

# 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





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>	<p>77% - <i>limited top up swimming opportunities due to school and swimming pool closure</i> (compared to 72% nationally in 2018)</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<p>37% (compared to 56% nationally in 2018)</p>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>37% Only seen in a swimming pool as there was no Year 6 PGL visit this year. (compared to 34% nationally in 2018)</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>Membership of Swim England £30 Funded Year 6 top up swimming sessions on offer in school holidays - £16 (1 pupil 2 days – passed NC award)</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: 2019/20		Total fund allocated: £19910 Total fund spent: £17105 Amount carried forward: £2805		Date Updated: July 2020	
Due to the coronavirus pandemic, on 20 <sup>th</sup> March 2020, Hartsfield JMI closed to the majority pupils (except to those of keyworkers and any children deemed vulnerable). Our PE and Sport Premium action plan reflects the actions we have fulfilled and those which we will need to continue next year, when physical activity will be more important than ever.					
Key indicator 1: 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:  £3504 = 17.6%
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 used:	
Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:			
To improve the Hartsfield Daily Active 15 and fulfil Active 30:30 offer for all pupils (focus on wet weather/winter ideas).		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		£2088	
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 Opinions and data were due to be collected summer term. 3. Collect timetables from all classes to show when daily active is completed. Staff meeting to share resources for Hartsfield Daily Active 15 to		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.  Autumn 2020: Data will need to be collected on the physical activity levels of our children throughout lockdown used to inform us on their needs.			

	<p><i>Spring term sports councillor assembly was prepared then schools were closed so it did not happen.</i></p>		<p>focus on bad weather resources.</p> <p><i>Timetables not collected but staff meeting was carried out on 13.11.19 providing staff with resources. Staff shared ways they were completing their class' daily active. This included watching a rollercoaster on YouTube (pupils sat in chairs with feet off floor), lots of 'daily mile' sessions due to fair weather and use of Joe Wickes class workouts.</i></p> <p>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 times (when it is too wet to go on the field).</p> <p><i>Successfully completed and utilised. Classes seen using this path even when it is raining, as children can put on coats and walk (especially effective on 'wet day play' days).</i></p> <p>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</p>	<p><i>Staff will need to continue to use these short active breaks more than ever next term.</i></p> <p><i>In September 2020, each class will be provided with their own bag of skipping ropes for class sessions of skipping and a bag of playground equipment.</i></p>
<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)</li> </ol>	<p><i>Equipment £500 Storage £416</i></p> <p><i>£500 Additional expenditure on</i></p>	<ol style="list-style-type: none"> <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> </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>



			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: <i>£7844 = 39.4%</i>
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 used:	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 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>	<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>	<i>Cost of Sports Apprentice/TA – £7315</i>	<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, support Yoga</li> <li>3. Y6 Football matches and tournaments, Y4 rapid fire cricket, Y6 tag rugby, Y5 zone basketball, Y6 SHA, Y3 Speedstacks</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> <i>All tasks completed.</i>	SA course due to finish December 2019. All staff will need to be aware of this and the impact on their lessons and extra-curricular opportunities. 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). <i>Sports Apprentice contract ended at the end of Summer Term 2020 – staff will need to re assess support in curriculum time. We will also need to use funding to provide opportunities for least active pupils.</i>
<b>To promote positive mental wellbeing using mindfulness and yoga for least active/disadvantaged/vulnerable pupils and Year 6.</b>	<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</li> </ol>	<i>£300</i>	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.	<i>The emotional and mental well-being of our pupils is a huge consideration for us next year. We will need to assess carefully at the start of the year what the needs of our pupils are and then look into</i>



	<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><i>Sports council badges £25</i></p> <p><i>Sports Captain badges £25</i></p>	<p>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> <p><i>Assembly in Oct 2019, where Year 6 pupils presented why they would be a good sports captain, was inspiring. Pupils were seen to be keen to vote and were enthusiastic about the results</i></p>	<p><i>which can then be shown in each classroom.</i></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:
				£5121 = 25.7%
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>	1. Become a Platinum member of the North Herts School Sports Partnership (NHSSP) – includes Youth Sports Trust membership 2. Attendance at Sports Partnership meetings and courses. 3. Staff meeting on an area of staff choice	<i>£3000 annual membership to NHSSP</i>  <i>£991 supply cover to attend courses and competitions</i>  <i>£780 cost of equipment for PE lessons (netball posts and hoops, new tennis net, rounders ball)</i>	1. Provides training opportunities, up to date information and inter school competitive opportunities at all levels and ages. 2. As needed – staff report improved knowledge and confidence after prior PE training sessions/staff meetings. 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. <i>Staff meeting on 13.11.19 covered Daily Active opportunities, playground games, OFSTED requirements and Chief Medical Officer activity recommendation. Staff were aware of the reasons to be active and the impact it has on a pupil's education.</i>	<i>Further planned staff meeting sessions were not carried out due to school closure.</i>  <i>Staff were provided with support resources on how to deliver socially distanced PE. Most Year 6 pupils returned to school on bubbles of up to 10 children for 2 days a week. Most Year 6 bubbles received a PE/physically active session on every day they were in school.</i>  <i>Staff INSET on 17<sup>th</sup> July will provide an opportunity to talk to staff about what their training requirements are for 2020-21. This is likely to be related to the mental and emotional well-being of our pupils when they return to school. Plan for more time to be allocated for staff training/planning in September.</i>
	1. Renew PE scheme of work to ensure progression of skills across the school (the PE hub.co.uk)		1. Ensures progression and balance of subject areas across the whole school. Links closely to National Curriculum expectations for pupils	<i>To continue next year. Thepehub.co.uk have produced 'Distanced PE' plans to support teaching in September.</i>

To support staff in differentiation during PE lessons	1. Analyse PE assessment data from 2018-19 – share with staff 2. Enable staff to deliver high quality PE lessons	1-year membership to thepehub.co.uk £350	1. PE assessment data was completed on SIMS at the end of June 2019. 2. Provide staff meeting and resources on differentiation and teaching high quality PE lessons. Follow up with PE lesson observations to see how this is being applied.	This staff meeting was not carried out due to school closure.  INSET on 17 <sup>th</sup> July will be an opportunity to talk to staff about resources needed for safe, differentiated PE in Sept 2020.		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:  0%		
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 maintain the high number of pupils attending extra-curricular sport activities – focusing on provision for disadvantaged pupils	1. Provide a variety of extra-curricular activities (i.e. modern dance, basketball, mini tennis and archery) 2. Target inactive/low attaining pupils with an 'Active or core strength club' <i>Did not happen due to school closure.</i> 3. Target PPG and SEN pupils with extra-curricular sporting opportunities and any equipment that is needed to facilitate their attendance. 4. Identify how many pupils are participating in school and non-school based extra-curricular clubs	Funded extra-curricular activities (funded from different budget and yoga club cost in key indicator 2)	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. <i>50% of KS2 focus children attended sports clubs. Although these children were targeted to attend sports clubs, they did then choose to attend and did not need to be encouraged. 28% of KS1 focus children attended sports club through their own choosing.</i>	Last year, we had an increase in all year groups, except Year 6, in the number of children attending sporting extra-curricular clubs.  It will be a challenge to maintain these this year without our Sports Apprentice in the Spring and Summer terms.  <i>Extra-curricular sports club attendance is reported until March 2020. The data understandably shows reduced attendance compared to the previous year.</i>  <i>Clubs will not run in the first half of the autumn term 2020. When they are hopefully restarted, after October half term 2020, considerations will need to be made linked to government guidance at the time.</i>		
			Extra-curricular club data		2018-19	2019-March 20
			Year 6		73%	77%
			Year 5		88%	54%
Year 4	70%	60%				
Year 3	95%	57%				

			Year 2 Year 1 EYFS	80% 67% 73%	22% 25% 6%	<p><i>Pupil voice will need to be completed early in the autumn term, where all pupils are asked how they feel school closure has impacted them, their well-being and their physical activity levels. Consider a tick sheet, confidential way of recording.</i></p> <p><i>Investigate continuation of yoga for children vulnerable since lockdown, once clubs are restarted.</i></p> <p><i>A continued focus on SEN and PPG children's sports club attendance will be needed next year.</i></p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:															
				£644 = 3.2%															
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 continue to provide all pupils with the opportunity to take part in competitive sport.	1. Promote the intra school competition system 2. Membership of NHSSP – inter school competitions 3. Membership of Letchworth and District School Sport Association (LDSSA) – football, netball, district football and athletics at Ridlins. 4. Continue idea of personal competition in athletics 5. Plan and deliver a Hartsfield School Sports week – link closely to Tokyo Olympics 2020 and link with Languages and Culture <i>Did not happen due to school closure</i> 6. Fund coach to summer athletics July 2020	<i>Trophy cabinet £250</i>  <i>See indicator 2 £200</i>	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. Last year, 100% of our Year 6 pupils represented the school in at least one competitive event.	<i>Competitive sport opportunities will need to be reviewed in September. There will need to be more virtual competition opportunities until social distancing restrictions are relaxed. When appropriate, pupils will still be able to participate in intra school competitions and personal challenges, where they can compete against themselves.</i>  <i>Tokyo Olympics have been postponed until summer 2021, which means we will be able to transfer any work we had planned for summer term 2021.</i>															
		Sports assembly awards and stickers for sports day £70 – not spent	<table><tr><th>Competition data</th><th>2018-19</th><th>2019 – March 20</th></tr><tr><td><i>Year 6</i></td><td><i>100%</i></td><td><i>100%</i></td></tr><tr><td><i>Year 5</i></td><td><i>28%</i></td><td><i>23%</i></td></tr><tr><td><i>Year 4</i></td><td><i>62%</i></td><td><i>13%</i></td></tr><tr><td><i>Year 3</i></td><td><i>46%</i></td><td><i>13%</i></td></tr></table>		Competition data	2018-19	2019 – March 20	<i>Year 6</i>	<i>100%</i>	<i>100%</i>	<i>Year 5</i>	<i>28%</i>	<i>23%</i>	<i>Year 4</i>	<i>62%</i>	<i>13%</i>	<i>Year 3</i>	<i>46%</i>	<i>13%</i>
		Competition data	2018-19		2019 – March 20														
		<i>Year 6</i>	<i>100%</i>		<i>100%</i>														
<i>Year 5</i>	<i>28%</i>	<i>23%</i>																	
<i>Year 4</i>	<i>62%</i>	<i>13%</i>																	
<i>Year 3</i>	<i>46%</i>	<i>13%</i>																	
£520 – not spent																			
<i>Additional expenditure £24 county cross country entry £40 district football subs £130 membership to LDSSA</i>	<i>Due to school closure, we had reduced numbers of pupils attending inter school competitive events this year. However, all KS2 pupils took part in intra school competitions, where they played matches against other groups in their year. Year 5 and 6 also carried out personal challenges in sports hall athletics lessons.</i>																		

**Fund not spent in 2019/20 and carried forward to 2020/21: £2805**

£1215 – supply cover for sports events

£1000 - funding of extra-curricular clubs for disadvantaged pupils

£520 – Coach to 2 district athletics events

£70 – sports day stickers and awards for sports week

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