

Department / Site	Hawthorns School (HTS)
Report Date	May 2021
Lead Person	Claire McCormick

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 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 20**

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>• School Games award 2019 Gold</li> <li>• Virtual School Games award for remote learning July 2020</li> <li>• Development of sensory provision</li> <li>• Development of PE lead</li> <li>• Improved planning</li> <li>• Playground development</li> <li>• Success in Cheerleading competitions</li> <li>• Hawthorns Football Teams</li> <li>• Sports events in the community</li> <li>• School Games success – Golf, Boccia, Curling</li> <li>• Use of local facilities</li> <li>• Table cricket success</li> <li>• Taster sessions in local sports venues</li> <li>• Increase in participation for after school club</li> <li>• Intra competitions</li> <li>• Lockdown sports day for pupils on site and virtual challenges</li> <li>• Supporting Sports students on placements</li> <li>• Links with Tameside School sports partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Playground skills – lesson focus to transfer skills</li> <li>• Playground provision has been compromised by Covid bubbles and school expansion.</li> <li>• Astro turfed Surfaces and smaller playgrounds created. Extend permanent equipment on each playground to continue to meet the differing needs of pupils.</li> <li>• Playground 3 Sports area – develop equipment</li> <li>• Adaptations in the hall to provide alternative activities for physical sessions</li> <li>• Relaunch Ambassadors and playground leaders to raise profile of sport and activity</li> <li>• Daily Mile – maintaining physical fitness across school.</li> <li>• Healthy Eating</li> <li>• Continue to address issues around obesity and low fitness levels through increasing participation in physical activities and providing a range of activities to engage all pupils.</li> <li>• Increase the amount of time for physical activities that ensure children ‘get out of breath’.</li> <li>• Restart visits to community sports facilities.</li> <li>• Relaunch after school clubs.</li> </ul>

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| <ul style="list-style-type: none"><li>• Sports Ambassadors role in school</li><li>• Yearly Sports week – events and celebrations.</li></ul> |  |
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*In March 2020, Hawthorns School was closed to all but the children of key workers and vulnerable children, in accordance with national lockdown guidance. As such, the intended impact of Sports Premium could not be realised. As a result, the remaining allocation of approx. £7000 has been brought forward by special instruction from Tameside School Sports Partnership in accordance with national guidance.*

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

*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 July 2022 as stated by the government on 17<sup>th</sup> June 2021.*

*Since Lockdown, children generally have had less opportunities to engage in physical activity. Some of children who returned to school in September were less physically fit than before and some appear to have gained weight. We are aware that some children have stayed indoors for long periods of time and needed support to become fitter and healthier. Our main focus this year has been to engage all pupils with physical activity- this has been a challenge due to growing school size, more varied needs of the pupils, further Lockdowns and restraints of pupil movement and Bubbles. Visits to sporting events and activities have been cancelled.*

Academic Year: Sept 2020 to March 2021	Total fund carried over: £7,000	Date Updated: March 2021	Total Carry Over funding:
<p><b>What Key indicator(s) are you going to focus on?</b>  <b>Key indicator 1:</b> <i>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</i></p>			
<p><b>Intent</b> Your school focus should be clear how you want to impact on your pupils.</p>	<p><b>Implementation</b> Make sure your actions to achieve are linked to your intentions: Carry over funding allocated:</p>	<p><b>Impact</b> Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils' re-engagement with school. What has changed?</p>	<p><b>Next Steps</b> Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p>
<p>Continue to address issues around obesity and low fitness levels resulting from Lockdown through increasing engagement and participation in physical activities and providing a range of activities to meet the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• Daily Mile initiative across all classes</li> <li>• Develop playgrounds to ensure they are fit for purpose for increasing numbers of pupils and needs</li> <li>• Classes to be encouraged to incorporate physical activity into daily outdoor learning</li> <li>• Audit current resources</li> <li>• Discussion with class staff re equipment needed.</li> <li>• Pupil voice – discuss with each class</li> </ul>	<p style="text-align: center;"><b>Approx. £7000</b></p> <p>Pupil wellbeing improvement</p> <p>Improved behaviour – pupils more settled, engaged, less behaviours seen at playtimes</p> <p>Increased use of playgrounds, equipment</p> <p>Individual needs better met through more differentiation of areas and resources</p>	<p>Continue to focus on sensory needs of pupils providing range of equipment for inside and outdoor activity</p> <p>Develop playground area for Primary classes</p> <p>Summer term activities – visits to local facilities. Promote with families for continued use over holidays</p> <p>Continue focus on outdoor learning – incorporate activity into all lessons</p>

## Action Plan and Budget Tracking

**Capture your intended annual spend against 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and the future**

Academic Year: 2020/21	Total fund allocated: £17,010	Date Updated: May 2021	% of total allocation:
Key indicator 1: 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			45%
<b><u>Intent</u></b> <i>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 through consolidate practice:</i>	<b><u>Implementation</u></b> <i>Make sure your actions to achieve are linked to your intentions:</i>	<b><u>Impact</u></b> <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<b><u>Next Steps</u></b> <i>Sustainability and suggested next steps</i>
<ul style="list-style-type: none"> <li>• Provide More opportunities to be active within curriculum and at playtimes.</li> <li>• Encourage interest in maintaining healthy lifestyles</li> <li>• Engage /motivate children in alternative activities to keep fit.</li> <li>• Improve provision of Lunchtime activity</li> <li>• Playleaders to be involved in supporting playtime activity</li> <li>• Improve Health &amp; Well Being of all pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>• PE timetable – allocate hall times across classes fairly</li> <li>• Sensory time and resources in hall and class <b>£4000</b></li> <li>• Playground development – astroturf, equipment purchased for outdoor learning/lessons/playtime <b>£4000</b></li> <li>• 5 a day /Cosmic Yoga apps. All classes have access to online fitness tool- increased participation and activity.</li> <li>• Children to attend Forest school once a week.</li> <li>• Children to become more active during core subjects.</li> <li>• All classes encouraged to participate in Daily Mile</li> <li>• Outdoor Learning encouraged for all classes- increased use of playgrounds and field.</li> <li>• Active learning prioritised- provision of outdoor clothing</li> <li>• Personal challenges</li> <li>• Lockdown challenges provided remotely -individual and families</li> <li>• Feelgood Friday music on playground. Music subscription.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased concentration and commitment in children.</li> <li>• Improved mental wellbeing.</li> <li>• Increased fitness levels. High levels of activity seen</li> <li>• Engagement and enjoyment at lunchtime are evident.</li> <li>• More children are taking part in activities during playtimes and lunch times.</li> <li>• Improvement in skills and physical activity.</li> <li>• Improved behaviour and reduction of low-level disruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Staff audit and viewpoint</li> <li>• Regular reviews of equipment and space</li> <li>• Timetable scrutiny.</li> <li>• Sharing good practice</li> <li>• Continue to engage pupils with range of equipment and opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff encouraged to join in and have fun with children</li> </ul>		
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>			<b>% of total allocation</b>
			<b>10%</b>
<b><u>Intent</u></b>	<b><u>Implementation</u></b>	<b><u>Impact</u></b>	<b><u>Next Steps</u></b>
<ul style="list-style-type: none"> <li>• No children excluded due to lack of equipment or clothing</li> </ul> <p>Physical activity given high priority to meet sensory needs across school</p> <ul style="list-style-type: none"> <li>• All pupils will be enthused and engaged in all aspects of physical activity</li> <li>• Improved wellbeing and attitude to learning – link to physical activity</li> <li>• Link School Games Values to school life</li> <li>• Sports Council will have an impact on changing PE in school. Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• All children had suitable clothing to enable them to participate in physical activity. £1000</li> <li>• Redesign of playgrounds due to expansion of school and changing needs of classes- surfaces, equipment, storage for equipment</li> <li>• All classes do Yoga, Wake up Shake up, Just Dance, 5 a day fitness/online tools- part of daily curriculum. Online tools and music <b>£600</b></li> <li>• Reward activities/Days – Scoot Fit</li> <li>• Promoted Ambassadors /Play leaders role in school- encourage pride in PE activities. (only within Bubbles due to Covid)</li> <li>• Sports Coach/After school clubs/Active Starblazer clubs</li> <li>• Celebrating success /achievements through newsletters and website and P.E. Twitter page.</li> <li>• Continued participation in Mile a Day Challenge.</li> <li>• Family Challenges (on line) to Support mental health and fitness during Lockdown</li> </ul>	<p style="text-align: center;"><b>Funding £4000</b></p> <ul style="list-style-type: none"> <li>• Increased participation and activity</li> <li>• Some children may continue to use local facilities</li> <li>• Parents have information re suitable activities</li> <li>• Improved attitude to learning.</li> <li>• Greater commitment to participation in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to adapt spaces and curriculum to meet the changing needs of pupils.</li> <li>• Ensure all staff understand the link between physical and mental wellbeing and activity is high priority to meet sensory needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies (unable to deliver assemblies due to Covid-19 restrictions. Only summer term)</li> <li>• School values ethos are complemented by sporting values (Olympic Values).</li> <li>• Follow up suggestions re activities, equipment</li> </ul>			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			<b>Percentage of total allocation:</b>
			<b>10%</b>
<b><u>Intent</u></b>	<b><u>Implementation</u></b>	<b><u>Impact</u></b>	<b><u>Next steps</u></b>
<ul style="list-style-type: none"> <li>• PE Coordinator allocated time for planning &amp; review.</li> <li>• PE Coordinator to develop confidence and knowledge of sensory curriculum</li> <li>• Review of PE equipment to support quality delivery</li> </ul>	<ul style="list-style-type: none"> <li>• PE coordinator support. Networks online</li> <li>• Membership of (SSP) School Sports Partnership for Tameside</li> <li>• CPD online</li> <li>• Association for PE membership</li> <li>• Write and review School Sport premium. With support</li> <li>• Create new Skills Based Curriculum.</li> <li>• Liaise with sports coaches</li> <li>• Audit and purchase PE equipment.</li> <li>• Liaise with all Staff</li> </ul>	<p style="text-align: center;"><b>Funding Allocated</b></p> <p style="text-align: center;"><b>£1500</b></p> <ul style="list-style-type: none"> <li>• Pupil’s achieving better outcomes</li> <li>• More high-quality teaching leading to greater progress in PE – see assessment levels</li> <li>• Positive impact on Whole School improvement.</li> <li>• Support safe practice in PE</li> <li>• Support for PE staff.</li> <li>• Links to competitions and resources.</li> <li>• Awareness raising of local/national issues</li> <li>• Good practice to be shared as part of joint planning process to cascade good ideas more quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure Sport premium is allocated effectively</li> <li>• Annual stock takes to maintain the high quality of equipment</li> <li>• Share good practice.</li> <li>• Support TA’s</li> <li>• Raise profile of SEN PE</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			25%
Intent	Implementation	Impact	Next steps
<ul style="list-style-type: none"> <li>Book sessions at local facilities. - children will have experience of local facilities and revisit with families</li> <li>Some pupils may be inspired to join local clubs</li> <li>Continue to provide Sports coach for 4 Primary classes.</li> <li>Increased opportunities for all pupils to enthuse re keeping fit and healthy</li> </ul>	<ul style="list-style-type: none"> <li>Balance between in and outdoor activities as well as a broad range overall.</li> <li>Organise trips to local facilities – cycle track, gymnastics centre, soft play centres etc</li> <li>Arrange for activities to come into school</li> <li>Introduce at least one new activity each year e.g. scooters, archery</li> <li>Restart After school clubs</li> <li>Sports Coach sessions in school</li> <li>Visit local sports clubs</li> <li>Scout Fit Day</li> </ul>	<p style="text-align: center;"><b>Funding Allocated</b> <b>£4000</b></p> <ul style="list-style-type: none"> <li>Increased participation and activity</li> <li>Some children may continue to use local facilities</li> <li>Parents have information re suitable activities</li> <li>Improved attitude to learning.</li> <li>Greater commitment to participation in PE lesson</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide community activities for all classes using local facilities</li> <li>Develop links with local clubs</li> </ul>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			10%
Intent	Implementation	Impact	Sustainability Next steps
<ul style="list-style-type: none"> <li>Target inactive pupils.</li> <li>All pupils to have opportunities for competition in school – learn to be good sports/teamwork/cope with winning and losing</li> <li>Cheerleading competition – perform virtually</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of SEND events attended.</li> <li>After school club – affected by Covid. Summer term only</li> <li>Small competitions in classes/Bubbles</li> <li>Euro 2021 football competition Summer term Primary classes</li> <li>Sports Day. Sports Festivals- focus on taking part</li> <li>Celebration events- medals/trophies</li> <li>Competitions suspended due to Covid</li> </ul>	<p style="text-align: center;"><b>Funding Allocated</b> <b>£500</b> <b>£500</b> <b>£300</b></p> <ul style="list-style-type: none"> <li>More opportunities for the less active</li> <li>Children learn to cope with losing.</li> <li>School Games Values promoted and evident</li> <li>Opportunities for leadership skills to develop</li> <li>Dance competition – develops confidence performing for audience. Showcases SEN capability</li> </ul>	<ul style="list-style-type: none"> <li>Develop links with other schools for Festivals</li> <li>Seek out opportunities for competition</li> </ul>



<ul style="list-style-type: none"> <li>Enter competitions externally. Provide transport as needed</li> </ul>		<b>£300</b>		
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<b>Hawthorns School Swimming Report 2020 – 21</b>	<b>Total / %</b>
<p><b>Meeting national curriculum requirements for swimming and water safety.</b></p> <p><b>N.B</b> Complete this section to your best ability. For example, you might have practised safe self-rescue technique on dry land.</p>	<b>21 Year 6 pupils in total</b>
<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>	<b>9.52 % 2 pupils</b>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<b>4.75% 1 pupil</b>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<b>9.52 % 2 pupils</b>
<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>	<b>No</b>

