

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Hartsfield JMI  
Action Plan 2020-21



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:

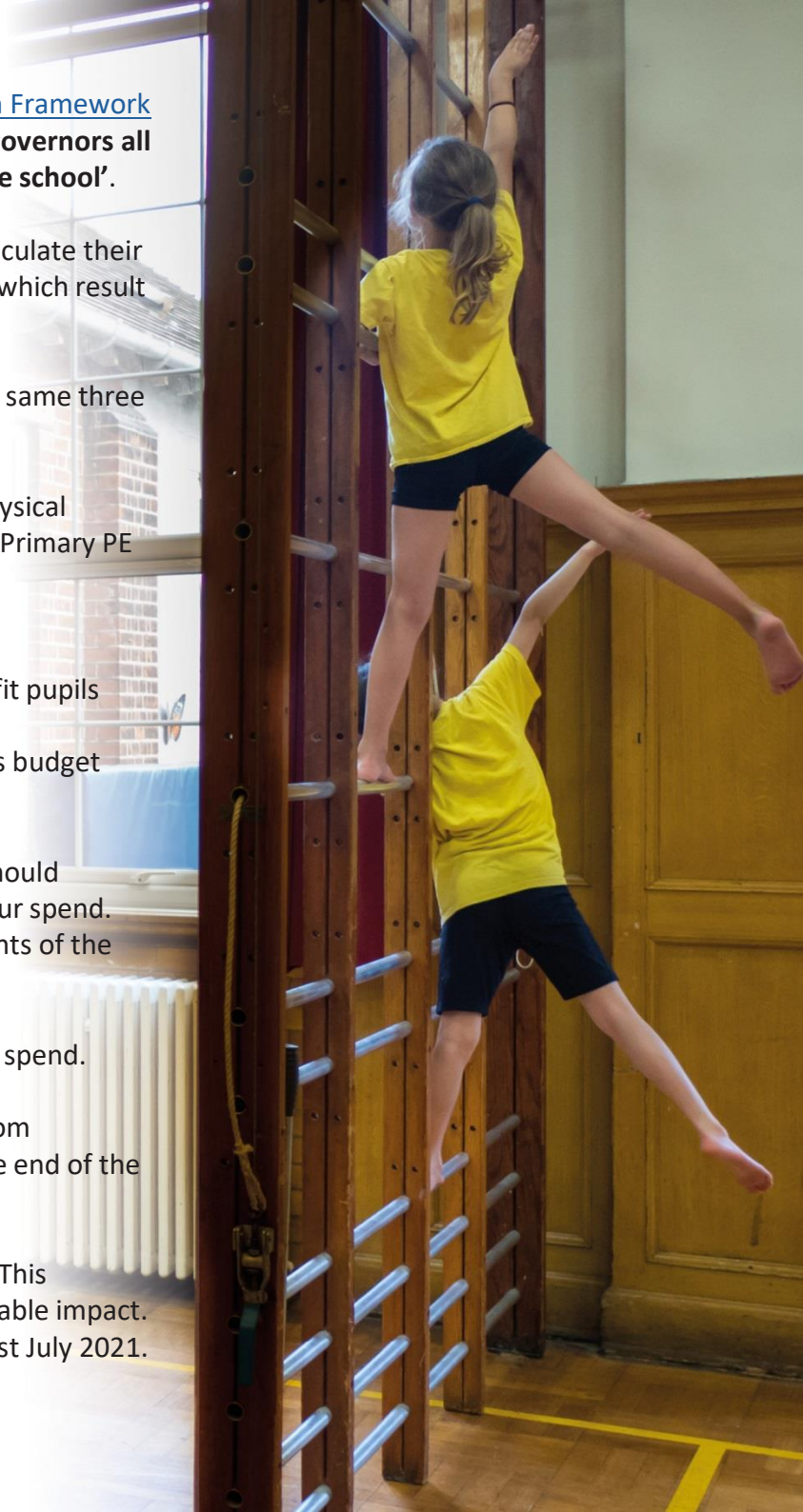
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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, 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:
<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>	<p>Staff CPD linked to Covid-19 safe PE</p> <ul style="list-style-type: none"> <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/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £3198.70**  
**+ Total amount for this academic year 2020/2021    £19,600**  
**= Total to be spent by 31st July 2021                    £22,798.70**

<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><i>This year, Year 4 were able to complete 5 one hour swimming lessons as part of their National Curriculum swimming offer. Additionally, we took Year 6 on a week's crash course (5 1hour lessons) in the summer term. We used the PE Premium to pay for the coach travel. It was found these sessions were hugely beneficial for building confidence and swimming ability. We are investigating the possibility of offering this to our Year 5 pupils next year, in place of the Year 2 swimming we have been offering and would like to subsidise the coach travel again.</i></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>	<p>69%</p>
<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>	<p>50%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100% of our Year 6 pupils have received 2 in school (dry land) water safety lessons.</p>
<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>	<p><b>Yes</b>  Subsidised Year 6 swimming.  5 days – 1 hour per day.  £650  3% of PE Premium</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: 2020/21		Total fund allocated: £22,798	Date Updated: 25.06.21
<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: £8,813.25 = 39%
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?:
<b>To continue to encourage all pupils to be physically active (to fulfil their Active 30:30 offer)</b>	<ol style="list-style-type: none"> <li>1. Purchase fixed play equipment and appropriate surfacing to go on field.</li> <li>2. Train current Year 5 pupils as Play Pals and develop their leadership skills (establish as leaders when it is safe to do so).</li> <li>3. Promote active travel to school</li> <li>4. Class teachers to deliver playground games lesson with their class once a term.</li> <li>5. Purchase skipping ropes and play equipment and bag for each class</li> </ol>	<p>£7,399.87</p> <p>£768.48 £371 EYFS/KS1 summer play equipment</p>	<ol style="list-style-type: none"> <li>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. <i>Due to Covid-19 restrictions, the new fixed play equipment (fitted March 21) has had to be used on a weekly rota basis. It is constantly in use and a Year 5 pupil commented, 'I like the ropes to swing on'. Another pupil said, 'I like to go along the equipment and not touch</i></li> </ol> <p>Sustainability and suggested next steps:</p> <p>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.</p> <p>There has been an initial outlay of money on equipment. This will need to be supplemented through general wear and tear. We have seen access to equipment, like skipping ropes, and lessons on playground games and</p>

<p><b>To ensure PE lessons are Covid-19 safe by purchasing additional equipment and reducing need for sharing by pupils.</b></p>	<p>Purchase playground balls, footballs, tennis balls, basketballs, netballs and cones.</p>	<p>£273.90</p>	<p><i>the grass. It makes my arms ache at the end'.</i></p> <p>2. Year 5 to develop leadership skills among their peers initially.</p> <p><i>Successful unit of work delivered. Due to no mixing of bubbles, Play Pals were not able to be leaders to younger ages.</i></p> <p>3. Collect data on how pupils come to school and compare to summer term.</p> <p><i>Not completed.</i></p> <p>4. Pupils seen to be more physically active at break times. Skipping ropes particularly successful and appeal to all children.</p> <p><i>Pupils play actively with equipment provided but there is a large amount of equipment purchased which gets lost or broken. Equipment will need to be replenished each year.</i></p>	<p>activities encourage children to be active. This will need to continue.</p> <p><i>Additionally, in the summer term, a member of staff was employed to lead playground games at lunchtimes across KS2 (as well as to support PE lessons in the afternoons). The value of this was seen and will continue to be partly funded from next year's PE premium allocation.</i></p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p>
	<p>£92.47 = 0.4%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p><b>To continue to promote positive mental wellbeing using mindfulness and yoga (mentally healthy children are ready to learn)</b></p>	<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> <li>4. Yoga Pretzels – cards with yoga poses and lesson ideas purchased</li> </ol>	<p>£500 – not spent</p> <p>£22.47</p>	<p>Record pupil voice linked to '5 Ways to Wellbeing'. Teacher observations will inform on effectiveness of yoga improving mental wellbeing. <i>Pupil voice not collected. Yoga Pretzels purchased but not used (ready for next year). Year 2 staff used Cosmic Kids – reported</i></p>	<p>Next year, yoga and mindfulness will need to continue to be a focus. It will be important to look at how yoga is taught across the school and what this looks like on our PE long term plan.</p>
<p><b>To embed the PE reward system</b></p>	<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. <i>The whole school voted for sports captains however, their roles have been limited this year. We have given out tokens for our sports teams. We look forward to continuing to embed this next year.</i></p>	<p>An embedded PE reward system will be valued and sustained for many years.</p>
<p><b>To improve the upper body and core strength of EYFS pupils</b></p>	<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> <li>2. Purchase gymnastics or play equipment that supports pupil physical development</li> </ol>	<p>£500 – carried over</p> <p>EYFS scheme of work – Zip Active £70</p>	<p>Observations will need to be made and achievement of the physical development ELG can be compared to previous years. <i>The equipment chosen was discontinued. We will carry this action over to next year's plan.</i></p>	<p>Research shows that pupils who have good core and upper body strength are more proficient at sitting at the table and handwriting. Opportunities to hang, swing and climb support this. Any purchase of</p>

				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.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: £4856.84 = 21%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 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.	£1810	Collect staff opinions on training sessions. Pupil voice on use of orienteering scheme. <i>Training delivered 22/06/21. KS2 staff feel it is a fantastic resource. Feedback from Geography lead teacher is that it will also help the children's mapping skills.</i>	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. <i>Additional resources to be purchased to support roll out of scheme next year e.g. covered clipboards and cones (to be marked). Consideration of how it fits into our PE long term plan is needed.</i>
<b>Training costs from PE Apprentice</b>		£500		



<p><b>To continue to improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence</b></p>	<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. Cover for staff to attend Sports Partnership meetings and courses.</li> <li>3. All teaching staff to take part in Herts PE conference month and to complete training of choice</li> <li>4. Further PE equipment to be purchased in response to summer term PE and training that staff have completed during Herts PE conference month.</li> </ol>	<p>£2500</p> <p>£231.84</p> <p>£200 - frisbees</p>	<p>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.</p> <p><i>All teaching staff took part in at least 2 PE training sessions. 1 staff member completed 4 sessions and commented that it was a great opportunity as PE CPD can be overlooked during teacher training. Staff were given time on our INSET day and from a staff meeting which meant no cover costs were incurred. Frisbees were purchased and used by Year 5 and 6 as part of their PE curriculum.</i></p>	<p>Staff training is an area that will need to be continually addressed to maintain confidence and HQ PE lessons.</p> <p><i>Feedback to Herts for Learning about PE conference was very positive as it meant more people could access the resources (instead of just PE lead and Head teacher). It is hoped that something similar will be offered next year.</i></p>
<p><b>To support the team in delivering PE in a Covid-safe way by following the subject specific risk assessment.</b></p>	<ol style="list-style-type: none"> <li>1. Membership of afPE to provide support with Covid-19 risk assessment and updated general risk assessment.</li> </ol>	<p>£115</p>	<p>Covid-19 safe lessons will reduce and minimise the transmission of Covid-19 and will keep Hartsfield open as much as possible.</p>	

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
£3205 = 14%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p><b>For all pupils to receive a broad and balanced variety of sports and activities in their PE curriculum.</b></p>	<ol style="list-style-type: none"> <li>1. PE subject leads to collect information on gaps in children’s learning in PE from last year and use to inform planning and teaching this year.</li> <li>2. PE subject leads to check on balance of sports and activities delivered and update the long-term plan for this year.</li> <li>3. Provide resources for staff to teach some gymnastics at a floor level with minimal equipment use.</li> <li>4. Purchase membership with <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> for staff planning and assessment.</li> </ol>	<p>£350</p>	<p>Pupils will continue to receive HQ PE lessons and make good progress with their learning.</p> <p><i>Summer term PE planning was blocked across KS2 to reduce sharing of resources (instead of 2 different lessons of PE a week). This was a beneficial way of delivering PE and will be considered for next year. Teachers felt there was greater continuity and progression in some cases. Virtual staff meeting was delivered at end of Jan 21 (when most pupils were educated via remote learning). This encouraged staff to set at least 1 PE type activity weekly as part of their remote learning offer – in addition to the ‘daily active’ tasks they were already setting.</i></p>	<p>Pupils will continue to receive HQ PE lessons and make good progress with their learning.</p> <p><i>Due to the cleaning implications caused by Covid-19, gymnastics using apparatus has not been delivered this year. We will need to consider this when planning our PE long term plan next year.</i></p>
<p><b>Extra-curricular opportunities will be provided, when it is safe to do so.</b></p>	<ol style="list-style-type: none"> <li>1. When it is safe to do so, pupil activity levels will be analysed to inform which year group and what type of extra-curricular SS activities should be provided.</li> </ol>	<p>£2855 employment of member of staff (lunch play, PE TA and after school clubs)</p>	<p><i>We employed an additional member of staff as a PE TA and to offer paid for extra-curricular clubs for Year 5 and 6. Summer term clubs on offer had to keep the children in bubbles (% is number of children from year group attending):</i></p> <p><i>Year 1 popdance - 25%</i> <i>Year 2 popdance – 13%</i> <i>Year 3 Street dance – 22%</i></p>	

			<i>Year 4 Tag rugby – 17%</i> <i>Year 5 Multi sport – 34%</i> <i>Year 6 Cricket and Rounders – 47%</i>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £60 = 0.2%
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:
<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>	<p>See K12</p> <p>£60 sports day stickers and sports award trophy and medals</p>	<p>All pupils have the opportunity to participate in competitive sport in a positive environment.</p> <p><i>This year, we have competed in the virtual events offered by the NHSSP.</i></p> <p><i>Autumn term – Athletics competition (All KS2 pupils)</i></p> <p><i>Spring term – Fitness challenge (All KS2 pupils in school and those at home were encouraged to complete as part of their remote learning offer). We had 7 children place in the top 5 and 3 of these were gold medals. This was well spread across the KS2.</i></p> <p><i>Summer term – We have run our own intra school events for all year groups e.g. end of unit rounders matches, rapid fire cricket competitions as well as a sports session for each year group (with another year group able to spectate and support).</i></p>	<p>Intra-school sport opportunities will be sustainable and will continue to be embedded as part of Hartsfield’s SS offer.</p> <p><i>We hope to move back over to more in person competitive opportunities next year.</i></p> <p><i>However, there has been value in the virtual events on offer.</i></p>

**Total spend 2020-21 = £17,527.55**

**Amount carried over to 2021-2022 = £5271.15**

Signed off by	
Head Teacher:	<i>P Smith</i>
Date:	<i>01.07.21</i>
Subject Leader:	<i>R Lawes, L Gregory, R Williams</i>
Date:	<i>01.07.21</i>
Governor:	<i>D Campbell</i>
Date:	<i>01.07.21</i>