

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019



Hartsfield JMI Action Plan  
2019-20

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:
<p>Gold School Games Mark maintained for 2018-19</p> <p>Improved staff awareness of Active 30:30 offer</p> <p>Use of sports apprentice to support curricular and extra-curricular activities</p> <p>Reviewed PE assessment – focussed on greater depth (shared with all staff)</p> <p>Improved provision of extra-curricular sports clubs for disadvantaged pupils</p>	<p>Continue to ensure all staff aware of Active 30:30 offer and link between physical activity and academic improvement – use Play Pals and purchase equipment to help improve informal activity offer at lunch times</p> <p>Further improve Olympic star reward scheme to enable staff to recognise key values seen in PE lessons</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	Sept 2019 – 78.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Sept 2019 – 78.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Sept 2019 – 78.3% Only seen in a swimming pool
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 Funded Year 6 top up swimming sessions on offer in school holidays - £30 per pupil (budgeted cost of £360 – 2% of allocation)

## 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: £19910	Date Updated: September 2019	
<b>Key indicator 1:</b> 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:
				19.5%
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:
<b>To improve the Hartsfield Daily Active 15 and fulfil Active 30:30 offer for all pupils (focus on wet weather/winter ideas).</b>	1. Collect pupil opinions on healthy active lifestyles once throughout the year 2. Pupil activity diaries to be completed and analysed during sports week 3. Promote the Hartsfield Daily Active 15 in staff briefings and assemblies – promote alternative activities for bad weather and for general lessons. 4. Move fence near fixed play equipment to have a path that runs inside the school grounds (that can be used when field too wet during break and lesson times) – add markings as appropriate 5. Complete an active assembly once a term	£3000	1. Pupil opinions to be collected to ensure importance of HAL understood. Analysis will lead to further assemblies, lessons and staff meetings as appropriate. Last year, KS2 pupils were aware of their 60 active minutes a day when questioned. 2. Data from pupil activity diaries used to target inactive pupils with clubs/activities 3. Collect timetables from all classes to show when daily active is completed. Staff meeting to share resources for Hartsfield Daily Active 15 to focus on bad weather resources. 4. During good weather, our large field has been used for a walk/jog/run most afternoons for KS2 pupils. Access to the path will increase informal activity levels during break (more space to run) and lesson	Many of these actions can be, and will be, continued without the PE and sport premium funding in place.  The promotion of a Healthy Active Lifestyle is key to beginning to reduce childhood obesity levels and changing opinions on the importance of being active.

<p><b>Maintain the Play Pal scheme to maximise informal activity for all pupils at lunch times.</b></p>	<ol style="list-style-type: none"> <li>1. All staff to continue to teach their class playground games over the year.</li> <li>2. Continue to develop and improve Play Pal scheme (without the use of PE apprentice from January 2020) during lunch times by purchasing equipment and storage</li> <li>3. Investigate training MSAs to be able to support Play Pals</li> </ol>	<p>Equipment £500 Storage £400</p>	<p>times (when it is too wet to go on the field).</p> <ol style="list-style-type: none"> <li>5. Completion will continue to promote HAL and add to each child's daily activity levels. Also, opportunity for PE co-ordinator to promote 60 active min</li> <li>1. Pupils will know games they can play to be active during break times. Year 3 &amp; 4 will continue to deliver playground games as part of their Life Skills sessions on a Friday afternoon.</li> <li>2. Year 5 will have the opportunity to be a Play Pal once they have completed their training in the first half of the Autumn term. Opportunities to lead and be a positive role model will be beneficial for year 5 – as well as providing younger pupils will opportunities to be active at lunch times.</li> <li>3. MSAs being trained and supportive towards Play Pals will enable the scheme to run more effectively</li> </ol>	<p>Last year, we used Year 6 pupils as Play Pals with not much success for a variety of reasons. We hope having a focus on providing Year 5 the opportunity to be responsible will be more successful.</p>
<p><b>Continue to encourage active travel for all pupils to and from school.</b></p>	<ol style="list-style-type: none"> <li>1. Collect data on how children travel to school and compare to 2018-19</li> <li>2. Have a Walk/Scoot to school week where data is recorded.</li> <li>3. Provide a scooter club for EYFS to promote active travel to school</li> </ol>		<ol style="list-style-type: none"> <li>1. 2018-19 data was provided by 6 classes, with an average of 21 children per class walking to school every day (during sports week). Further data will provide us with more information on who our inactive/target pupils are for clubs. Teachers can also be aware of how active their class are and take into account how they come to school.</li> </ol>	



			2. Promotes walking/scooting or cycling to school and therefore higher levels of activity.	
<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:
				25.5%
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><b>To maintain and develop the role of a Sports Apprentice to directly impact PE lessons (supporting least active/less able pupils in lessons) and to provide a range of sporting clubs and attendance of competitions for all pupils.</b></p>	<ol style="list-style-type: none"> <li>1. Establish timetable so SA time is maximised and is most effective for all pupils</li> <li>2. SA to support and run extra-curricular sports clubs focussing on engaging least active.</li> <li>3. SA to support and organise attendance at inter-school competitions (ensuring equal access for pupils)</li> <li>4. SA to support with admin of PE to include monitoring club registers, extra-curricular sports club attendance and those who attend inter school competitions.</li> </ol>	<p>Sports Apprentice salary for 1 term £4018</p> <p>Plus Cost for 9.5hours a week for Spring and Summer Terms as a PE TA</p>	<ol style="list-style-type: none"> <li>1. Timetable to be established and reviewed half-termly. Fortnightly meetings to discuss lesson reflections and regular admin tasks.</li> <li>2. Autumn Term clubs: Y6 Boys Football, Y5&amp;6 Girls Football, Y4 Rapid Fire cricket, Y3 Speed stacks</li> <li>3. Y6 Football matches and tournaments, Y4 rapid fire cricket, Y6 tag rugby, Y5 zone basketball</li> <li>4. Admin and event support – writing letters and monitoring replies will allow teaching and support staff more time to teach pupils.</li> </ol>	<p>SA course due to finish December 2019.</p> <p>All staff will need to be aware of this and the impact on their lessons and extra-curricular opportunities.</p> <p>Spring and Summer Term 2020 – Sports Apprentice to be employed for 9.5hours a week. This is to continue supporting PE lessons and provide extra-curricular for least active pupils identified (and Year 6 boys football).</p>
<p><b>To promote positive mental wellbeing using mindfulness and yoga for least active/disadvantaged/vulnerable pupils and Year 6.</b></p>	<ol style="list-style-type: none"> <li>1. Having seen the success of last year's yoga and mindfulness, it would be beneficial to provide a block of 10 yoga sessions with Mrs Tekchandani for target pupils</li> <li>2. Yoga and mindfulness sessions provided to Year 6 pupils prior to their SATs by Year 6 staff.</li> </ol>	<p>£300</p>	<p>Last year's yoga sessions were successful and enabled our Year 6 pupils (and staff) to calm before a test/stressful situation. As a school, 90% of our pupils achieved ARE in Maths.</p> <ol style="list-style-type: none"> <li>1. Pupils chosen by staff (less active, SEN, low self-esteem)</li> </ol>	

<p><b>To further improve and update the Olympic Stars reward scheme for PE which engages pupils in curriculum PE and celebrates successes of all pupils regardless of ability.</b></p>	<p>3. Purchase a class set of yoga mats</p>	<p>£200</p>	<p>to attend yoga sessions. Pupils will complete a self-esteem questionnaire at the start and at the end of the 10 week block of sessions. Work closely with SENDCo to target correct pupils and check on impact (improved self-esteem).</p> <p>2. Yoga sessions to enable pupils to stay calm in stressful situations and therefore they will learn skills to apply prior to their SATs and also the residential trip.</p> <p>3. Yoga mats will enable staff to deliver sessions to pupils using video clips on the large TV in the hall.</p>	
	<p>1. Purchase tubes and display unit for new token reward system and display outside New Hall – a visual reminder of values and tokens being collected. (Share Olympic and Paralympic values with pupils on a regular basis)</p> <p>2. Update display board in Old hall which will show values and School Sports Councillors to promote PE to all pupils</p> <p>3. Share PE and sport successes and results in assemblies and on notice board by school office</p> <p>4. Year 6 pupils choose to apply to be sports captains and 2 selected boys and girls will present to the school why they should be chosen. All pupils to vote for a boy and girl team captain.</p>	<p>£300</p> <p>Sports council badges £50</p>	<p>1. New token reward system to be introduced in the Autumn term – this will promote the PE values and positive associations with PE and physical activity</p> <p>2. School sports councillors will be voted in by their peers and will be positive role models as well as representing their class in the School Sports Council</p> <p>3. Promotes awareness of opportunities</p> <p>4. Opportunity for voted pupils to be positive sporting role models to the rest of the school.</p>	

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:
<b>To continue to improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence</b>	<ol style="list-style-type: none"> <li>1. Become a Platinum member of the North Herts School Sports Partnership (NHSSP) – includes Youth Sports Trust membership</li> <li>2. Attendance at Sports Partnership meetings and courses.</li> <li>3. Staff meeting on an area of staff choice</li> </ol>	<p>£3000 annual membership to NHSSP.</p> <p>Approx. £2450 for supply cover to attend courses (TBC)</p>	<ol style="list-style-type: none"> <li>1. Provides training opportunities, up to date information and inter school competitive opportunities at all levels and ages.</li> <li>2. As needed – staff report improved knowledge and confidence after prior PE training sessions/staff meetings.</li> <li>3. Over the last 2 years, we have had training sessions with Kim Henderson (PE consultant) on Gymnastics and dance as well as general PE staff meetings. Survey of staff opinions show some staff have specific areas, which can be addressed e.g. support with invasion games and warm up activities.</li> </ol>	
<b>To continue to fund whole school PE planning website pe hub to maintain the quality of PE lessons for all pupils</b>	<ol style="list-style-type: none"> <li>1. Renew PE scheme of work to ensure progression of skills across the school (the PE hub.co.uk)</li> </ol>	<p>1-year membership to thepehub.co.uk £350</p>	<ol style="list-style-type: none"> <li>1. Ensures progression and balance of subject areas across the whole school. Links closely to National Curriculum expectations for pupils</li> </ol>	
<b>To support staff in differentiation during PE lessons</b>	<ol style="list-style-type: none"> <li>1. Analyse PE assessment data from 2018-19 – share with staff</li> <li>2. Enable staff to deliver high quality PE lessons</li> </ol>		<ol style="list-style-type: none"> <li>1. PE assessment data was completed on SIMS at the end of June 2019.</li> <li>2. Provide staff meeting and resources on differentiation and teaching high quality PE lessons. Follow up with PE</li> </ol>	



			lesson observations to see how this is being applied.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:
<b>To maintain the high number of pupils attending extra-curricular sport activities – focusing on provision for disadvantaged pupils</b>	<ol style="list-style-type: none"> <li>1. Provide a variety of extra-curricular activities (i.e. modern dance, basketball, mini tennis and archery)</li> <li>2. Target inactive/low attaining pupils with an 'Active or core strength club'</li> <li>3. Target PPG and SEN pupils with extra-curricular sporting opportunities and any equipment that is needed to facilitate their attendance.</li> <li>4. Identify how many pupils are participating in school and non-school based extra-curricular clubs</li> </ol>	Funded extra-curricular activities £2000	<p>Class teachers will collect information about inactive pupils - this will be looked at to identify our inactive pupils. Registers will be kept for all clubs as evidence. Pupils will be spoken to about their choice of clubs. Clubs will be provided as training sessions for School Games competitions organised by the NHSSP.</p> <p>Last year, 73% Yr 6 pupils attended an extra-curricular sports club. 88% of Yr 5, 70% of Yr 4, 95% of Yr 3, 80% of Yr 2, 67% of Yr 1</p>	<p>Last year, we had an increase in all year groups, except Year 6, in the number of children attending sporting extra-curricular clubs.</p> <p>It will be a challenge to maintain these this year without our Sports Apprentice in the Spring and Summer terms.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<b>To continue to provide all pupils with the opportunity to take part in competitive sport.</b>	<ol style="list-style-type: none"> <li>Promote the intra school competition system</li> <li>Membership of NHSSP – inter school competitions</li> <li>Membership of Letchworth and District School Sport Association (LDSSA) – football, netball, district football and athletics at Ridlins</li> <li>Continue idea of personal competition in athletics</li> <li>Plan and deliver a Hartsfield School Sports week – link closely to Tokyo Olympics 2020 and link with Languages and Culture</li> <li>Fund coach to summer athletics July 2020</li> </ol>	<p>Trophy cabinet £250 See indicator 2</p> <p>£150</p> <p>Sports assembly awards and stickers for sports day - £70</p> <p>£520</p>	<p>All of these actions provide Hartsfield pupils the opportunity to play in competitive sport against their peers and against other schools. Data of who represents the school will be carefully tracked so that as many pupils as possible have an opportunity.</p> <p>Last year, 100% of our Year 6 pupils represented the school in at least one competitive event.</p>	

Signed off by	
Head Teacher:	<i>P Smith</i>
Date:	06.12.19
Subject Leader:	<i>R Lawes &amp; L Gregory</i>
Date:	06.12.19
Governor:	<i>D Campbell</i>
Date:	06.12.19