

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2100
Total amount allocated for 2020/21	£19475
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,475
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,475

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 then transfer to the pool when school swimming restarts. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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?	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: 2021/22		Total fund allocated: 19,475	Date Updated: 02/07/2022	
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: 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:
Equipment provided at break time last year was very well used by all year groups and improved basic skills lost during Covid lockdowns. Continue with this as some children are still behind where they should be.	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.	3000	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.	Is there any different equipment that we can provide for children who are not engaging with play time activities next year?
The questionnaire showed the percentage of children who travel to school in car is still too high. If we could reduce this it will help with the fitness of the children and the air quality around school.	Find a program which will promote healthy travel to school.	100	The school entered The Big Pedal 2022. 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 the week.	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 to drive so they can still walk some of the distance?
Commonwealth Games Week is planned for the Summer Term. This will focus on healthy lifestyles, the benefits of	Plan the week to have the most positive impact on the children. The visitor should be someone who can inspire the	2000	Analyse the impact of the week on the knowledge of the children about how to keep healthy.	Follow up the week in September 2022. Which sports did the children engage with? Would they

exercise, commonwealth sports, sports days and a visit from an athlete.	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.			like after-school clubs in any of these new sports?
providing targeted activities or support to involve and encourage the least active children	We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.	500	A recent questionnaire showed that the majority of children at Hartford are active for at least 30 minutes every day. Some children travel to school in an active way, break times are very active, teachers use 5-a-day in between lessons, Golden Mile is done regularly and PE lessons that happen twice a week are very active.	Hartford has these activities embedded now across the school. I need to ensure new staff receive the training they need with these activities and that the least active are engaged.
adopting a daily activity programme - golden mile	We have used the Active School Planner to create Heatmaps covering all classes We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track We have engaged with the British Cycling balance biking programme Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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"> actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school – at Hartford we have the School Sport Organising Crew and the School Council. embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching Training from the Youth Sport Trust via the Vale Royal School Sport Partnership helped me Hartford to teach school values across the school and through PE. Each half term has a new value to be taught with whole school assemblies being linked to these PE values. we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school 	<p>We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.</p> <p>Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. This year we have had Gail Emms and Pete Mitchell.</p> <p>Staff have had in-school training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active</p> <p>Staff have had in-school Active Schools training which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p> <p><i>We took part in our local Schools</i></p>	<p>3000</p> <p>0</p> <p>200</p> <p>200</p>	<p>18 of or Y6 children were chosen to be in the SSOC. They have helped to lead PE across the school through collecting Pupil Voice, running intra school competitions, planning Commonwealth Games Week and assessing how active each class is.</p> <p>Our School Games Platinum Award shows how the whole school buys into what PE can offer every child.</p> <p>Full use of 5 a day website happens in all classes.</p> <p>Teaching staff take a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'.</p> <p>Questionnaire showed an increase in confidence of staff teaching PE.</p>	<p>Can PE raise the attainment and achievement of certain groups of children across school? Can staff identify any groups who may need a different type of intervention and use sport to engage this group next year?</p>

Children with SEND often need a break from lessons and currently have nowhere to go. Could the funding be used to make sure PE and sport can have a positive impact?	<i>Baton Relay and made a pledge to support the legacy of the games.</i> Mr. Cairns used Pupil and Staff Voice to establish how the funding could help. It was decided to set up an area in the Small Hall with PE equipment which would allow SEND children a break and then they could go back to lessons refreshed and ready to learn.	400	This area is used regularly throughout the day. Teaching assistants report children coming out of lessons not engaging and then going back in ready to learn.	Use Pupil Voice to see if the area can be further adapted to fulfil the children's needs.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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.	400	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.	800	Mr. Cairns provided staff meetings for staff. Questionnaires showed an increased confidence. Mr. Jenyons from Hartford High School provided support for Y5 teachers.	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.

	Mr. Cairns provides staff meetings for all staff on topics they have identified as weaker.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19%
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:
<p>Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</p> <p>Partnering with other schools to run sports and physical activities and clubs</p> <p>Providing more and broadening the variety of extra-curricular physical activities after school delivered by the school or other local sports organisations.</p>	<p>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</p> <p>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to</p>	<p>£2000</p> <p>500</p> <p>425</p>	<p>Hartford has a very broad and balanced curriculum which involves a range of activities and sports from football through to orienteering. Children take part in activities such as dodgeball, Kurling, Speed Stacking, lacrosse and handball to ensure children with a wide variety of tastes are catered for.</p> <p>Equipment is regularly assessed and replaced to ensure it is of the highest quality and staff are trained by Mr. Cairns to ensure they understand the rules and basics of the new sports.</p>	<p>Ensure this wide range of sports continues.</p> <p>Use questionnaires and Pupil Voice to ensure that any new sports that we do not do that the pupils would like can be taught.</p> <p>Sports from the Commonwealth Games such as badminton and 3v3 basketball may be added to the list of activities for 2022-23.</p>

	<p>support their progress. Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia and New Age Kurling.</p> <p>We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p> <p>We have engaged with our local 'Every Child Skips' programme to support a wider group of young people to improve their fitness, coordination and confidence.</p>	700		
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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:
<p>increasing and actively encouraging pupils' participation in the School Games.</p> <p>Organising more sport competitions or tournaments within the school.</p> <p>Coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations.</p>	<p>Hartford offer a very strong competition program. This returned in full this year which was fantastic after a couple of years with reduced options due to Covid. High Quality PE teaching gives children the skills necessary to compete in sport competitions. Intra-school competitions allow children to compete against their peers. Inter-school competitions allow children to compete against other schools. Competitions are run by the Vale Royal School Sport Partnership and the local high school.</p>	<p>£1800 for membership of the VRSSP</p> <p>£3250 for supply to cover competition dates in the Summer term</p>	<p>The Platinum Award Hartford received from Your School Games shows the strong involvement. Hartford entered a range of competitions from Orienteering and Gymnastics through to football and netball. The teams were coached before attending these competitions to ensure they knew the rules and were fully prepared. Children progressed to Partnership and County Finals in sports such as gymnastics, football and netball.</p>	<p>Continue the strong offer next year. Use Pupil Voice to ensure pupils not accessing the offer can say why and I can adapt the program to help.</p>

Signed off by	
Head Teacher:	M. Fairweather

Created by:



Supported by:



Date:	20/07/2022
Subject Leader:	Thomas Cairns
Date:	02/07/2022
Governor:	M. Watson
Date:	20/07/2022