

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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](#) 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"> ★ Increased the number of children who engage in physical activities through after school clubs and a wider offer within the PE curriculum ★ Pupils, as a result of focused teaching and learning activities, are aware of the importance of healthy eating and lifestyles. As a result of this, the majority bring healthy, low sugar lunch boxes or make healthy choices through school meals. Free fruit is provided by the Government for FS and KS1 and as the school thinks this is a priority, the School provides free fruit for KS2. ★ Pupils' wellbeing has been prioritised by staff who undertook training in order to actively support pupils' emotional health. ★ Purchase of PE equipment and resources has resulted in increased active participation in sports. ★ The formation of a successful Basketball team as a result of high-quality coaching. ★ Refurbishing the netball court to enable an increased range of activities throughout the year, as the surface soon becomes too slippery to enable pupils through the winter months. 	<ul style="list-style-type: none"> ★ Develop the external areas of the school to enable pupils to be more physically active and motivated to engage in sports. ★ Ensure that the quality of PE is rigorously monitored by the PE subject leader. ★ Further develop pupil engagement in afterschool clubs ★ Develop and increase pupil participation in team sports events and competition

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

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?

<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>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 2020.</p>	<p>.....%</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>.....%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>.....%</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>	<p>No</p>

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: £ 16,748		Date Updated: November 2020	
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		
<p>To ensure that pupils at Haggonfields become more active school both through lessons and playtimes.</p> <ul style="list-style-type: none"> ★ Pupils at Haggonfields Primary become more active. ★ To develop a culture that develops pupils' understanding of how to play fairly, alongside how to play together. ★ To develop pupil leadership (Sports Crew) roles enables pupils to take a more, independent, child –led, proactive approach to their physical activity. This will result in an increase in calm, positive and active playtimes. ★ Physical activity will increase along with health and wellbeing. ★ A broader range of sports and activities available will engage and target more pupils and be focused on pupil interest to ensure inclusion of all pupils. ★ Pupils will be enabled to discover their own interests and talents. ★ Pupils will engage more with active playtimes through participation, co-operation, and 	<ol style="list-style-type: none"> 1. Share the priority with staff to ensure shared vision and shared ownership 2. Planned clubs established and run as timetabled. 3. Playground Ambassadors (Sports Crew) to be fully trained and work alongside staff to ensure that all pupils are playing by the rules fairly and that playtimes are inclusive of all pupils. 4. Pupil discussion to find out about pupils' interests. Purchase new resources for playtimes/lunchtimes to develop the interests of pupils. 5. Develop new area (trolley) for keeping resources. Pupils to be taught the responsibility of doing this to ensure it is sustainable. 6. Offer a range of after school clubs, basketball, dance, netball, rugby, and football to embed skills that pupils can consolidate at playtimes 7. Staff plan and embed active minutes into all areas of the 	<ol style="list-style-type: none"> 1. Free 2. Costing below 3. Sports Crew training as part of Bassetlaw School Sports package £600 4. Play resources £500 Sports bottle holders for PE lessons and competitions £52 5. Sports Trolley £300 6. Basketball tournament- £116 Medals - £5 Other clubs below 7. Play leader at lunchtimes - £1,370 	<ul style="list-style-type: none"> ★ Pupils' daily activity has increased and as a result they describe that they feel fitter. ★ Pupils are engaged with a wide range of physical activities during playtime and lunchtime. ★ Pupils begin to make informed choices about healthy, sporting lifestyles ★ Pupils participate willingly and respond positively to the sporting, creative and cultural opportunities ★ Broader range of sports available will engage and target more pupils - Playleaders encourage pupils to take a more, independent, child – led, proactive approach to their physical activity. Increase in calm, positive, and active playtimes. ★ Playleaders ensure that breaktime provision engages pupils so that behaviour is excellent through collaborative work and understanding the needs of 	<ul style="list-style-type: none"> ★ Develop pupil assessment further to ensure that rigorous tracking is in place to monitor progress and attainment of key skills. ★ Ensure that all teaching staff are up skilled (during staff turnover) to ensure the highest standard of PE and School sport is offered within the provision. ★ Develop a programme for intra school competition as the school grows in size and ensure a range of different sports are offered to capture the interests of more pupils. ★ Further develop outdoor provision to ensure staff are up skilled in outdoor, active learning (using the outside area or developing a Forest school) 	

volunteering.	curriculum.		others. This will result in an increase in calm, positive and active playtimes.	
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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:
%

Intent	Implementation	Impact		
<p>To improve outcomes for all pupils so as to: -</p> <ul style="list-style-type: none"> ★ Promote equality amongst all pupils ★ Meet needs and interests of all pupils ★ Ensure that pupils are secondary ready and prepared for transition. ★ Pupils are aware of the importance of healthy eating and lifestyles and make healthy life choices. ★ Pupils further enhance their social, moral, spiritual, and cultural development through PE and school sport ★ Pupils have the knowledge, skills and understanding to play a full and active role in society. ★ Pupils develop their understanding of the rule of law, individual liberty, mutual respect, and tolerance. 	<ol style="list-style-type: none"> 1. Purchase pop-up canopies, den building and open-ended play resources and equipment to engage a wide variety of pupils and ensure more focus on outdoor, active learning. 2. Staff to be trained in delivering high quality outdoor play and provision. 3. Attend transition events with Year 6 pupils and attend Inter-school competitions with local feeder schools to ensure readiness for transition. 4. Develop relaxation techniques such as Take Five, yoga and Pilates for pupils' wellbeing. 5. Purchase new gym mats to ensure resources are readily available. 6. Appoint wellbeing and inclusion leads to ensure that all pupils' wellbeing is supported. 7. Appoint pupil wellbeing ambassadors to ensure that pupil's wellbeing is prioritised. 8. Appoint pupils to leadership roles throughout school e.g. Wellbeing Ambassadors, Pupil 	<ol style="list-style-type: none"> 1. £950 2. Part of Premier Sports costs 3. Free 4. Free 5. Mats - £780 6. Free 7. Free 8. Free 9. Basketball/ Wellbeing through sport curriculum delivery: Aut – £348 Spr- £696 Sum- £754 Total - £1,798 	<ul style="list-style-type: none"> ★ Pupils make good progress as a result of being happy, resilient, and motivated. ★ Pupils are able to access appropriate resources due to effective spending of the Sport Premium budget. ★ Pupils are ready and well prepared for the transition to secondary. ★ Key members of staff will ensure that outdoor learning provision is enhanced. ★ Pupils are able to identify and respond to their emotional needs as a result of learning a variety of relaxation techniques to support them and their wellbeing. ★ Pupil voice and leadership roles have raised the self-esteem of pupils and enabled them to participate in wider-school life. 	<ul style="list-style-type: none"> ★ Development of new RSE policy to be in line with Healthy school vision. ★ Further develop cultural and enrichment opportunities for pupils.

	<p>Leadership Team to ensure that pupils feel valued and participate in wider school life whilst raising self-esteem and pupil voice.</p> <p>9. Use sports sessions to promote wellbeing, SMSC and leadership skills development</p> <p>10. Undertake regular meetings with Healthy Family Teams and social care regarding individual pupils' wellbeing.</p>			
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				%	
Intent	Implementation		Impact		
<ul style="list-style-type: none"> ★ All staff are supported in the teaching of PE and school sport through the use of a well-planned, progressive curriculum. ★ A skills-based approach is used to ensure a high-quality provision. ★ Staff track pupils' progress and differentiate learning in response to assessments. ★ Underachievement is identified and swiftly acted upon to ensure the gap is closed. ★ Increase staff confidence, knowledge and skills in teaching PE and sport 	<ol style="list-style-type: none"> 1. The profile of PE and the importance of healthy lifestyles is raised in school 2. Target groups are created to ensure that any underachievement is identified and built up to close the gap – particularly in swimming. 3. PE subject leader to undertake regular QA and use assessment information to inform future action planning. 4. Sports coaches are used effectively to upskill all staff. This is monitored by the SLT. 	<ol style="list-style-type: none"> 1. Staff PE polo-shirts £100 2. Free 3. Free 4. Premier Sports PE/sports curriculum delivery: Aut – £1,700 Spr- £2,040 Sum- £2,295 Total £6,035 	<ul style="list-style-type: none"> ★ The quality of teaching of PE is strong as a result of staff's excellent subject knowledge and confidence in the teaching of PE and school sport. ★ The quality of education in PE is good and builds learning sequentially. ★ Pupils develop and apply knowledge and skills in clear progression across the school. ★ The effective monitoring by PE leader ensures that high standards are maintained across the school. 	<ul style="list-style-type: none"> ★ Ensure that monitoring and assessment information is being used effectively to have impact on the progress of pupils. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				%	
Intent	Implementation		Impact		
<ul style="list-style-type: none"> ★ High quality sports providers within the school further develop the PE curriculum ★ Pupils experience and have the opportunity to try a wide range of sports and activities. ★ All pupils have equal access to a rich PE and healthy curriculum without any barriers to accessibility. 	<ol style="list-style-type: none"> 1. Planned clubs established and run as timetabled 2. Coaches booked/transport organised so that pupils can attend regular sporting events during the school year and expose them to a wide range of sports and activities 3. Community sports event completed 4. Pupils signposted to local clubs 	<ol style="list-style-type: none"> 1. Afterschool and lunchtime clubs: Premier Sports Clubs: Aut -£640 Spr- £634 Sum - £773 Total £ 2,047 Basketball coach : Aut -£480 	<ul style="list-style-type: none"> ★ Participation in clubs has increased pupils' levels of physical activity and understanding of the need for healthy lifestyles ★ Pupils are signposted to these activities following exposure, therefore promoting active lifestyles and engagement in a wider range of sporting activities. 	<ul style="list-style-type: none"> ★ Participation in clubs has increased pupils' levels of physical activity and understanding of the need for healthy lifestyles ★ Review which clubs had the higher attendance and which were least well attended in order to plan provision for the following year. 	

	<p>to raise the profile of a variety of sports and activities.</p>	<p>Spr- £480 Sum - £520 Total £ 1, 480 2. TBC 8. Part of Bassetlaw Games Package 9. Free</p>	<p>★ A higher range of pupils actively engaged in activities ★ Pupils participate willingly and respond positively to the sporting, creative and cultural opportunities</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<ul style="list-style-type: none"> ★ Build sustainable links with local primaries to ensure enhanced provision for inter-school competition. ★ Build a rigorous programme of intra-school competition to ensure all pupils are given the opportunity to play competitive sport in an inclusive manner. 	<ol style="list-style-type: none"> 1. PE lead to liaise with PE leads at conference to organise provision for inter-school competition. 2. Book coaches to ensure pupils are given the opportunity to attend competitive fixtures with feeder and secondary schools. 3. School Games registration 4. Attend network meetings with Secondary schools to aid transition/collaboration. 5. Intra-school competition rota with a range of different sports to ensure pupils can increase participation in competitive sport. 	<ol style="list-style-type: none"> 1. TBC 2. TBC 3. Bassetlaw games package £600 4. Free 5. Included in Bassetlaw games package 	<ul style="list-style-type: none"> ★ Pupils participate in sporting activities and develop 'good sportsmanship' as well as developing sporting skills. ★ Good relationships continue to develop further between primary and secondary schools. ★ Pupils are fully aware of the need to work as a team 	<ul style="list-style-type: none"> ★ Further develop links with primary schools to ensure more provision for inter-school competitions. ★ Further develop intra-school competition as the school grows in size and ensure a range of different sports are offered to capture the interests of more pupils.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	