



# **Hillmead Primary School Sports Premium Funding Plan and Review 2020/21**

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



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

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 2021.**

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>- We hold the Silver School Games Kite Mark</li> <li>- We have a long running Change 4 Life club.</li> <li>- Year 6, Y5 and both Y4 classes attended Stortford Gymnastics Club for expert tuition, while teachers and LSA's received gymnastics CPD.</li> <li>- As a consequence of school closures we were only able to participate in 10 competitions last year across 8 different sports. 49% of our KS2 pupils took part in at least one inter-competition.</li> <li>- We continued to provide those children who were in school during lockdown with high quality PE provision.</li> <li>- Will held our Virtual Sports Day during National School Sports Week.</li> </ul>	<ul style="list-style-type: none"> <li>- We may need to provide opportunities for the children to re-establish their relationships and community spirit with the school.</li> <li>- Our PE curriculum has been adjusted for 2020/21 to take account of the units of work children missed. This will help us to build their confidence again.</li> <li>- Aerobic fitness levels have likely dropped.</li> <li>- Many classes missed out on OAA last year when trips were cancelled. We need to improve our onsite provision of OAA, such as orienteering.</li> <li>- We need to find new ways of providing the children with some exciting, adventurous activities.</li> <li>- Classes that had their trips to Stortford Gymnastics Club cancelled due to COVID restriction will have the opportunity to attend this year instead.</li> </ul>

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

YES/NO \* Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £6,514.54	Date Updated: March 2021
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
Key Indicator 1: The engagement of all pupils in regular physical activity.			£6,514.54
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
Intent	Implementaion		Impact
To help children rebuild relationships/community spirit. To provide children with exciting and adventurous activities. To rebuild the children's confidence and fitness.	Trampolining Sessions during the terms: autumn 1, autumn 2 and spring 2 (90 minutes per child).	£1,083	All children in Foxglove Y5, Snowdrop Y5 and Violet Y4 have received their sessions so far. 100% said of children said it was a positive experience. For 49% of the children it was the first time they had received trampolining coaching. 96% were pleased with their achievements. 88% said it had given their confidence a boost.
	Employ a qualified sports coach to team teach with class teachers (Y3 – Y6) for one lesson a week. Aut1, Aut2, Spr 1 and Spr2. PE coordinator to work with the sports coach to agree 2020 curriculum and ensure all staff are aware of the changes and reasons for it.	£2,850	Our 2020/2021 curriculum plan was adapted to take into consideration the subjects that children missed during the first lockdown in the previous year. By employing a qualified sports coach to work alongside teachers and LSAs we have ensured high quality provisions despite the impact COVID has had on PESSPA.
	Increase the amount of key equipment available to reduce the need for cleaning and where possible provide each bubble with their own equipment e.g. balls, beanbags, cones. Identify equipment	£677.71	This included providing PE lessons to those children in school during the spring lockdown.

	needs and distribute.			
	Improve our onsite provision of OAA, such as orienteering. Mapping and installations of an orienteering course.	£1,445		Our orienteering course will be installed by Cross Curricular Orienteering in April 2021
	Purchase class set of compasses and ropes for OAA.	£187.63		
	Increase the variety and quantity of gymnastics equipment available. Purchase agility plank, storming plank and nesting table	£271.2		The equipment has increased the opportunities and challenges for children in gymnastics lessons.

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/No

## 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> £		<b>Date Updated:</b>	
<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: %
<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>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					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:	

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:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

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:

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	