

# 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:

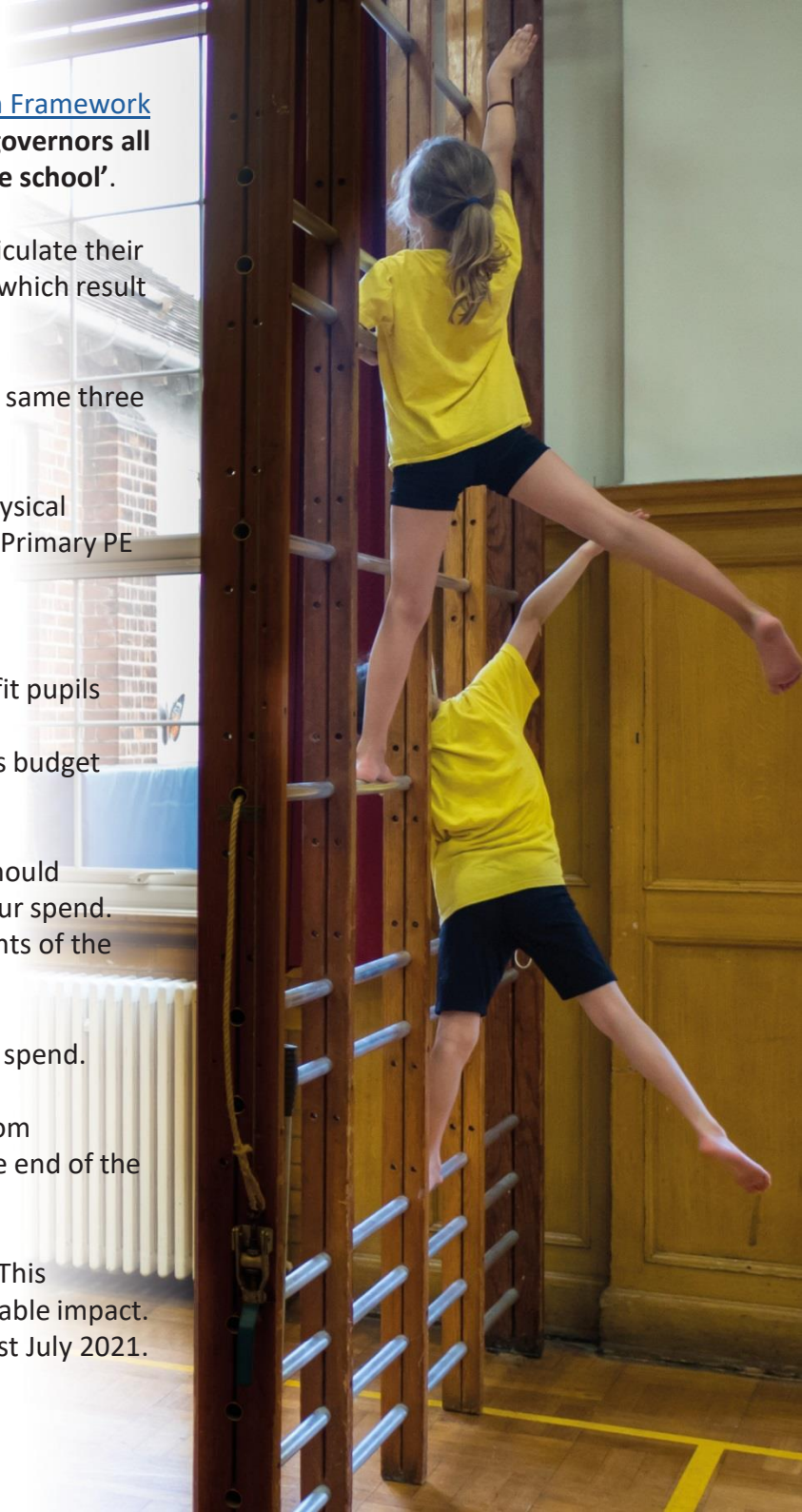
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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, 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 **31<sup>st</sup> 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:
<p>Hartford Primary School has an excellent attitude towards PE and sport that runs from a supportive Senior Leadership Team who understand the impact PE can have through to the children who enjoy PE and Sport and can explain the positive impacts it can have. The school has received two Platinum Awards in recognition of the work done in this area.</p> <p>The majority of the teaching across the school is good with some outstanding teaching. Teachers have been on PE courses over the past few years and had in-class support from the PE co-ordinator and from the local high school.</p> <p>The children at Hartford are active during the school day, with Golden Mile and 5-a-day activities embedded in most classes.</p> <p>Children of all abilities are catered for at the school. In the past competitions were a real strength of the school. All children had the chance to represent the school, with the most able having extra coaching to reach regional and county finals regularly. Extra support is given to those children that need it by specialist PE teachers.</p>	<p>Questionnaires for children and staff were completed at the start of the year to ensure the funding was spent effectively. Evidence from the first PE lessons back and watching children on the playground also fed into these decisions. The staff questionnaire showed the staff who were lacking confidence teaching certain areas of PE. These staff need support.</p> <p>The children need a different type of support after lockdown due to Covid-19. Many of the children reported being less active during lockdown. Their basic skills have not developed as fast as they would and the fitness levels of some children also need developing.</p> <p>The way children travel to school also needs some work. A lot of our children live locally so I believe we could reduce the amount of children travelling to school in cars.</p> <p>Hartford is focusing on healthy eating and exercise. An expert will be coming in during the Summer Term to ensure that all children have a good understanding of this topic.</p> <p>Only 3&amp; of our Y5 and 6 children require top-up swimming to ensure they can confidently swim 25m.</p>

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

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020**      **£0**  
**+ Total amount for this academic year 2020/2021**      **£19,399**  
**= Total to be spent by 31st July 2021**      **£19,399**

<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><b>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.</b></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><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 2021.</p> <p>Please see note above.</p>	% 97
<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>	% 97
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	I am not sure due to children not swimming this year.
<p>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?</p>	Yes – for top-up swimming

## 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: £19,399	Date Updated: 07/06/2021	
<b>Key indicator 1:</b> 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:
				28%
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:
The questionnaire completed at the start of the year showed children were less active during lockdown and their basic skills had not developed as fast. To help with this we have decided to provide playground equipment which will help children be active and develop these skills.	Each class will have a playground activity box with tennis balls and rackets, footballs, playground balls, balance activities, howlers, skipping ropes and throwing and catching activities.	£2400	Playground observations and have shown a big increase in how active children are at playtime and how much access they have to equipment. Teachers have commented on the difference this has made to the confidence and ability of children in PE lessons.	Do some research with more tangible evidence on the impact of the playground equipment and research of any other equipment is available for next year to develop this area further.
Mr. Cairns has noticed that the percentage of children who can skip in school is very low. This could be an area to develop as it is very good for fitness and co-ordination.	The VRSSP helped Mr. Cairns find skipping resources and a company who could help with equipment and skills.	£1000	In the Summer term all children will have coaching from a skipping expert and access to skipping ropes and resources.	Analyse the impact of this intervention at the end of the Summer Term. Should it be repeated next year?
The questionnaire will show the percentage of children who travel to school in car. I feel this will be a little high and could be reduced. This will help with the fitness of the children and the air quality around school.	Find a program which will promote healthy travel to school.	£1000	The school entered The Big Pedal 2021. Teachers recorded how children travelled to school each day and the data was entered into the website. Over 70% of children travelled to school in a healthy, sustainable way across	Are there any ways the school could help children and parents to continue to come to school without their car? Are there enough space for scooters and bikes? Is there somewhere parents could park if they have

Healthy Living Week / Olympic Week is planned for the Summer term. This will focus on healthy eating, healthy lifestyles, the benefits of exercise, Olympic sports days and a visit from an athlete.	Plan the week to have the most positive impact on the children. The visitor should be someone who can inspire the children, work will be completed across the week to ensure children have the best information about being healthy and they will learn about the Olympics.	£1000	the week.  Analyse the impact of the week on the knowledge of the children about how to keep healthy.	to drive so they can still walk some of the distance?
<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:  10%
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:
Membership of the Vale Royal School Sports Partnership (VRSSP) ensures that the SLT, the PE coordinator and the governors have access to the most up-to-date information and training available.	The VRSSP have ensure that the PE coordinator is always knowledgeable about the latest developments in PE. During lockdown they sent videos to get the children active and develop their basic skills. After lockdown they sent through Covid-safe lessons to ensure the safety of staff and children whilst also ensuring the children were active and learning.	£2000 (part of membership of VRSSP)	This support ensured that Mr. Cairns was confident to continue teaching PE across all year groups. The lesson plans ensured the safety of staff and children, doing PE whilst keeping a safe distance to avoid the transmission of Covid-19.	Mr. Cairns to continue the school's membership of the VRSSP and ensure all staff have access to the training and resources provided.
Maths through PE is an area of development this year. Teachers are finding it difficult to teach the whole maths curriculum due to lockdown. It was felt that some areas of the curriculum could be covered in a	Ask staff from each year group if they have objectives that need covering through PE. Mr. Cairns to plan in activities during the Summer Term to ensure they are covered in a practical way.	£0	Mr. Cairns taught, for example, angles of a turn, clockwise and anti-clockwise, measuring in different units, converting measurements into mm, cm and m during the Summer Term.	Analyse how effective the teaching of these topics was. Did the learning work better in a practical way? Is this something that could be done more regularly?



practical way during PE.				
--------------------------	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
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 that teachers have access to high-quality PE planning that has clear progression between year groups.	Purchase a subscription to The PE Hub website.	£350	The staff questionnaire showed that teachers are regularly using The PE Hub to plan lessons. The PE co-ordinator has checked the quality of the resource and the progression and diversity of the plans.	Annually review the subscription.
To ensure the teaching of high-quality PE lessons across the school.	The staff questionnaire showed the staff who need support and the specific areas where this is needed. Mr. Cairns can provide this support for some staff. Membership of the Vale Royal School Sport Partnership (VRSSP) can provide a high school PE teacher to support others.	£4050	Mr. Cairns provided extra dance training to Y5 and Y6 teachers, gymnastics to Y5, Y3, Y2 and Y1. Y4 teachers had support for their football teaching from the high school via the VRSSP. All teachers reported increased confidence to teach in these areas in the future.	Follow up this training with reminders in staff meetings in the Summer Term and next academic year to embed the improvements. Ensure any new staff have training when they arrive.
The PE questionnaire will identify children who are less active, less confident or enjoy PE the least.	Pupil voice will be used from these children to ensure we are offering after-school clubs that these children would like to access.	£1200	Hartford decided not to offer clubs this year. Teachers were offering curriculum catch-up clubs for Maths and English, bubbles could	These focused clubs will now take place in the Autumn Term.

	These will be free.		not mix and external providers were not coming into school due to Covid restrictions.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				8%
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:
Additional achievements: Children in Y5 and 6 will be identified through a questionnaire to see who cannot swim confidently.	These children have not had access to swimming lessons before. The VRSSP provide access to top-up swimming sessions at a local swimming pool.	£1000	Sessions are in the Summer term and aimed at boosting the children's confidence and skills quickly.	Analyse the impact of these top-up swimming sessions. Feedback to parents to ensure they are aware of their child's progress so they can support them once they leave school.
In recent years the school have added a large amount of new equipment with sports such as tri-golf, lacrosse and handball now played.	Mr. Cairns to audit current PE equipment to see if any needs replacing. Are there any sports on the curriculum or offered as after-school clubs that we do not have equipment for.	£500	The audit showed that the school is still well-equipped for PE and has added equipment for all the sports on the curriculum. All the hockey sticks were old and needed replacing. This has been done and will give children access to hockey in the Autumn Term.	Continue with an annual audit to ensure the school always has the equipment it needs.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26%
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:
Hartford offer a very strong competition program. Unfortunately this looks like it will not be able to happen this year as schools and year groups will not be able to mix. How can we still ensure competition can take place?	The VRSSP designed competitions that could still happen between year groups and even other schools.	£1800 for membership of the VRSSP  £3250 for supply to cover competition dates in the Summer term	Children in Y3-6 all took part in football and rugby competitions individually, between classes and against other schools. Hartford finished 2 <sup>nd</sup> in the County Final for Y3/4 football and 3 <sup>rd</sup> for Y5/6 rugby.	Hopefully the Summer Term will see the return of competitions against other schools.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Thomas Cairns
Date:	07/06/2021
Governor:	
Date:	