



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Hollybush have achieved the Gold Games mark and are focused heavily on maintaining this accolade during the academic year 2019/20</p> <p>There are a wider range of opportunities for the children to partake in after school clubs, run by both teaching staff and outside agencies which link to the local, wider community.</p> <p>Outside agencies have taken lessons throughout half terms, which have offered skillful, developmental strategies for the children and CPD for the staff involved.</p> <p>Children who are less confident and shy away from physical activity alongside PPG children took part in focused sessions, led by a dedicated member of staff during school time and professionals during the October and February half terms. Pupil voice continues to demonstrate an increase in an enjoyment of PE for the children concerned.</p> <p>The School Sport's Website offers ongoing information.</p> <p>The entry of competitive opportunities was ongoing but has halted due to the present pandemic.</p> <p>Depleted stock has been replenished.</p> <p>Playground equipment has focused on the need of key stage 1, who require equipment to enhance opportunities and interests, which meet their needs and can be utilised alongside PE sessions and visits by outside agencies. In addition to this after discussion and observing the children in key stage 2, basketball posts have been erected.</p> <p>New PE kits have now been made compulsory.</p>	<p>Due to experience, Hollybush now has a more clear understanding of how to develop, enhance and involve the children in physical activity and how to meet both their desires and needs to ensure they all continue to have a well-embedded 'love for PE'.</p> <p>The after school opportunities were highly successful therefore Hollybush intend to continue with these and look for a greater variety of opportunities.</p> <p>CPD within the PE sessions proved far more productive than going on courses and allowed teachers to put in to practice their newfound skills whilst being led by professionals. This is the approach that the school intends to follow.</p> <p>Teachers are to take ownership of events and physical activity lessons in order to display the information on the school website as events/achievements/lessons are not highlighted.</p> <p>More support is needed to ensure that children are given the opportunity to take part in all of the sporting events offered by the partnership. This may mean allocated teachers/TA's or parents.</p> <p>Play leaders will be trained by the partnership to help promote playground activities.</p> <p>Development of the outside area in accordance with the school development plan, with a focus on attainability and sustainability throughout all key stages, will be ongoing due to the budget; Friends of Hollybush will be contributing.</p> <p>We will take an in depth look at physical activity and opportunities within the school and liaise with those involved in order to meet the criteria above.</p> <p>We will consult the SLT and Head teacher of future plans and how they link and can be sustained and built on.</p> <p>Staff may use target tracker to assess children.</p> <p>It will be necessary to reconsider the amount of swimming sessions offered to children as the percentage of achievement is expected to drop due to Years Three and Four only are now being given the opportunity to swim.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	Opportunities were due to be implemented during the summer term but halted be offered.

*Schools may wish to provide this information in April, just before the publication deadline.

Future plans

It is our intention with future funding from the Government and an allocation of funds from The Friends of Hollybush, to further develop the outdoor area of the school. We intend to look in to primarily developing the key stage one playground and sporting area to meet the needs of the younger children in school and also those who find the larger equipment intimidating. We would like to design an area, which the children will be drawn to in order to develop numerous skills linked to physical sport. As they get older they will then be able to sustain and further develop their skills as they are given opportunities to experience more physically demanding experiences. The proposal for its use will be to encourage the children to use it actively. This could include bicycles, tricycles, scooters, running, walking, and other active events. This will contribute to an increased participation in active minutes per day and the implementation of 'The Hollybush Hike'. In addition to this we feel that the participation of sport and variety of experiences is less in Key Stage one which has an impact on their physical abilities, stamina, strength and enthusiasm when entering key stage two.

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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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £17314.23 + £3495.00 brought forward from 18/19	Date Updated: 27.04.20		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce physical activity at the breakfast and after school club to ensure that the children have physical activity opportunities both before and after school.	Continue to liaise with club leader to discuss suggestion and impact, also the possibility of employing somebody to lead these sessions.	Funded by School/After School Club	Enhance the 30 minutes of physical activity per day.	The person taking on the role can train others in order to offer continuity.
Continue to pinpoint children who are less confident/inspired by physical activity and require direction regarding physical fitness, and those who are PPG and SEND	Children to partake in Change4life	Funded by school	Inspire children of all ages by offering small group support in order to engage them and develop a love of physical activity in different sporting fields. Children will then independently opt to partake in PE and competitive sporting opportunities. Pupil voice and feedback from the professionals produced evidence that the children became more active and willing participants. Ongoing.	Increase the opportunities and continue to pinpoint children meeting the specific criteria. Acquire continual feedback to establish next steps and be proactive.

Offer opportunities for after school and in school sessions	Consider the wider local clubs and offer opportunities for them to take after school clubs. Dance and Street Dance , multi sports, football, netball in place.	Self funded	Pinpointed child with evidence of needs in class offered place at dance. Outcome to follow as sessions began late March.	The intention of this physical activity is to channel some energies in to an activity which will develop a skill and love of this area. The class teacher whose suggestion this was will observe the outcomes of this child and if successful plan his next steps for the forthcoming year.
Sports leaders and year five to be trained as playground leaders in the summer term in preparation for year 6.	Arrange for children to be trained and assessed by Sport's leader Coach .	Nil Unable to offer due to pandemic	Sporting participation intended to rise. Children opt to participate in sport during free sessions on playground and encourage others Leaders take turn to 'lead' sessions.	Increase the opportunities for leaders to deliver sessions. In particular develop FS1 and FS2 Continue to promote the importance of being active.
	MSA to be trained in playground activities.	Nil Unable to offer due to pandemic	Children become more active due to promotion of activities during lunchtime.	MSA's to ensure different children take part in activities.
Continue to maintain and replace PE/Games kits and resources for the football and netball teams.	Purchase new kit and resources when needed.	£359.65	Promote pride in representing the school and have the necessary resources needed to achieve the required skills for each sporting area.	Increase confidence and desire to represent the school and demonstrate the skills acquired through training, coaching, PE sessions and play/lunchtime opportunities.
Purchase gymnastics equipment.	Purchase new large pieces of gymnastics equipment to be used in the delivery of PE lessons, and after school club.	£528.83 £12,718.81	Promote gymnastics – an area which all children have completely engaged in during coaching sessions.	Observe how professionals deliver sessions following CPD. Encourage children to join out of school clubs and represent the school in gymnastics, which has not been previously done.
Develop key stage 1 outdoor area as planned over previous 12 months.	Plan and design the keystage 1 area to meet the needs, which were		Offer children opportunities to choose zones to carry out physical activities. Provide an	Specific physical developmental choices available. Zones will provide

	carefully compiled over 2 years.		area to develop balance skills as a result of the successful balanceability courses undertaken by children	numerous benefits. Equipment can be added to, as funding is available.
	Identify course with professional and acquire plans and prices.		All pupils involved in 15mins additional activity per day whether it is on foot/bikes/scooters/trikes.	Acquire feedback and knowledge of understanding of development. Plan next phase, development of Early Years thus completing a whole school focus on the development of physical opportunities. With the support of all staff, firmly embed The Hollybush Hike as an ongoing activity.
Update resources.	Purchase tennis balls.	£141.06	Equipment need for a variety of skills.	Develop skills when using small ball.
Following playtime and lunchtime observations and in response to pupil voice, sturdy basketball posts to be erected.	Purchase and install posts in response to children's wishes.	£1121.69	Promote an alternative ball game, which offers a site for team games and competition.	Coach children and staff in order to develop skills with the possibility of competitive games both within school and against other schools.
Cycling sessions to be delivered by partnership to year one children.	Book courses.	£450	Promote children's balancing skills. Children will be able to reinforce these skills on completion of cycling track being implemented in key stage one area.	Children acquire balance skills and a desire to develop physical ability to cycle and scoot.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside of the curriculum in order to get more pupils involved in physical activity.	Register with HWSSP. Undertake all activities offered through the H&WSSP Primary PE sports partnership.	£1916	Core sports partnership membership, enabling participation in events.	Findings to be shared amongst school staff to allow skills to be shared and continued in order to promote a more independently, active school environment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Leader to undertake HWSSP training days each term.	Supply cover or extra hours cost.	X2 extra hours £ X1 Supply cover £ Maths lead to attend. £ Nil due to pandemic	Quality of children's physical education across the school to ensure they are competent and confident improved.	Improvement of PE leadership, knowledge and skills passed on to teaching and non-teaching staff. Continue with training and progress towards active literacy.
CPD of staff in rugby, gymnastics and play leaders. Advice given in staff meeting by Sports leader. Focus on the development of delivering gymnastics in response to previous years' CPD	Observations of staff whilst taking PE lessons.	NIL	Compare age related engagement. Observe teachers delivering. Feedback to be given - CPD/next steps/advice offered. All sports to be engaging and achievable to encourage full participation on all levels	Planned suggestions undertaken -revisit. Pupil voice - children's suggestions taken in to consideration.
Clarify scheme of work for PE.	Talk to staff and PE coach.	-		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements:	Work with head and SLT to find a suitable member of staff to work alongside PE co coordinator or independently.	TBC	Improve opportunities for children to experience alternative sports and activities during and after the school day.	Explore the opportunity to have a person/sports apprentice take over fully.
Continue to offer a wider range of activities both within and outside the curriculum to interest more children.	Be aware and book opportunities and experiences immediately to ensure places are available for children.	Cost in indicator 1	Hollybush to continue to offer a wide and at time unusual range of opportunities and experiences to children in all year groups.	Are staff able to implement any of these new skills in the future?

PE coordinator continues to work in line with knowledge, experience and opportunities supplied by HWSSP.	Attend termly subject leader days.	-	Children's enthusiasm and participation in physical activity grows.	Greater results at competitive level. Increased participation in wider sporting opportunities.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to take part in all opportunities offered by the partnership and other sporting links. This will develop the children's competitive edge in a sporting way from a young age. Also they will gain experiences that were previously unknown to them, ones which could have an impact on their future.</p> <p>Improve level 1 competitions.</p>	<p>Continue to work with HWSSP. Continue to liaise and listen to staff regarding their observations and needs.</p> <p>Hold house meetings to discuss competitions.</p>	<p>£350 Transport fees.</p> <p>Amount carried forward to 20/21 £3,229.19</p>	<p>Participation rates increased</p> <p>All ranges of children to come together in houses to organise a team in order to compete against other houses. Level one competition will give children a feel of what it is like to compete and will encourage them to put themselves forward for inter school competitions.</p>	<p>Continue to enrich the children through sporting opportunities and experiences. Promote Hollybush as a physically active school, which offer experiences, and opportunities that children will develop throughout their education.</p> <p>Offer more level 1 competition as the children up skill in other sporting events; an example of this will be basketball and gymnastics.</p>

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