

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](#) 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.**

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](#).

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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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Skip2bfit continues to be a strength within playtimes and lunchtimes. • Agility and balance equipment has been used in daily planning in the Nursery and Reception classes. Children building core strength and key movement skills on a daily basis. • Outdoor gym equipment is used consistently and children have been quick to share and keep active during all playtimes. • Blaze Pods have been used within PE sessions to improve speed of reactions and stamina. The pods have also been used to set up practises in different ways and give children different stimuli to start and end their practise. • Children have started to compete against other schools again and this has been successful with the Year 6 boys coming 2nd in their first competition back. 	<ul style="list-style-type: none"> • Dance within the school is currently an area to develop and is only taught within the indoor section of the curriculum plan. • Children’s knowledge of key concepts and vocabulary in dance is weak and needs further learning focus • New sports across the world continue to appear and giving children access to these sports is an area for development. This will further link to areas of the PE curriculum, and in playtimes, children can then explore their own fundamental movement skills further.

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 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: September 2021 to March 2022	Total fund carried over: £17,163.24	Date Updated: Sept 2021		
What Key indicator(s) are you going to focus on? Key indicator 1 and 2 are the main focuses. However areas in the other Key indicators will be developed as well.				Total Carry Over Funding:
Intent	Implementation		Impact	£17,163.24
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Haseltine's intentions are to improve the level of dance knowledge across the school. This will include dances from different cultures, decades and genres. A year of dance at Haseltine will be linked to curriculum topics for each year group. The intention is to further spark our children's love of dancing and open their eyes to different formats. Further adding to their PE vocabulary.</p> <p>Alongside our primary intention, we continue to explore ways to increase participation and engagement in activity and sport through new sports and games within the playground and PE settings.</p>	<p>Make sure your actions to achieve are linked to your intentions</p> <p>The actions below state how each intention are linked to the key indicators and who is responsible to follow the actions through.</p>	<p>Carry over funding allocated:</p> <p>£17,163.24</p>	<p>Evidence of impact:</p> <p>Impact will be measured in two main ways: observation and recorded documentation (online/excel) As well as through photographic evidence which will be kept in a folder.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Next steps are to ensure all workshops are booked and tailored to the class topics working together as class teachers and PE coordinator. Dance will covered across the whole school with offerings of different types of dance in PE, lunchtime and after school. These link to the key indicators are shown below.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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.</p>	<p>Survey monkey showed 47.5% of year 3, 4, 5 have had 6 or more private lessons.</p> <p>13.5% stage 4 5.4% stage 5 5.4% stage 6</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% 24.3</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% 10.8</p>
<p>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?</p> <p>Swimming plan for next year in place for year 4, 5, and 6. Lessons booked at Glass Mill Leisure centre. We will work through the action plan (Spotlight on Swimming: https://www.afpe.org.uk/physical-education/wp-content/uploads/Spotlight-on-Swimming-Final.pdf) set out by AfPE and Youth Sport Trust to ensure all children reach the national outcomes expected by year 6.</p>	<p>Yes</p>

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: 2021/22		Total fund allocated this year: Total with carry over = £17,163.24		Date Updated: Sept 2021	
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: %
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:	Sustainability and suggested next steps:
Kids Zumba classes – lunchtime. To engage children in exercise on a consistent basis. Ensure all children have the opportunity to reach 30 minutes of high intensity exercise outside the classroom setting.	Contacted Zumbakids and Zoe Evans fitness for quotes on classes and availability. Run the sessions during lunchtime initially to engage the children in the sessions.		£60/hour X 18 hours = £1,080 (3x Half terms)	Expected impact is: children will further explore and improve rhythm, steps and repeating footwork actions/choreography. This is also expected to have a big impact on cardiovascular fitness across the year groups.	We hope to continue Zumba in the future as an ASC to further our fitness and dance offering within school. Next steps are to promote Zumba at lunchtimes to ensure all children get the opportunity to experience the sessions. 9/05/22: Zumba classes at lunchtime have engaged both KS1 and KS2 in a new activity and provided excellent levels of physical activity at lunchtime on Monday and Fridays.

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<p>New funded sports clubs to engage children and provide a pathway to sport outside school hours. Gymnastics (KS1/2), Zumba (KS1/2), multisports (KS1), girls only football (KS2)</p>	<p>Based on hall availability we have capacity for 4 new sports/activity clubs. PE Lead to coordinate with ASC coordinator how to best use the space for new activities and ensure pupil premium children are able to access the clubs available.</p>	<p>2 terms x 4 new clubs = £6,000</p>	<p>Expected impact: introduce and deepening understanding of sports learnt within PE and continuing children's fundamental movement journey through extra-curricular clubs. Give opportunities to PP children that may not get these opportunities outside of school time.</p>	<p>Zumba is booked for the summer term and will start in the playground and then become an ASC. Gymnastics club is still in the negotiation stage with potential for the summer term start. Girls only football started spring 1 on a Wednesday's. Multisports started spring 1 on a Tuesday for KS1. 9/05/22: Multisports, Zumba(lunchtimes), and girls football running really successfully with high uptake.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Improving dance skills and knowledge across the school Working with Primary Workshops for Schools to provide curriculum topic linked Dance classes for each year group.</p>	<p>PE Lead to spend time with curriculum lead and class teachers to ensure appropriate topic linked dance workshops are booked. Reception and KS1: World Book Day Dance workshop booked Year 1: Traditional Chinese Dance Year 2: Maypole Dancing; celebrating English heritage Year 3: African dance; specifically Kenyan</p>	<p>£3,500</p>	<p>Improved dance vocabulary. Have a greater appreciation of dances from across the world, use of different equipment and props in dance. Videos and pictures of the workshops will lead as prime sources of evidence.</p>	<p>Learning during the workshops has led into class discussions during topic lessons. Also directly linked to the PE dance curriculum. Next steps – year 3, 5 and 6 workshops. World book day workshops confirmed. PE Lead to send schedule out to class teachers.</p>

<p>New School Sports Kit to be funded to make the children proud of representing the school</p>	<p>Year 4: Ugandan/East African dance Year 5: Dance from around the world Year 6: Zumba</p> <p>Children to help choose the kit. Kit to be multi use so that children representing the school in any sport are able to wear it with pride.</p>	<p>£500</p>	<p>Children to feel proud of representing the school during sports festivals, inter school matches.</p>	<p>PE Ambassadors to help decide on the new kit for KS1 and 2. 9/05/22 New kit being chosen by a group of children (PE and Sports Ambassadors) that are trying to enhance sport uptake within the school. Should be ordered by middle of May.</p>
<p>Swimming Top Up – This will be provided by school to ensure all students that missed swimming during lock down periods have the opportunity to meet the national guidance outcomes.</p>	<p>Establish a new swimming link with St Dunstan’s or local pool. Offer children the opportunity to swim after school using private group lessons.</p>	<p>£3,500</p>	<p>Update: Communications with St Dunstan’s has now ended. Beckenham Spa and Forest Hill Pools are now our options for the Summer term.</p>	<p>Next steps: Meet with both Beckenham Spa and Forest Hill Pools to discuss options for our children to catch up with swimming from Spring 2. 9/05/22 Swimming plan for next year in place for year 4, 5, and 6. Lessons booked at Glass Mill Leisure centre. We will work through the action plan (Spotlight on Swimming: https://www.afpe.org.uk/physical-education/wp-content/uploads/Spotlight-on-Swimming-Final.pdf) set out by AfPE and Youth Sport Trust to ensure all children reach the national outcomes expected by year 6.</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:	Sustainability and suggested next steps:
PE Lead to team-teach weekly with EYFS staff to ensure increased confidence and knowledge using The PE Hub/Haseltine PE curriculum.	Sessions already in place. PE lead to run through sessions in a planning meeting to discuss direction and AFL points.	£0	Both EYFS teachers continue to run fundamental movement sessions additional to Friday PE sessions. Children's listening skills have improved. These sessions are having a massive impact in bridging the gap after the COVID lockdowns for these children.	This will continue going forward. Teachers to assess children and gain evidence of the impact of movement sessions and PE sessions. 9/5/22 balance and movement sessions are run weekly and having an excellent impact on reception classes. We have seen increased focus, skill level and core strength.

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:	Sustainability and suggested next steps:
Spikeball equipment – to introduce a new/growing sport within our lunchtime setting. Improving children hand eye coordination, agility and accuracy	Order new equipment from Newitts. Take small groups for learning sessions in hall setting before introducing into the playground setting. PE sessions to include this equipment during hand eye coordination lessons as a warm up.	£64.95 each x4 sets = £259.80	Sets ordered and delivered. Sessions in the hall yet to start at lunchtimes. Spring 2 is the aim to see impact transfer into playground as a new activity. Skills impact – improved hand-eye coordination, tactical awareness, spatial awareness	Next steps: Training sessions in hall to understand basic rules and how to use equipment appropriately, safely. Sustainability: Use on rotation in the playground with the volleyball net. 9/5/22: PE and Sports Ambassadors introducing Spike ball this month into the playground.
Improve equipment quality for PE sessions.	New footballs, tennis nets, netball bibs and stop watches ordered.	£450	Impact to be seen during PE sessions. Equipment will allow even greater activity time due to less sharing of equipment.	Next Steps: waiting on order to be received. Add to equipment list.
Invest in the Cosmic Yoga app for computers. EYFS classes to use as part of weekly routine.	Sign up for subscription for the year. EYFS class teachers to implement regular sessions in the hall.	£50.56	Impact to be observed by class teachers. Gross motor skill impact expected with increased strength, balance and coordination – linking to the EYFS Physical Development ELG's + Listening, Attention and Understanding (ELG: Communication and Language)	Next steps: contact Deku to download the app onto specific computers ready for use in EYFS classes and hall spaces.

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:	Sustainability and suggested next steps:
At Haseltine we are looking to start a netball league for local schools. Already hosting a football league every Monday the opportunity to start a netball league as well is important to continue our development of hosting competitive sport in the local area.	Release time for the PE teacher to implement the league and invite local schools. 2 members of staff to attend into officiating course to start the umpiring netball pathway.	£1,000 £40 x 2 = £80	Project yet to start. Spring 2 expected Officiating course to take place.	Next steps: Training course on Officiating Netball matches Spring 2. Interest to be gained through emails out to schools to start potentially in Summer term.
Increase opportunities for competition through ALPS competitions.	Buying of league trophies and medals for 1 st and second places	£400 £262		9/5/22: PE lead has introduced the idea during local cluster PE meeting so that schools can start training their teams and the league can begin during the next academic year.
Total		£17,082.36		

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