

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by



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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 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.**

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • PE apprentice well-integrated into school life at Hodge Hill Primary School – lessons, lunchtimes, clubs • Play mentor well-integrated into school life at Hodge Hill Primary School – lunchtime structured activities • Pupils active at lunchtimes due to combination of structured activities led by a range of staff (PE apprentice, play mentor, pupil support assistants, learning mentors) – structured activities with a range of options (individual, team, skill, agility, fitness), including KSSP programmes designed to engage girls in particular • House teams introduced for the whole school • Development of Bike ability 	<ul style="list-style-type: none"> • Planned CPD to occur 2021-2022 • Planned attendance at competitions to occur 2021-2022 • Swimming for Year 5 and Year 4 – catch up swimming sessions needed • Sport Crew and Play Leaders training to continue • Outside equipment for lunchtime and playtime. • Inter-house competitions each term • Extra lunchtime and afterschool clubs • Intervention groups linked to raising profile of wellbeing and mental health awareness • Staff and sports coach continued CPD • Pathway to podium initiative – introduce and participate

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?	Data cannot be evidenced because Covid prevented swimming lessons for this group of children.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Data cannot be evidenced because Covid prevented swimming lessons for this group of children.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data cannot be evidenced because Covid prevented swimming lessons for this group of children.

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?	No due to Covid-19 restrictions
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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: £23,000		Date Updated: July 2021	
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:
					80%
Intent	Implementation		Impact		
<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 consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>High-quality lunchtime provision across all year groups.</p> <p>To include provision focussed on girls specifically – pupil voice as an integral part of this.</p>	<p>PE teaching assistant, play mentor, school staff, pupil play leaders to organise and run range of activities / sports / games on a daily basis.</p> <p>Pupil play leaders supported by PE teaching assistant with training, planning and implementation</p>	<p>PE teaching assistant £14,500</p> <p>Play mentor £4,500</p> <p>KSSP buy-in £4,000</p>	<ul style="list-style-type: none"> • KSSP have delivered multi-skills activities twice per week to all pupils in years 3-6 • Structured lunchtime activities delivered daily – 30 minutes minimum achieved by all pupils working with PE apprentice and pupil support assistants • KS2 play leaders launched and training commenced Daily mile not introduced – to be introduced in 2021-2022 • Female play mentor employed and delivered daily structured activities • Sports Crew recruited, training paused due to Covid 19 • 	<p>KSSP buy-in to continue 2021-2022 (access to CPD, competitions)</p> <p>Play mentor to be employed 2020-2021 to support lunchtimes</p> <p>PE teaching assistant to be employed 2020-2021 to support teaching and learning, lunchtimes and provision of after-school clubs</p> <p>Daily mile to be introduced for all pupils</p> <p>Sports Crew to be fully introduced and embedded</p> <p>Participate in Pathway to podium initiative</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<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 consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Pupil leadership opportunities, including collation of pupil voice	<p>Pupil play leaders supported by PE teaching assistant with training, planning and implementation</p> <p>Introduction of a Sports Council</p> <p>Sport Crew supported by PE teaching assistant, and other school staff, to run events including House competitions and Sports Day</p> <p>House competitions</p> <p>High-quality sports-related display, including local and diverse role models (gender, ethnicity, disability, types of sports)</p> <p>Increased social media presence i.e. Twitter (Year Group Leaders)</p> <p>Repeat successful events e.g. Sport Relief</p>	See above – 3 areas of expenditure, esp. PE teaching assistant and play leader	<ul style="list-style-type: none"> Sports Crew recruited, training paused due to Covid-19 school closure CPD planned, but elements not implemented due to Covid-19 school closure KSSP apprentices on-site supported lessons and intra-school competitions PE apprentice to continue to raise profile of sport across school in subsequent academic year – some aspects paused due to Covid-19 school closure Elements of Silver School Games award to be continued in 21-22 due to Covid-19 	<p>PE teaching assistant to be employed 2021-2022 to support teaching and learning, lunchtimes and provision of after-school clubs</p> <p>KSSP buy-in to continue 2021-2022 (access to CPD, competitions)</p> <p>Play mentor to be employed 2021-2022 to support lunchtimes</p> <p>Planned actions that were paused due to Covid-19 school closure to be carried forward into strategy for 2021-2022</p> <p>Role of sport / PE / outdoor learning in curriculum to be emphasised as part of 2021-2022 curriculum</p>

<p>Outdoor learning as a key strategy for pupil wellbeing as part of return to school following Covid-19 school closure</p>	<p>Outdoor learning and PE as a key part of curriculum offer from September 2020 – linked explicitly to pupil mental health and wellbeing</p> <p>Sense of belonging and re-engagement with school life through House system and outdoor environment projects</p>		<ul style="list-style-type: none"> • Environment projects completed and house system embedded 	<p>Role of sport / PE / outdoor learning in curriculum to be emphasised as part of 2021-2022 curriculum</p> <p>Pupil well-being a key element of 2021-2022 School Improvement Plan</p> <p>Extension of bike ability scheme for all year groups</p> <p>Villa Foundation / Edgbaston outdoor learning opportunities to be developed</p> <p>Participate in Pathway to podium initiative</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
<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 consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
High-quality PE taught and delivered by class teachers on a weekly basis	<p>Utilise full CPD offer from KSSP for teacher twilight training sessions.</p> <p>Utilise other training opportunities identified by KSSP and other training providers for more specialised CPD e.g. gymnastics, girls sport.</p> <p>PE teaching assistant, and KSSP apprentices, to work alongside school staff in lessons to develop relevant subject knowledge and pedagogy.</p>	<p>See above – 3 areas of expenditure, esp. KSSP buy-in which includes CPD package</p> <p>Staff cover costs – as needed</p>	<p>Whole school training planned for Spring and Summer term not in place due to Covid-19</p> <p>NQTs/RQTs accessed PE CPD in summer term</p> <p>PE coordinator attended training prior to school closure, and web-based updates during lockdown</p> <p>PE teaching assistant support for targeted teachers to improve quality of PE teaching</p> <p>PE planning reviewed and quality assured by KSSP to ensure quality lessons are planned for all year groups</p>	<p>Utilise full CPD offer from KSSP for teacher twilight training sessions during 2021-2022</p> <p>PE teaching assistant to be employed 2021-2022 to support teaching and learning, lunchtimes and provision of after-school clubs</p> <p>Access KES Outreach / Villa Foundation/Edgbaston alongside KSSP for breadth of PE teaching support</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
Intent	Implementation		Impact	
<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 consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Formulate after-school clubs provision to include more 'unusual' activities, with participation from all year groups, mixed-sex groups and single-sex groups	Create after-school offer on termly / half termly basis Arrange sign up and monitor pupil attendance	See above – 3 areas of expenditure, esp. PE teaching assistant and	Some, but not all, clubs run due to lockdown	PE teaching assistant to be employed 2021-2022 to support teaching and learning, lunchtimes and provision of after-school clubs
Attendance of KSSP inter-school competitions, including broad range of sports with broad range of pupil participants	Select events from overview calendar when published Arrange pupil sign-up and monitor participation Arrange practicalities of attending e.g. after school – staff and transport e.g. daytime – staff, cover and transport	KSSP buy-in Transport and cover costs – as needed	Inter-school competitions through KSSP not possible due to Covid-19 KSSP have completed intra-school competitions for pupils in KS2. Focus on participation and engagement of pupils	KSSP buy-in to continue 2021-2022 (access to CPD, competitions) Play mentor to be employed 2021-2022 to support lunchtimes Planned actions that were paused due to Covid-19 school closure to be carried forward into strategy for 2021-2022 Role of sport / PE / outdoor learning in curriculum to be emphasised as part of 2021-2022 curriculum Villa Foundation / Edgbaston to offer broader range of sports activities outside of school day Participate in Pathway to podium initiative

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<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</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Attendance of KSSP inter-school and intra-school competitions, including broad range of sports with broad range of pupil participants	<p>Select events from overview calendar when published</p> <p>Arrange pupil sign-up and monitor participation</p> <p>Arrange practicalities of attending e.g. after school – staff and transport e.g. daytime – staff, cover and transport</p>	<p>See above – 3 areas of expenditure esp. KSSP buy-in</p> <p>Transport and cover costs – as needed</p>	<p>Inter-school competitions through KSSP not possible due to Covid-19</p> <p>KSSP have completed intra-school competitions for pupils in KS2.</p> <p>Focus on participation and engagement of pupils</p> <p>House system embedded – increase in number of intra-school competitions difficult due to Covid-19</p>	<p>PE teaching assistant to be employed 2021-2022 to support teaching and learning, lunchtimes and provision of after-school clubs</p> <p>KSSP buy-in to continue 2021-2022 (access to CPD, competitions)</p> <p>Play mentor to be employed 2021-2022 to support lunchtimes</p> <p>Planned actions that were paused due to Covid-19 school closure to be carried forward into strategy for 2021-2022</p> <p>Participate in Pathway to podium initiative</p>

Signed off by	
Head Teacher:	Clare Lucas
Date:	
Subject Leader:	Carl Rose
Date:	15/07/21

Governor:	
Date:	