

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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 **31st 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 2020:	Areas for further improvement and baseline evidence of need:
<p>2019-20 has not in any way been a typical year for PE and sport at Hayeswood, due to the impact of Covid-19, which fundamentally affected the school's plans for PE development, as detailed below.</p> <p>However, despite this, pupils at Hayeswood have continued to enjoy active participation in PE and sport, making best use of every opportunity to learn through physical activity and sport, both prior to lockdown in March 2020 and, within their 'Covid-safe' bubbles, following phased reopening from June 2020 for pupils in Reception and Year 1.</p> <p>The school prioritised resources and support for parents in home-educating children during lockdown to enable pupils to participate in regular, varied and sufficiently challenging physical activity.</p>	<p>The restrictions put in place with effect from March 2020 have meant that we have not been able to work in partnership with sports providers in our local area as we normally would to provide curricular and extra-curricular sporting opportunities, hence there was an underspend of the SSP in-year.</p> <p>From the start of the Autumn Term 2020 physical activity will be prioritised and zoned play provision will continue to be in place to ensure all children have access to the full range of outdoor opportunities. First Schools have been reintroduced for pupils in year 1 who missed those opportunities in the Summer Term.</p> <p>Strategically, as we return to normal operating patterns, our priorities are:</p> <ol style="list-style-type: none"> 1. Maximising engagement in sport and physical activity: securing enjoyment and rebuilding strength, stamina and a sporting attitude to all competitive and non-competitive physical activity. Reinstating the sports leadership programme amongst pupils at our school will be key to this. 2. Further improving pupils' mental and physical health and well-being post-lockdown. 3. Re-establishing a broad curricular and extra-curricular offer as and when restrictions allow, re-establishing links with local providers to maximise the breadth of offer for our pupils, working in partnership with our local School Games Lead. 4. Again, as restrictions allow, to re-engage in local competitive events to further broaden pupils' experience of a range of sports and of sporting competitions.

Meeting national curriculum requirements for swimming and water safety.	
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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	All primary swimming and water safety education is delivered by our middle schools during years 5 and 6.

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: £17,240	Date Updated: July 2020	
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:
				16.5%
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:
KS2 pupils to further develop their confidence in sports leadership skills. KS1 and YR pupils participate in 'Skills 2 Play' activities with enjoyment and enthusiasm.	<ul style="list-style-type: none"> Continue to develop the role of sports leaders for KS2 pupils through the 'Skills 2 Play' initiative. 	£100	Sports Leaders at Hayeswood attended a workshop with Colehill Sports Leaders in Autumn 2019 led by the Dorset School Games Leader. Sports Leaders (in Y 3&4) continued to operate at playtimes and revise the games on the playground <u>until Covid 19 Lockdown March – July 2020.</u>	With 'bubble systems' in place from Sept 2020 – adaptations will be needed, such as to have sports leaders in each bubble in the future. This will mean that younger children may have the opportunity to lead their peers. Games ideas and sharing of skills will be shared by PE lead but likely to be virtually so as not to enter other bubbles.
Games Leaders to be trained in order to deliver break and lunchtime games and exercises so children can engage in physical activity daily at school.	<ul style="list-style-type: none"> Purchase new sports equipment for use on the school playground / field for children to use in daily short bursts – mainly lunch times with the Games Leaders 	£1,500 total	Bubble restrictions from Autumn 2020 have led to more equipment being purchased for sole use within each bubble to eliminate need for cross-bubble quarantining of equipment.	

<p>To encourage more girls to take part in competitive sports. (The Year 3&4 girls asked whether they could have a 'girls only' football day to encourage more girls to take part).</p> <p>Increase and enhance the quality of provision and participation rates in such activities as games, dance, gymnastics, swimming and athletics.</p>	<ul style="list-style-type: none"> • Purchase storage boxes for equipment so Games Leaders can access necessary items for purpose efficiently. • Purchase new football nets so Year 3&4 girls can 'coach' Year 1&2 girls in order to increase their interest. Also purchase size 3 footballs for playground safety • Additional enrichment coaching opportunities to be planned into core and extra curricular provision, focusing on cricket and badminton. • For the third year running, a golf coach will deliver 6-week blocks of golf coaching for each of years 1 – 4 inclusive. • Football sessions for EYFS and Year 1 to provide KS1 with more professional coaching opportunities (Summer Term) 	<p>£200</p> <p>£800</p> <p>£240</p>	<p>New equipment was a great motivator for more girls wanting to take part in football at playtime on a Friday. Years 3&4 began coaching the younger children, explaining rules and creating fair teams. Every Friday was 'girls only' football <u>until Covid 19 Lockdown.</u></p> <p>Cricket sessions in January with Years 3&4 were successful with CPD training for teachers on how to deliver cricket sessions for all ages and abilities. Cricket and badminton tournaments cancelled <u>due to Covid 19.</u></p> <p>Rescheduled for Autumn Term 2020.</p> <p>This was meant to take place in May 2020. <u>Due to Covid 19,</u> this did not happen. Rescheduled for Spring Term 2021.</p>	<p>With 'bubble systems' in place from Sept 2020 – adaptations are needed. Each bubble will be supplied with enough footballs, and 'zoned' space on the playground for girls to continue to access these.</p> <p>In light of Covid 19 – we will seek to revise the format for using coaches within schools within the academic year 2020/2021 in line with government guidance.</p> <p>In light of Covid 19 – we will seek to revise the format for using coaches within schools within the academic year 2020/2021 in line with government guidance.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16.1%
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:
Links to mindfulness and resilience- Youth Sports Trust works with 'Your Personal Best' program on a healthy mind as well as a healthy body.	<ul style="list-style-type: none"> Youth Sports Trust - staff training and resources 	£540	Due to Covid 19, talks on developing this initiative throughout the Trust were put on hold.	Re-engage with YST programme during 2020-21 once restrictions allow.
To develop mindfulness and emotional well-being in targeted individuals, who need extra emotional support in school. Linked to physical health and wellbeing, maximising achievement in all areas of learning for targeted pupils.	<ul style="list-style-type: none"> 'ME club' mindfulness sessions delivered to children during Spring Term 2020. 	£1840	These sessions took place before lockdown and were successful. The children participated openly and learnt strategies to support their emotional well-being both in school and at home.	More sessions were planned with a new set of children, who had been identified by their teachers, however, due to Covid 19, these could not take place. In light of Covid 19 – we will seek to follow government guidelines on using specialists within schools for the academic year 2020/2021.
Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.	<ul style="list-style-type: none"> To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders 	£400	This was due to take place in June 2020. Due to Covid-19 and lockdown restrictions it had to be cancelled.	In light of Covid 19 – we will seek to revise the format for such an event in 2021 in line with government guidance. We continue to aim to include more inclusive activities in order to fully integrate pupils with disabilities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.8%
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:
High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers. New scheme was brought in to enable teachers to show differentiation and progression across all aspects of PE.	<ul style="list-style-type: none"> Purchase a new PE online scheme of work 'Get Set 4 PE' for Hayeswood to be used by all teachers and support staff to plan and assess pupils. 	£320	Scheme now in place and used by all teaching staff. Significantly impacting on curricular PE offer across wider Trust.	Share PE progression map completed by PE lead. Share and agree on new curriculum overview and new units for PE. Train staff how to use the new scheme to plan, teach and assess pupils in 2020 – 2021.
Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.	<ul style="list-style-type: none"> Dedicated leadership time for P.E leader to carry out a review of 2018 / 19 use of Sports Premium and to plan use of 2019-20 Sports Premium. This includes attendance at the School Sports Conference in September 2019, and ongoing PE and sport subject development time during 2018-9. 	£600	Clear strategic plan in place for 2019-20 within required timeframes, making best use of all known capacity in our local SGA. All teachers completed end of year assessments for 2019-2020 based on the year so far, before Covid 19 i.e. Autumn and Spring terms.	Review and monitor PE assessments from last year (2019-2020) and identify any gaps where some key areas were not able to be taught – e.g. Athletics. Identify what skills need to be taught as a priority next academic year in Autumn to ensure coverage and progression. Plan dates for assessing PE (sampling) next year, where possible.
Ensuring continuation of capacity to deliver PE by reviewing state of all PE equipment (both indoor and outdoor)	<ul style="list-style-type: none"> In Summer Term, these repairs will be carried out on both indoor and 	£420	Areas for repair identified and addressed during Summer holiday period 2020. Bubble	These improvements ensure sustainability for the future.

<p>and repairing and/or replacing as necessary in readiness for the next academic year. In doing this, teachers will feel confident in demonstrating and using equipment in all lessons, keeping themselves and others safe during PE lessons.</p> <p>High quality planning, teaching and assessment of Cricket, also enabling CPD for teachers.</p>	<p>outdoor equipment.</p> <ul style="list-style-type: none"> Coaches from Chance to Shine' Cricket Teaching Staff at Hayeswood. Access to online portal to resources / planning / wider competitions/ specialist 	<p>£180</p>	<p>groups making full use of all equipment by Sept 2020.</p> <p>This took place in Autumn 2019 – staff training took place after school. The teaching of cricket in PE normally happens in Spring and Summer terms but <u>due to lockdown</u> during this time the full benefits of such training have yet to realised. We aim to see the impact of such training in the next academic year.</p>	<p>Review the training from last academic year and share with staff in 2020 -2021. Staff to access and use the online portal in Autumn 2020 to find current resources and find any updated training resources.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				48.7%
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:
Enhance active outdoor learning further with an emphasis on wellbeing, health and collaborative teamwork as well as physical development.	<ul style="list-style-type: none"> Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Y1 for one term (Autumn 2019) Reception for two terms (Spring and Summer 2020) one a half day a week with support of teaching staff in Specialist Teacher mentoring teaching staff during this programme. Forest School Specialist and member of school staff to run a lunchtime club for children in Year 2, 3 and 4. 	£6,000	<p>Teachers (Yr R and 1) and Specialist teacher assessed children using resilience ladder criteria. <u>Due to lockdown end of year/ term assessments could not take place for YR children.</u></p> <p>However, teachers observed that children's fine and gross motor and physical development had improved. They also noted that children's engagement, collaborative skills and emotional well – being were all positive.</p> <p>This ran until lockdown in March 2020. Targeted pupils demonstrated enhanced self- and learning esteem, improved communication and collaborative skills and enhanced resilience to challenge as observed by teaching staff and Forest school specialist teacher.</p>	<p>Continue to offer a 'Forest School' for the next academic year.</p> <p>Seek further opportunities to offer 'Forest School' to other year groups, if permissible.</p>

<p>Sustain inclusive PE opportunities for pupils of all ages, abilities and aptitudes - including PP and disadvantaged children who do not participate in sporting opportunities outside of school.</p>	<ul style="list-style-type: none"> Teachers to identify children needing more opportunities for physical activity within school. School to provide personalised physical development provision aimed at meeting individual identified needs of key pupils across the school. 	<p>£2,000</p>	<p>Before Covid 19, Foundation Sports and PE Lead discussed providing lunch time clubs for targeted PP and disadvantaged children. <u>Due to lockdown</u> this didn't happen.</p>	<p>To opportunities for these children, in the year 2020/2021, following government guidelines.</p>
<p>Further enhance children's ability to ride a bike and stay safe –on the road and in the community, enabling them to maximise cycling opportunities for health, well-being and transport purposes.</p>	<ul style="list-style-type: none"> Bikeability level 1 course for children in KS2 to ensure they reach the required national standard prior to transfer to middle school. 	<p>£400</p>	<p>This was due to take place in May 2020 but did not happen <u>due to lockdown.</u></p>	<p>To be able to offer this programme in 2020 – 2021 if government guidance for Covid allows.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	<ul style="list-style-type: none"> Participate in a core package of interschool competition through the 'Wimborne Area Sports Partnership'. 	£800	In Autumn Term our Y4 children took part in the Dance/Swim WAT games. <u>Due to Covid 19</u> , all other events were cancelled.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible.
Wimborne Cricket academy for Years 2&3 to compete after lessons have been delivered in school.	<ul style="list-style-type: none"> Participate in additional local sporting competitions above and beyond core package 	£500		
	<ul style="list-style-type: none"> Wimborne Cricket Academy April 2020 - coach for 64 pupils to take part. 	£400		

Signed off by	
Head Teacher:	<i>Andrew Turrall</i>
Date:	July 2020
Subject Leader:	<i>C. Dawson</i>
Date:	July 2020