

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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.

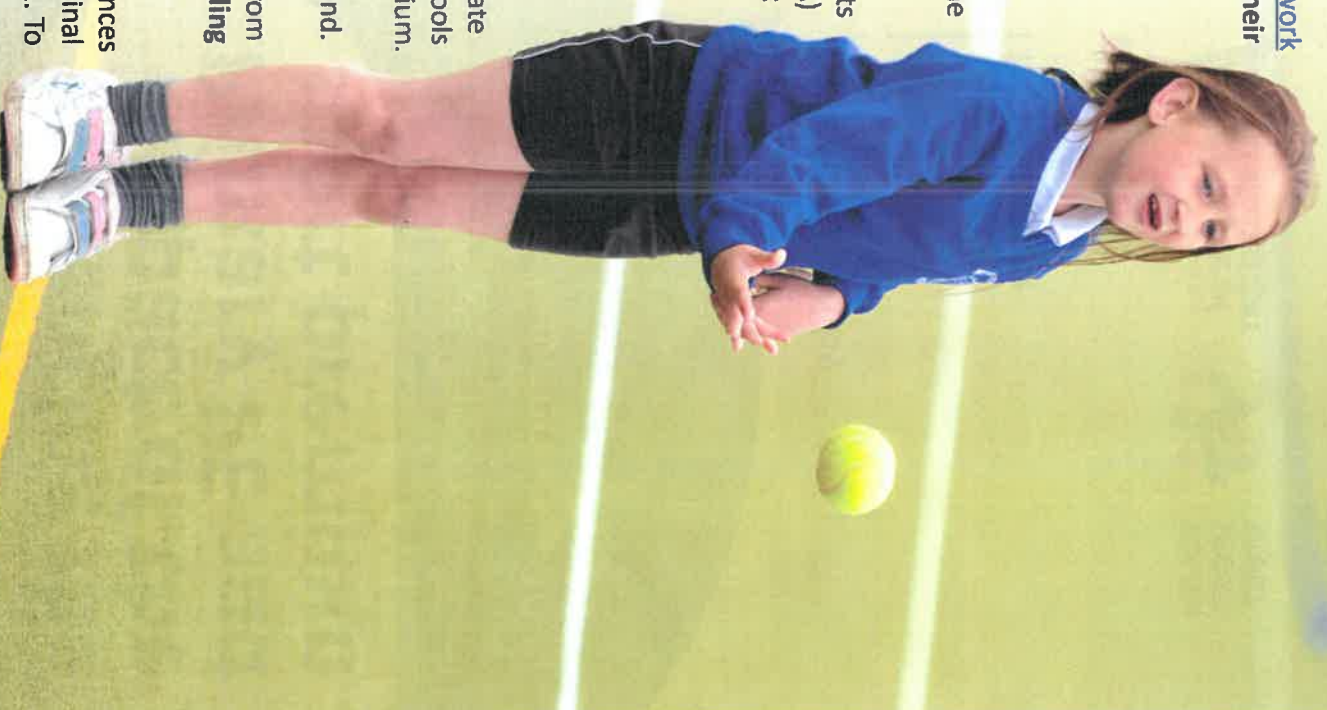
Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence of 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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Details with regard to funding
Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 17610
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 6372.20
Total amount allocated for 2021/22	£ 17386
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23758.2

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	92%
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 2021. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	59%
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?	Yes for extension swimming

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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 pupils today and for the future.

Academic Year: 2021/22	Total fund allocated:	Date Updated:	Percentage of total allocation:		
Key indicator 1: The engagement of all 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			19%		
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
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: - To continue to increase daily exercise during the school day.	Make sure your actions to achieve are linked to your intentions: Trim trail (partial funding) Additional play equipment Sportsafe checks Supported playtimes MSA Top up swimming Basketball hoops	£1000 £553 £88 £1950 £592 £424	Evidence of impact: what do pupils now know and what can they now do? What has changed?: 92% of Year 3 pupils can swim and 40% have already achieved expected for the end of key stage. Children are active throughout lunchtime and breaktimes with a high level of engagement.	Further community links with other organisations(e.g. yoga club etc) to increase physical activity. (still waiting for installation of Basketball hoops)	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:	
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: - Continue to improve whole school teaching and learning in PE.	Make sure your actions to achieve are linked to your intentions: Get Set 4 PE - used to develop Hingham Curriculum and provide CPD for non-specialist teaching staff. Model lessons to support teacher skills and confidence in the curriculum Cross curricular orienteering	£1320	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Teachers have established a strong curriculum with high quality teaching of the units covered so far.	Sustainability and suggested next steps: Continue to use Get Set 4 PE to ensure all areas of the PE curriculum are taught well with good subject knowledge and understanding.	
6%					

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

34%

Intent	Implementation	Funding allocated:	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:
- Continue to improve whole school teaching and learning in PE through CPD and team teaching.	Get Set 4 PE - used to develop Hingham Curriculum and provide CPD for non-specialist teaching staff. Model lessons to support teacher skills and confidence in the curriculum Cross curricular orienteering	£8124	Teachers have established a strong curriculum with high quality teaching of the units covered so far.	Continue to use Get Set 4 PE to ensure all areas of the PE curriculum are taught well with good subject knowledge and understanding. Further team teaching - absence of staff member reduced this capacity
-HLTA to support the teachers in PE				Percentage of total allocation: 40%

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

Intent	Implementation	Funding allocated:	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:
Children will have access to a range of activities that will inspire them to become more active and live healthier lives.	Forest School	£1621 -contribution towards cost	Pupil voice - this shows the impact of these activities on their PE learning - balance, strength, skill - and their attitudinal learning - risk taking, resilience, confidence. (See website)	Continue to provide a range of opportunities that then enable access to clubs outside school e.g. Cricket club
Additional achievements:	Boogie Bounce BMX champion workshop Scooter and Skate workshop Cricknet - Chance to Shine Y6 Sailing experience Go ape	£7824		

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Key indicator 5: Increased participation in competitive sport

				Percentage of total allocation:	
				1%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
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?:		
Inter-house competitions	Sports day including multisports and races. Colour teams lead by Sports captains.	£102 (awards)	Children competed enthusiastically for their teams after a 2 year gap in sports day as team groups.	Development of further opportunities for interhouse competition.	
Participation in county events	Cross country competition	£160 (transport)	Individual children achieved Sporting accolades.		

Signed off by

Head Teacher:	<i>J. Newrick</i>
Date:	21/07/22
Subject Leader:	In his absence D. Stead
Date:	21/07/22
Governor:	<i>S. Gohardy</i>
Date:	21/7/22