

# Evidencing the Impact of the Primary PE and Sport Premium

South Hiendley Primary School  
2020-2022



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 2022** 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 2022. 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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Swimming to begin again with Y5 and Y4 attending to ensure that children have access to high quality swimming</li> <li>Breakfast club to have a physical activity club added to it each morning to encourage children to start their day being physically active</li> <li>After school clubs began again with a focus on increasing numbers of children taking part</li> <li>Lessons to begin to include more activities linked to know more, remember more (monitored by subject leader)</li> <li>Increase Oracy skills being taught in lessons</li> </ul>	<ul style="list-style-type: none"> <li>Calendar of events to be planned in for children to take part in activities</li> <li>Further work on increasing the number of children attending after school clubs</li> <li>Increasing the visibility of diversity in sport- children to be able to discuss inspirational athletes</li> </ul>

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? <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 2022.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	No we have not used it in this way.

## 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: 2021/2022	Total fund allocated:	Date Updated:		
<p><b>Key indicator 1:</b> 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</p>			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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><b>Ensure that children have access to sufficient and appropriate equipment that supports the development of their skills and understanding of tactical knowledge and ideas in PE.</b></p>	<p>PE Coach to audit PE resources needed for each unit and order what is required for the next academic year.</p> <p>Equipment has been bought and is being used to support the teaching of PE</p> <p>PE topics have been finished to a high standard due to the equipment available to pupils.</p> <p>Pupil voice shows that pupils understand the life skills and career opportunities which PE offers.</p> <p>Pupil voice shows that pupils understand that PE can support a healthy lifestyle.</p>	<p>Lesson Resources;</p> <p>£239.24</p> <p>Books;</p> <p>£361.21</p>	<p>Resources have been audited and the surplus from the P.E budget has been spent to ensure quality resources.</p> <p>Pupil voice for the subject has been difficult to collect due to isolation periods.</p> <p>During brief opportunities to discuss with staff, lessons now seem to have appropriate resources which will lead to high quality lessons and children being able to demonstrate the correct techniques with the appropriate resources.</p>	<p>Continue to audit the resources to ensure that they are fit for purpose and safe.</p> <p>Monitor popular resources and ensure these are available for the children both in lessons and in active playtimes.</p>

<p><b>Develop Physical Development Resources in the Early Years to ensure that children have the best possible start to their journey in Physical Education, School Sport and Physical Activity</b></p>	<p>Liaise with the Early Years Team regarding items which need purchasing to enhance the outdoor area in Early Years.</p> <p>Ensure that resources have been purchased to ensure that children have significant access to fine motor skills activities and resources.</p>	<p>Reception/Y1 Resources; £2375.31</p>	<p>Early years unit now has a wider range of physical resources to ensure children have an access to a higher quality environment. Children have had more opportunities to access fine motor skills activities through the summer term.</p>	<p>Ensure that progress in Physical Development is tracked and monitored through EYFS. Continue to ensure children in EYFS have a high quality outdoor area which strengthens their ABC skills.</p>
<p><b>Ensure that the 30:30 agenda is re-established within school and that all staff and children are aware of the focus on physical activity.</b></p>	<p>P.E Lead to discuss with school staff the benefits of being physically active throughout the school day</p> <p>Ensure there are display materials around school which display the importance of the 30:30 agenda.</p> <p>Signpost staff and children to resources and activities which can enhance their physical activity levels.</p> <p>Create class heat maps throughout school to establish the level of physical activity</p> <p>Ensure the 1k Run is established and children are taking part in this throughout the day.</p> <p>Audit and resource the outdoor play equipment to ensure that playtimes and lunchbreaks are maximised to a great extent.</p>	<p>Playtime Equipment; £2766.79</p>	<p>Staff within school are aware of the 30:30 agenda and are aware that the 1k run will re-launch in September. This will benefit the children by having a consistent brain break which will ensure they are fresher for learning. Physically the children will benefit from having a consistent 15 minutes of running each day.</p> <p>Heat maps have not yet been devised as the P.E Leader has only been in post a short period of time. These will be created over the course of the year and staff will be made aware of other ways to give active breaks within the classroom.</p> <p>Outdoor play equipment was audited and further resources added. The impact on children is that there has been more physically active lunchtimes and</p>	<p>Release time to complete active heat maps has been difficult. This will be a continued priority as we move into the next academic year. Working with staff on where we can encourage brain breaks for all children which will support children's SEMH.</p> <p>Relaunching of the active minutes monitor with support from class teachers and with active ambassadors in classes.</p> <p>P.E Leader to draw up designs for the playgrounds to support the development of "EYFS" style provision on both KS1 and KS2 playgrounds.</p>

			playtimes. Children have access to better resources which has encouraged them to take part in play at break times.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
<b>Develop and then embed the vocabulary expected within P.E lessons.</b>	<p>Ensure class teachers are aware of the Tier vocabulary expected within each strand they are teaching.</p> <p>Make this vocabulary visible in lessons and encourage the children to be using this correct terminology throughout their lessons.</p>		<p>P.E progression grid has been further developed to slim down the vocabulary expected. Children will be encouraged to use this in their lessons and when discussing their learning. P.E subject leader will ensure this vocabulary is printed to be used by class teachers. Impact of this will be that children will be able to discuss their learning using more appropriate terminology associated with the subject</p>	<p>Progression grid has been developed alongside vocabulary and is a consistent feature of practice from our Sports coach and within sessions. Vocabulary is starting to be used more by children in sessions.</p> <p>Next step; create displays in all classrooms which highlight vocabulary, key learning and featured sports figure to highlight diversity in sport.</p>
<b>Ensure that all stakeholders within school are aware of the investment in resources and the expectations of children taking part in Physical Education at South Hiendley.</b>	<p>Communicate with all school staff about the importance of the subject.</p> <p>Make children aware of the displays and resources in school and establish boundaries for keeping these resources looked after</p>		Children within school are more aware of the resources which we now have. Further work needs to be completed in setting expectations for P.E within school. This will ensure more	<p>Next step;</p> <p>Ensure that sports leaders have a clear role to play in resource upkeep and encouraging play amongst children.</p>

			hard working, calmer and productive lessons where children learn core skills and knowledge in P.E.	
<b>The curriculum supports pupils to be physically and mentally healthy, resilient and independent learners. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing.</b>	<p>An action plan in place to develop mental and physical health across the school.</p> <p>All classes to undertake regular activities improving mental wellbeing.</p> <p>Clear map in place of how the curriculum supports physical and mental wellbeing across the school.</p> <p>Subject maps for PE that evidences how they contribute to developing character, resilience, confidence and independence.</p>		<p>Whole school Physical Education, School Sport and Physical Activity curriculum combined with the focus on MHWB ensures that children are supported holistically in their development. Further work will be needed on this once the COVID pandemic has fully ended and the school curriculum returns to full operation.</p>	<p>Ensure learning environments, pupil voice, teaching and learning all reflect the support given to our children for holistic development.</p> <p>Monitor this through pupil voice discussions, lesson observations etc.</p>

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:
<b>1.1- Ensure that teachers and other adults are confident to deliver the PE curriculum using the Rosenshine's pedagogy.</b>	<p>Ensure all teachers know about the Rosenshine's approach to teaching all subjects.</p> <p>Subject lead to train staff on the Rosenshine's approach to teaching PE and teachers are beginning to use these approaches confidently.</p> <p>Subject lead/Sports Coach to undertake Pupil Voice of PE lessons across school.</p> <p>Subject lead to undertake monitoring of PE lessons across school.</p>		<p>Teachers within school have had further training on the principles of Rosenshine.</p> <p>The impact of this will ensure children can know more and remember more of their learning.</p> <p>Further work needs to be undertaken on linking back to prior P.E lessons and ensuring that knowledge, skills and vocabulary are consistently recapped upon.</p>	<p>Pupil voice questionnaires show that children can recall some prior learning however they found it difficult to remember from previous year groups.</p> <p>Next step;</p> <p>Following advice from trust visit- create awards for different year groups for children to work towards (similar to swimming awards which children can work towards)</p>
<b>1.2- Audit teacher confidence in the delivery of the PE curriculum. Provide training and support/materials to ensure that those who are not experts in this area are able to deliver the content effectively.</b>	<p>PE audit is carried out by all members of staff.</p> <p>Training in staff meetings to develop specific knowledge based on the audit.</p> <p>PE Coach to model delivery of PE</p>	<p>CPD;</p> <p>£25</p>	<p>Audit has not been carried out in the Summer term but will be carried out in September ahead of the new year.</p>	<p>Audit has not taken place due to the majority of P.E being taught by sports coach.</p> <p>Next step;</p> <p>Look at how we can audit other staff's skills in the future.</p>

	<p>activities to Support Staff and then support them with delivering these to small groups. Second PE audit carried out by staff to show growing understanding/confidence in the subject.</p> <p>Pupil Voice and subject monitoring carried out.</p>			
<p><b>1.3 Teachers have good knowledge of the subject they teach. The subject leader provides effective support for those teaching outside their main areas of expertise.</b></p>	<p>Review and collate staff audits.</p> <p>Plan programme of PE CPD</p> <p>Revisit the use of Rosenshine's Principles across the PE curriculum.</p> <p>Staff meetings to develop PE specific knowledge and use of Rosenshine's.</p> <p>SLT and Subject Leaders to monitor pupil's work through whole school staff meetings with a curriculum focus.</p> <p>Train staff to become familiar with the STEP principle (Space, Task, Equipment, Players).</p>			<p>Next step;</p> <p>Work closely with the new sports coach to ensure that sessions are effective, follow the progression grid and include the principles of teaching which can be found in school.</p> <p>Look into opportunity of sports coach observing expected practice in terms of questioning needed in sessions.</p>

<p><b>1.4 PE is assessed effectively to ensure that pupils build upon their prior skills and knowledge.</b></p>	<p>Audit the current way that PE is assessed and use this information to plan for how PE will be assessed going forward to ensure that this is manageable and affective.</p> <p>Teachers to use assessment tool for PE and provide feedback to lead.</p> <p>PE lead to monitor and collate assessment to demonstrate progress is being made in this subject.</p> <p>Triangulation monitoring of assessment, pupil voice and work to ensure pupils know more and remember more in PE.</p> <p>Pupil questionnaires to be carried out at the beginning of a unit to identify their prior knowledge and confidence. These will then be repeated at the end of the unit to identify progress.</p>		<p>LTP and Progression grid have been tweaked to ensure it fully meets the needs of the children in school.</p> <p>Impact of this will be over the coming years where children have greater opportunity to learn, develop and embed their skills and knowledge in P.E.</p>	<p>Next step;</p> <p>Following advice from the Trust visit, look into making assessment sheets for sports coach use to assess how children are moving through the goals and working towards the new award system.</p>
<p><b>Subject leader has the required subject expertise in order to effectively lead and develop their subject.</b></p>	<p>PE leader to familiarise herself with the scheme, how it is rolling out and what is being taught when.</p> <p>Attend network meetings for PE.</p> <p>Join the AFPE to keep up to date with current changes and practice. PE lead to share any developments with all staff involved in PE lessons.</p>		<p>P.E subject lead has spent time looking at the P.E passport scheme of learning to familiarise himself with it. Time has been spent re-organising the LTP which is then being broken down into a MTP which shows a clear break down of skill progression.</p> <p>The impact of this is that lessons will be progressive across the range of disciplines and across</p>	<p>Next step;</p> <p>P.E leader to look at how we can best use P.E Passport to ensure it effectively tracks children in after school clubs, on events, swimming and in lessons.</p> <p>Recently joined AfPE and P.E leader will look at how we can</p>

			year groups. This will allow children to build on their prior knowledge before learning new skills.	move towards the AfPE awards.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<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>Ensure that the children have a wide range of sports and activities offered to them.</b>	<p>Pupil discussion will help to establish which sports the pupils would like to have experience of.</p> <p>Liaise with other staff to establish what sports we could offer in the future which would be new to the school.</p> <p>Audit the resources to ensure that we have appropriate resources to offer pupils a wide range of sports in lessons and in after school clubs</p> <p>Liaise with sports coaches and companies to establish a programme of activities which could be offered to all our pupils.</p>	<p>Workshops and Events; £830.40</p> <p>Lunchtime Provision; £50</p>	<p>After school clubs offered so far- Rugby, football, racket sports, dance, gardening, multiskills, badminton, Zumba, cheerleading.</p>	<p>Next step;</p> <p>Look at how we can encourage further clubs to be brought into the school. Look at how we can use assemblies to encourage children to join after school clubs.</p> <p>In subsequent months look at how we can target specific children to join lunchtime clubs/attend events which they would not always put themselves forward for.</p>

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:
<b>Liaise with the local school games organiser to establish the local offer for events in 2021/2022.</b>	<p>Ensure all staff are aware of the events for the forthcoming year.</p> <p>Ensure the curriculum is planned appropriately so that we can build on the skills needed for our competitive teams.</p> <p>Plan after school clubs in line with the sporting events which will be coming up in the year.</p> <p>Liaise with school staff to establish interest in the teams for these events.</p> <p>Make sure pupils are aware of the events in school and that the interest in school sport is embedded.</p> <p>Plan ahead for coach costs to ensure that we can send teams to the events and compete with other schools.</p>		<p>TP has met with the local school games organiser to discuss the local offer and how this has now changed.</p> <p>Planning for competitions to take place between local schools in Summer Term.</p> <p>Continually in touch with local school games organiser for any events which are being run.</p>	Continue to liaise with the local school games organiser to establish which events we can take part in.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	T. Pearson
Date:	13/07/2022
Governor:	
Date:	