

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Hartsfield JMI  
Action Plan 2020-21

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](#) 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 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"> <li>• Remote learning offer to all children and high level of activity offered to our key worker children during first lockdown and then</li> <li>• Remarking of daily active 'path' increased usage during wet weather therefore increasing pupil informal activity.</li> <li>• Play Pals with Year 5 really worked – 20 out of 60 pupils chose to continue to be play pals after their training and lunch time session unfortunately they then didn't get chance to complete this.</li> <li>• Extra-curricular yoga provided had a positive impact on attendees.</li> <li>• PE token reward system and sports captains were introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD linked to Covid-19 safe PE</li> <li>• Provision of all-weather play equipment to encourage more movement at break times</li> <li>• Provision of equipment for EYFS to improve upper body strength</li> </ul>

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

YES

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £3198</b>		<b>Date Updated: 16.11.20</b>	
What Key indicator(s) are you going to focus on? <b>1 &amp; 3</b>					<b>Total Carry Over Funding: £3198</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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?:	
<b>To engage all pupils in regular physical activity.</b>	Purchase enough skipping ropes for each child Year 1-6. Purchase equipment for pupil use at break times (bag per class).	£650	Already pupils seen to be more physically active at break times. Skipping ropes particularly successful and appeal to all children.	There has been an initial outlay of money on equipment. This will last but will also need to be supplemented through general wear and tear.	
<b>To ensure PE lessons are Covid-19 safe by purchasing additional equipment and reducing need for sharing by pupils.</b>	Purchase playground balls, footballs, tennis balls, basketballs, netballs and cones.	£398	Pupils engaged in PE lessons and not needing to share equipment.		
<b>To improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence.</b>	Purchase new Outdoor and Adventurous Activities scheme of work through 'Cross Curricular Orienteering' to include staff training for KS2.	£1650	Collect staff opinions on training sessions. Pupil voice on use of orienteering scheme.	Scheme of work will be able to be used year after year. Provided with SOW is a mapping of our grounds, which will also be a useful investment for further orienteering tasks.	
Training costs from PE apprentice 2019-2020		£500			

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.	Information is taken from the swimming lessons the pupils completed in the Autumn term of Year 4 at Hitchin Swimming Pool.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	34 out of 59 pupils 57.6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	16 out of 59 pupils 27.1%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Currently unknown. Year 6 are hoping to receive top up swimming sessions in the summer term. This will be in addition to the teaching about water safety they will receive as part of their PSHCE lessons in the summer term.
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 – We plan to subsidise the coach fare for our Year 6 pupils to complete a week of intensive top up swimming. This is in addition to funding the swimming for our disadvantaged pupils. <b>Budgeted £1000</b> <b>Swim England membership £30</b> <b>(5% of total allocation)</b>



## 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: £19600		Date Updated: 16.11.20	
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:
					£11,300 = 58%
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 encourage all pupils to be physically active (to fulfil their Active 30:30 offer)		1. Purchase fixed play equipment and appropriate surfacing to go on field. 2. Train current Year 5 pupils as Play Pals and develop their leadership skills (establish as leaders when it is safe to do so). 3. Promote active travel to school 4. Class teachers to deliver playground games lesson with their class once a term. 5. Purchase play equipment and bag for each class		Estimate £11,300  No cost	
1. Collect pupil opinions on break times before and after purchase. Monitor activity levels during break times. Give each KS2 class an opportunity to discuss how they can be active at break times. 2. Year 5 to develop leadership skills among their peers initially. 3. Collect data on how pupils come to school and compare to summer term.		Fixed play equipment will provide a legacy for Hartsfield. Pupils will be able to play in a stimulating environment, which will encourage active play. Equipment will be able to be used with small groups as a reward and as part of individual pupil’s physical development.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£1000 = 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 promote positive mental wellbeing using mindfulness and yoga (mentally healthy children are ready to learn)</b>	<ol style="list-style-type: none"> <li>1. All teachers to promote the 'Five ways to Wellbeing' as part of their PSHCE, PE and PA teaching.</li> <li>2. Teachers to use 'Cosmic Kids' to deliver their yoga teaching. PE leads to ensure progression of yoga skills through all year groups</li> <li>3. Investigate purchase of yoga mats and appropriate storage.</li> </ol>	£500	<p>Record pupil voice linked to '5 Ways to Wellbeing'. Teacher observations will inform on effectiveness of yoga improving mental wellbeing.</p>	With these values embedded within Hartsfield, staff will be able to continue delivering yoga and mindfulness to support the mental health of our children.
<b>To embed the PE reward system</b>	<ol style="list-style-type: none"> <li>1. Year 6 pupils apply to be sports captains. All pupils vote on sports captains for each Olympic Team.</li> <li>2. Tokens (as well as Marvellous Me comments to parents) will continue to be rewarded for demonstrating the Olympic and Paralympic values in PE, SS and PA.</li> </ol>		<p>Whole school awareness of the importance of PE, SS and PA. Sports Captains will be role models for PE, SS and PA.</p>	An embedded PE reward system will be valued and sustained for many years.
<b>To improve the upper body and core strength of EYFS pupils</b>	<ol style="list-style-type: none"> <li>1. Look at curriculum content for EYFS physical development and ensure physical development learning goals are provided for.</li> </ol>	£500	<p>Observations will need to be made and achievement of the physical development ELG can be compared to previous years.</p>	Research shows that pupils who have good core and upper body strength are more proficient at sitting at the table

	2. Purchase gymnastics or play equipment that supports pupil physical development			and handwriting. Opportunities to hang, swing and climb support this. Any purchase of equipment will be used by many children over the years. There will also be a positive impact as the current EYFS pupils move through the school. Opportunities will also exist for Year 1 pupils to use this equipment in small groups.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£4915 = 25%
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	£3000	Pupils will receive high quality PE lessons from staff. HQ PE lessons will lead to children achieving at least Age related expectations in PE and where they are not staff will be able to support and progress their learning.	Staff training is an area that will need to be continually addressed to maintain confidence and HQ PE lessons.
	2. Cover for staff to attend Sports Partnership meetings and courses.	£1000		
	3. All teaching staff to take part in Herts PE conference month and to complete training of choice	£300		
	4. Further PE equipment to be purchased in response to summer term PE and training that staff have completed during Herts PE conference month.	£500		
<b>To support the team in delivering PE in a Covid-safe way by following the subject specific risk assessment.</b>	1. Membership of afPE to provide support with Covid-19 risk assessment and updated general risk assessment.	£115	Covid-19 safe lessons will reduce and minimise the transmission of Covid-19 and will keep Hartsfield open as much as possible.	



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% (split with KI2)
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 participate in competitive sport in a Covid-19 safe way.</b>	<ol style="list-style-type: none"> <li>1. Membership to NHSSP who provide virtual school sport opportunities.</li> <li>2. Promote intra-school sport opportunities, which are within bubbles.</li> </ol>	See KI2	All pupils have the opportunity to participate in competitive sport in a positive environment.	Intra-school sport opportunities will be sustainable and will continue to be embedded as part of Hartsfield's SS offer.

Signed off by	
Head Teacher:	<i>P Smith</i>
Date:	<i>03.12.20</i>
Subject Leaders:	<i>R Lawes, L Gregory, R Williams</i>
Date:	<i>03.12.20</i>
Governor:	<i>D Campbell</i>
Date:	<i>03.12.20</i>