

St Hilda's C of E Primary School  
Academic Year 2020-2021



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised May 2021



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>• New PE Providers introduced 2020</li> <li>• New assessment framework with termly analysis of data</li> <li>• Target PE sessions to focus on social skills for each year group</li> <li>• PE lessons available pupils/classes self-isolating and throughout lockdown</li> <li>• Wealth of resources on PE section of website</li> <li>• Focus on wellbeing throughout the course of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Best: drive and maintain momentum</li> <li>• House points for demonstrating School Game Values</li> <li>• School Games Silver Award</li> <li>• Participation in competitions/festivals</li> <li>• Support training of new staff members</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020      £0**  
**+ Total amount for this academic year 2020/2021    £18, 190**  
**= Total to be spent by 31st July 20210                £1971.96**

<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>All year groups have received water safety lessons delivered via zoom.</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>%</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>%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>%</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>Yes/No</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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £18,190		<b>Date Updated:</b> 7 <sup>th</sup> July 2021	
<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:
					%
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?:
<ul style="list-style-type: none"> <li>Active play and lunch times.</li> <li>Active learning in classes</li> <li>Pupils not sedentary for long periods of time</li> </ul>		<ul style="list-style-type: none"> <li>Training for lunchtime staff on games that children can play during lunches led by Mr Shenton</li> <li>Playground leader training for all pupils (due to bubbles)</li> <li>5 a day used in class for mini-breaks</li> </ul>		<p>*** Included Dream Big Sport</p> <p>*** Included in Trafford Sports Partnership</p>	<ul style="list-style-type: none"> <li>All classes using 5a day throughout the day</li> <li>Year 1 completing the daily mile to support with motivation/engagement throughout the day</li> <li>Each year group has an equipment bag to use during play/lunch.</li> <li>Mr Shenton has delivered training to lunchtime staff and each year group to demonstrate appropriate games that children could do.</li> <li>Active learning a part of the assessment criteria for teacher observations</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%

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:
<ul style="list-style-type: none"> <li>To promote School Games Values and Personal Best so it becomes embedded throughout the school day</li> <li>Greater awareness and understanding of wellbeing and mental health</li> </ul>	<ul style="list-style-type: none"> <li>Equipment to support play and games</li> <li>Health and Wellbeing library to support holistic approach</li> <li>Membership of Apfe to access supporting documents</li> <li>Mental health awareness week</li> <li>Rainbow Curriculum</li> </ul>	£1198.04 £150 £95	<ul style="list-style-type: none"> <li>Nightingale Mental Health programme for all year groups led by Bolton University. ** This has been postponed due to timetabling with professor/University.</li> <li>Mental health and lifestyles being discussed in classes</li> </ul>	<ul style="list-style-type: none"> <li>Continuing discussions based on mental health</li> <li>Mental Health Programme led by Nightingale Project</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:

<ul style="list-style-type: none"> <li>Team Teaching for all staff with our Sports Partner Dream Big Sport</li> </ul>	<ul style="list-style-type: none"> <li>This had been scheduled for this academic year, however with COVID and risk assessments, we were not able to honour teaching CPD opportunities.</li> </ul>	<p>£13,680 Dream Big Sport</p>	<ul style="list-style-type: none"> <li>Training to be scheduled for next academic year.</li> <li>To include STEPs for differentiation</li> </ul>	
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: %</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>
<ul style="list-style-type: none"> <li>Broad and balanced curriculum offered to children including dance</li> </ul>	<ul style="list-style-type: none"> <li>Broad, balanced curriculum adhering to covid restrictions</li> <li>Orienteering and team building units ** timetabled for Spring 1 2021, with lockdown this has been rescheduled for next year</li> <li>Plan for 2021-2022 academic year to promote a greater variety of sport including lacrosse</li> </ul>	<p>** included in Dream Big Sport</p>	<ul style="list-style-type: none"> <li>Dream Big Lockdown learning through units uploaded that pupils accessed</li> <li>Mr Shenton created videos for individual classes that had to self isolate</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum plan for next year to focus on activities/sports that were not covered due to Covid restrictions e.g. gymnastics</li> <li>Extra curricular clubs</li> <li>Involvement in festivals to experience different activities and games</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>Pupils participation in competition and apply their skills. Pupils begin to demonstrate School Games Values</li> </ul>	<ul style="list-style-type: none"> <li>Pupils experience competition during PE lessons</li> <li>Pupils encouraged to reach their Personal Best</li> <li>Inter-House competitions at the end of each unit of work</li> </ul>	£1095 Trafford Sports Partnership	<ul style="list-style-type: none"> <li>We hope to be able to participate in festivals and competitions next academic year through our partnership with Trafford Sports Partnership</li> <li>Inter-House competitions linking to House Points</li> </ul>	<ul style="list-style-type: none"> <li>Partnership with Trafford Sports Partnership</li> <li>School Games Mark Silver</li> </ul>

Signed off by	
Head Teacher:	Carla McCoy
Date:	8 <sup>th</sup> July 2021
Subject Leader:	Lindsay McIlhinney
Date:	7 <sup>th</sup> July 2021
Governor:	
Date:	