

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 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. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding
Please complete the table below.

Total amount allocated for 2024/2025	£17,101

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: 2023/2024	Total fund allocated: £	Date Updated:		
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			Percentage of total allocation: 57.5%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p><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></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>To continue the use of the Real Pe scheme. This is a progressive PE scheme which builds upon previous learning and enables children to be challenged in physical activity. It builds upon year groups.</p>	<ul style="list-style-type: none"> *PE sessions timetabled weekly x 2 *Monitor PE lessons and teaching through subject leadership days *Pupil voice to discuss PE lessons and what children know *Assessment wheel to be used termly 	£900	<p>The real PE scheme works well and is embedded throughout the school. Staff feel confident with using the scheme and Ofsted were happy during the deep dive of the PE curriculum. Children are engaged and enthusiastic about PE at Hatherley.</p>	<p>Continue to use Real PE scheme and engage with others area e.g. Real Gym / Real Dance.</p>
<p>Brain breaks / active breaks supported by the use of jump start Jonny. At least once daily. Jump start Jonny to come to school to engage the children in the physical activity break.</p>	<ul style="list-style-type: none"> *Teachers to weave into timetable where they see fit for the children *To do at least 1 5 minute video a day to work towards children 30 minute active day *JSJ to visit Hatherley and to engage the children in the session. 	£300 + £840	<p>Jump start Jonny is a popular brain break session during the day / inbetween learning in the classroom. Children enjoy joining in and are ready to learn. JSJ was unable to attend school due to dates being changed and not matching with the school calendar.</p>	<p>Use JSJ for 1 more year to see if the engagement can be equally high across all classrooms.</p>
<p>Playground equipment and zoning to be used at break / lunchtimes. To support physical activity during those times and safe playtimes.</p> <p>Playleaders to be used during this time</p>	<ul style="list-style-type: none"> *Children to continue to be physical active during break time and lunchtimes * zoned areas to enable the safe use of equipment, bikes and scooters 	£800	<p>Playground equipment was audited and replenished where needed. Items are brought into different zones. Due to staff lunchtimes have been a pinch point due to the school being</p>	<p>Next steps for lunchtimes: 'Richie & the ball' being used from sports premium to engage children and staff with positive play during playtimes.</p>

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to support children and engage them in positive physical play.	*subject leader to meet with playleaders to support them with how they can engage the children.	£2000	busier.	
To offer the children a wide range of afterschool clubs supported by progressive sports. Children are taught by qualified enthusiastic coaches from outside agencies.	*School council to discuss and decide which afterschool clubs are chosen * Progressive sports to support after school clubs * TA's to be paid for running afterschool clubs	£5000	Due to Hatherley being a smaller school and SLT not wanting to put more pressure onto staff more sports premium funding has been spent on after school clubs. We have been able to offer 2-3 clubs each term which are varied. Clubs are always full and children are able to attend equally.	This is an area which there has been overspend due to staffing gaps and communication. Next steps are going to be looking into a separate group to support with clubs which are funded independently. Subject leader to make this area more sustainable.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25.9%
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>
GSSN affiliation – CPD opportunities for staff and high-quality lessons for children to enjoy. GSSN to support subject leader to make sure we are getting the most out of the affiliation,	* Book in coaches to deliver sessions to all year groups, based upon priority and year groups. Dance, Yoya, Multi skills & Football have been requested.	£3900	Children attended multiskills events during the easter and summer terms. Athletics events were attended by year 2 children.	We will no longer be affiliated with the GSSN as I don't believe it is a beneficial way of spending £4000. Self employed coaches to be looked into for support gym, dance, athletics.
Visitors and engagement days to continue the positive feeling towards PE at Hatherley.	* Visitors to come to school to engage children in physical activity and encourage engagement outside of school (progressive sports)	£500 Some cost will be covered through the affiliation.	Debbie Reid – dance teacher. Children love having dance sessions taught by Debbie. All are able to express themselves and learn 3-4 dances across the term. Indian dance workshop to support the celebration of Diwali.	Subject leader to find an external coach for each half term / big term to support the learning of real PE. Gymnastics coach, dance teacher (Debbie) & athletics to support with sports day. External days

			Chinese dance workshop to kick off Chinese new year. All of these external coaches had a positive impact on the children as they were all able to be involved and did not have to leave school / money to be spent on coaches.	such as Indian dance, Diwali dance day and Chinese new year.
PE curriculum to be followed by staff to make sure children are getting a progressive curriculum which covers all areas.	* 2 x weekly PE sessions using Real PE and other lesson (dance/gym etc) * staff to feel confident in teaching of these areas of PE	NA	PE curriculum is followed well but needs to be monitored more in the 25-26 year.	Subject leader to plan in 3 x days a year to monitor teaching of PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3.8%
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:
Subject leader to continue develop role – using subject leadership days to monitor, observe and assess the subject.	* Subject leadership monitoring days * Extra days for auditing / evidencing SP * Pupil voice * Observations * Staff questionnaire * Assessment scrutiny	£250	Due to staff member being on maternity leave other members of staff have monitored and oversee the PE curriculum and teaching.	PE lead is back from maternity leave and monitoring days are going to be pre-planned to support children and staff. Pupil voice, lesson observations and subject monitoring will then make more of an impact.

Professional discussions with staff (new to school and new to teaching PE) to see how they are feeling about the subject and the confidence in teaching it.	* Real PE CPD if staff feel that this is what they need * Timetable for new staff to what staff with more confidence in the subject * Staff discussions about the subject and what they would like from CPD / support	£400	Current staff feel confident and happy to teach PE. All are able to use the scheme to support teaching and this supports children engagement and learning.	New staff to start in Sept 25. Real PE starter training to support these.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6.4%
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:
Provide a range of sports and activities for each year group to experience.	* Alongside Curriculum PE, provide children with a range of sports and activities that are in school and outside of school and different. *Sports and activities provided include: SEND events, table top cricket, seated Volleyball, Swimming and Athletics. KS1 multi skills events, KS1 Sports Hall Athletics, Netball, Rugby, Football, Hockey, Tennis, Cricket. These are offered with through GSSN or our community partners, either as competitive events or as experiences.	£3900 (accounted for via GSSN aff) + £1000	All children have attended multiskills events but due to coach and staffing costs I feel we have not been able to attend and see the real impact of the GSSN affiliation,	GSSN AFF will not be continuing into the next academic year. Money will be used to attend other sport activities to broaden the childrens experiences.

PE kit to be purchased for children who do not have one. Children to always feel included when being taught PE and to feel comfortable.	* Varied range of PE to be brought (tops / shorts / pumps) to be kept in a central location and used during PE lessons. Children to continue to develop independence when getting changed.	£100	PE to be audited and replenished to support children (PP & Disadvantaged)	Continue into 25-26 academic year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.4%
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:
Through the GSSN children to participate in inter- school competitions. Schools in the Barton / Tredworth area to plan area competitions.	* SEND children to attend panathon which support competition for children on the SEND register * EYFS / KS1 to attend inter school competitions ran by the GSSN	£1000(coaches)	All children were able to take part in multiskills competitions. Year 2s took part in SEND and athletics comps. Dance summer competition @ Ribston.	More can be done in this area and children need to be exposed to more experiences. Subject lead to look around the area to see if children are able to attend clubs / comps n the local (walking distance) area.

School sports day and inter school competitions between classes – summer term	*During international week children will be involved in school competitions including sports day *Trophies, medals and stickers to be purchased	£100	Children love competing and taking part in sports day. Medals & stickers make them feel part of a time and that they have worked hard.	Continue into 25-26 academic year.
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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council