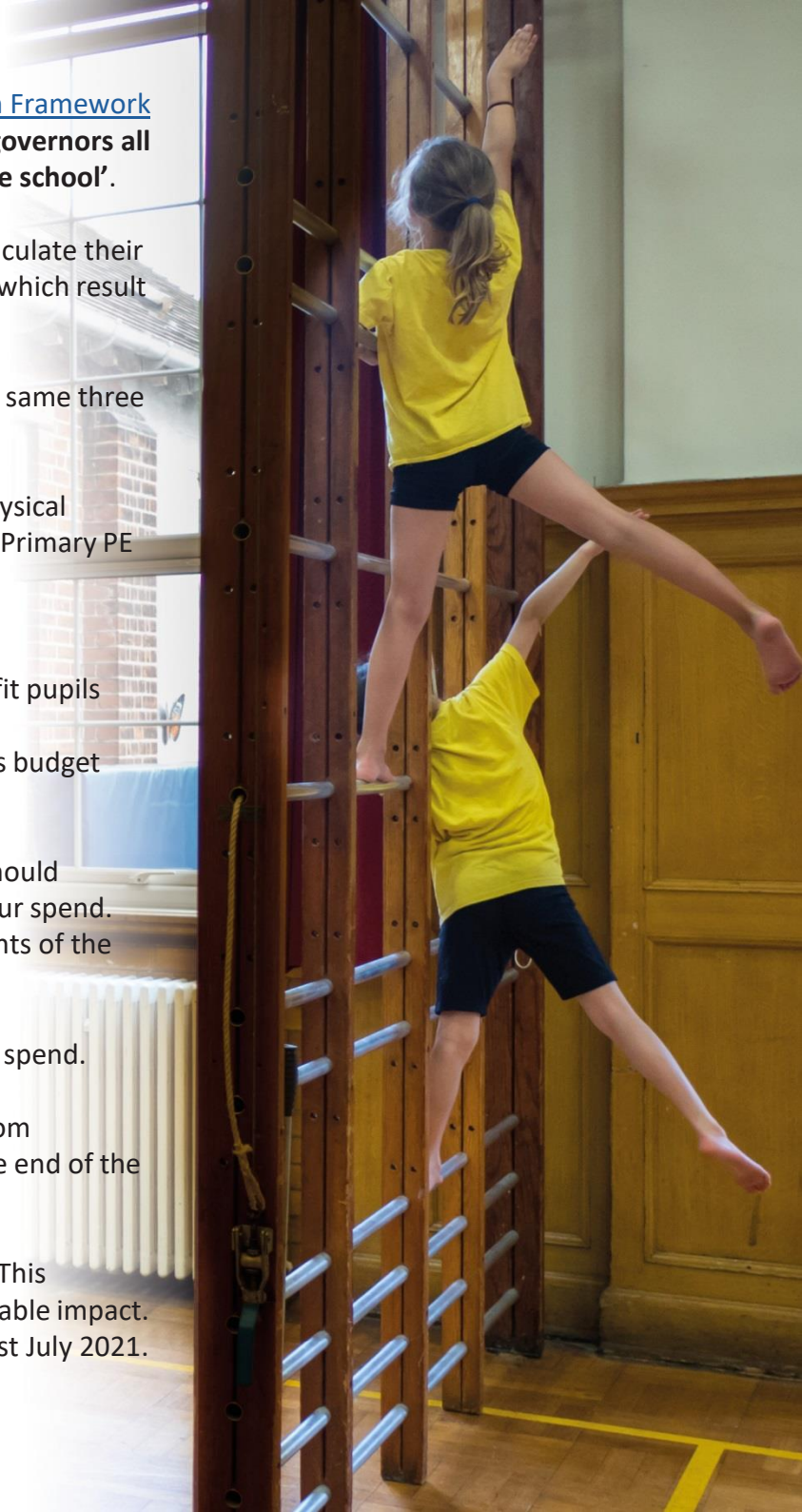
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Move and Play Home learning resources given to all pupils except EYFS. • Increased opportunities for all children to be physically active by providing additional infant sports coaching for lunchtime play. • Intra school multi-skills competition to give increased opportunities for all children to be physically active and enjoy competitive sport. • Annual Runathon and Skip-a-thon events as ways of encouraging sustained fitness and exercise (apart from 2019-2020). • On site outdoor and Adventurous Activity Centre (Cabin of Creativity) is built and initial resourcing of equipment established. • 30 sets of mud resistant suits and wellington boots purchased for use out in Outdoor area. • After school Active club initialised (halted due to school closures). 	<ul style="list-style-type: none"> • Establish sustainability of lunchtime sports coach for next 2 years. • Prioritise and put in place a Covid recovery programme linked to physical and mental wellbeing of all pupils. • Prioritise home learning activity packs for youngest children in addition to Y1 and Y2. • Provide Hyde Park Explorer Activity packs for all enhancing cultural capital. • Audit lunchtime play equipment and enhance equipment to ensure accessibility for all pupils in year group bubbles. • Enhance playground surface markings to maximise fun outdoor activity opportunities at playtimes, lunchtimes and for enhancing physical activity in lesson time. • Equip tools and materials around Cabin of Creativity to extend and enhance opportunities for physical development across the school. • Raise in lesson activity levels by enhancing active learning opportunities.

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

Delete as applicable

Total amount carried forward from 2019/2020 £5000
+ Total amount for this academic year 2020/2021 £18,700
= Total to be spent by 31st July 2021 £23,700

<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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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: £	Date Updated:		
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:
				%
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:
<ul style="list-style-type: none"> Address changes since disruption of Covid 19 for maintaining high physical activity during lunchtimes All pupils across Early Years and Key Stage One given timetabled opportunities during lunchtime to engage in structured high levels of physical activity in a broad range of activities and games with a lunchtime Sports Coach. Year group bubbles maintained in separate areas of play space. Purchase equipment to maintain variety for all pupils 	<ul style="list-style-type: none"> Employ designated lunchtime Sports Coach to provide a wide range of sport and activities that promote team skills, cooperation, positive competitiveness, coordination, balance and fitness 1.5 hours per day Activities are timetabled so that all year groups have equal access to lunchtime sports coach and activities on offer. Regularly review activities and resources with PE Lead to ensure best delivery possible. Purchase more equipment for delivery of a fun varied lunchtime programme 	Cost of employing lunchtime sports coach: £4480 Enhancing lunchtime equipment: £900	'Dan gives us amazing challenges with the basketball nets. It's great because he makes them higher or lower so we can all have a go and we are not crowded round one any more' Year 2 child 'The plasma cars are great – they wear my legs out and Dan has us going round really challenging courses' Year 2 child.	Recommend that this provision is continued next year to maintain the high quality provision.

<p>RUNATHON</p> <ul style="list-style-type: none"> All pupils in the school participate in Hyde Park Infant Runathon – aimed at raising all pupils involvement in regular mini runs as least twice weekly to culminate in July in a celebration of achieving 15KM in Year 2 , 10KM in Year 1 and 7 KM in Early Years this is an increase from last year. 	<p>All staff briefed at a training session by PE Lead on ways to motivate children, particularly those who are less fit, engage their interest and sustain motivation. Lead staff on ways to gradually increase fitness levels as the runs progress in frequency and ways to challenge children.</p>	<p>Runathon stickers: £22.50</p> <p>Cost of certificates: £6.60</p> <p>Supply to cover planning, preparing resources and running training 2x day supply for PE lead: £320</p>	<p>We are more constrained by sharing of playground spaces across both Infant and Junior schools. Staff need to look for opportunities to take children out whenever possible to encourage them to engage in short vigorous running to improve fitness.</p>	
<p>PLAYGROUND</p> <p>Markings Pupils have wider opportunities to use playground as a resource for maintaining fun physical activity during play, lunchtimes and in lessons.</p>	<p>A comprehensive set of playground markings have been ordered for installing, suitable to incorporate across all curriculum areas, encouraging active learning at all time of the day, play and lesson time playground markings laid as weather permits.</p>	<p>Total cost of markings: £5699</p>	<p>Initial markings laid . Weather permitting, all markings installed as soon as weather allows.</p> <p>Initial reaction from children - 'I love the dragon – we can jump on the numbers and we can play dragons and castles- I love being the dragon.' Year 1 pupil</p> <p>'The hopscotch is fun – I love the rainbow one. I pretend I am a unicorn leaping.' Year 1 child</p>	<p>The playground markings are of high quality and have a long durability, ensuring sustained enjoyment for more years to come.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	

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:

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:

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 what you want the pupils to know and be able to do and about what they need to learn and to	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:

consolidate through practice:				
Additional achievements:				

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:
<ul style="list-style-type: none"> • Raise the profile of competition during Sports hall events run 2x yearly for Year 2 pupils • Extend partnership with Hyde Park Junior School by inviting Year Sports Leaders to help with the event to provide role models to Year 2 pupils 	<ul style="list-style-type: none"> • Run a multiskills sports event for each class to assist in assessment opportunities to help with targeting future inlesson support for raising pupils' competencies in balance, coordination and to increase • Event to run January and June • Winners will be awarded certificates for each discipline in the event • Scores collated for both events, with intentions to see improvement in performance 	£ 360 x 2 1 each for January and June = £720 for sports specialist teacher to lead event and assist in gathering scores for teachers.	All Year 2 pupils benefitted from event, with certificates given across each event, enabling wide range of pupil skills set to be celebrated., with winners in each category. "I loved the competition- I discovered I was really good at knocking the coconuts off the pole- I'm going to beat my score next time do it) Year 2 Child "Its nice to get a special certificate for my skipping - I love it and I had the best score of everybody" Year 2 child Full impact thwarted by school closure so summer event not completed.	This event is going to be an established part of the school calendar Year. With excellent partnership with the Junior School and their Sports Leaders who helped at each station, pupils have role models to look up to and follow. It ensures purposeful and excellent use of purchased Sports hall equipment Continue with event with Year 1 and Early Years next year, twice for Year One and once for Reception classes in summer term.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	