

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 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/fortheresvisedDfEGuidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrateanimprovement. This document will help you to review your provision and to report your spend. DfE encourage 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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2020/21 | £4,895 |
| Total amount allocated for 2021/22 | £19,680 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19,680 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,680 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. | |
| <p>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.</p> <p>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</p> | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 40% |
| <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>Please see note above</p> | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 40% |
| Please see note above | |
| 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 over and above the national curriculum requirements. Have you used it in this way? | Yes/No |

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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: 2020/21 | 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: 20% |
| Intent | Implementation | Funding allocated: | 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> <ul style="list-style-type: none">All children will be given the opportunity to take part in regular physical activity each day at Chiltern Primary School. This will enable each and every child to not only engage with their learning in a more productive way but also put the child at the heart of what we do at Chiltern Primary School.There is a particular onus that children should not seated for more than thirty minutes without being given the opportunity to move around and engage in physical activity. | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none">We have a dedicated 'Daily Mile' route in our school and children complete this at least three times a week, by either skipping, jogging or running. Children are encouraged to beat 'their' personal best.We engage our pupils in regular physical activity through 'Active Classroom' in all subjects. A specialist 'Active Classroom' practitioner delivered specialist CPD to teachers across the school. | £n/a | <ul style="list-style-type: none">Children display higher levels of cognition due to the levels of physical activity they are encouraged to take part in. This, in turn, leads to more engagement within the classroom as all children, as scientifically proven, are more attuned to academic learning if their physical needs are being met. | <ul style="list-style-type: none">Not only is the Key Indicator 1 sustainable, we intend on further embedding it with a particular focus on encouraging the children to be more active during lessons, in particular academic lessons i.e. maths and English. |

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| <ul style="list-style-type: none"> Children to be given the opportunity to further their daily physical activity through www.pressplay.com a drama based interactive resource. | <ul style="list-style-type: none"> Staff given two CPD sessions to enable them to familiarise themselves with the resource and begin to think about how they can implement it within their long term plans. | <ul style="list-style-type: none"> £2,300 | <ul style="list-style-type: none"> Children have given anecdotal evidence firmly relaying that they, 'really enjoyed bringing the Maya to life through drama', as well as, 'it makes it seem more alive as we are acting it out, also, 'it's great to get out of the classroom and actively play'. | <ul style="list-style-type: none"> We have subscribed to the www.pressplay.com for another year as both staff and teachers have used it consistently within their year groups. |
| <ul style="list-style-type: none"> Ensure that pupils have the requisite amount of equipment to participate in our physical activity offer. | <ul style="list-style-type: none"> Liaise with all stakeholders to determine what equipment we require. | <ul style="list-style-type: none"> £2,560 | <ul style="list-style-type: none"> Pupil using age appropriate equipment. | <ul style="list-style-type: none"> Continue to audit and supplement resource as and when required. |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| Percentage of total allocation: | | | | |
|---|---|--|---|--|
| 2% | | | | |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| To support children and staff in developing a holistic understanding of what PESSPA is and how it can positively support their journey through school life and beyond, physically, psychologically, socially and academically. This in turn will contribute to whole school | <ul style="list-style-type: none"> Through the use of a comprehensive curriculum we will teach PE through 3 core domains, namely Body, Brain & Behaviour to develop a depth and breadth of skills and knowledge around what competencies | | Pupils and staff will be able to experience, show, understand and explain the value of PESSPA and the way in which it aligns to their academic success, health and wellbeing. They will regularly access | |
| | £500 - CPD Support for staff - Funding for | | Pupils and staff will be able to experience, show, understand and explain the value of PESSPA and the way in which it aligns to their academic success, health and wellbeing. They will regularly access | |
| | Funding allocated: | | Sustainability and suggested next steps: | |
| | | | To embed the detailed plan and ensure it continues to grow in its variety and depth. Deliver staff CPD support to deepen understanding of PESSPA and curriculum implementation. | |

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| improvement. | are key across the subject. Teachers will receive CPD to support with their implementation of this. | addition al clubs such as gardenin g etc | opportunities of PESSPA which, per week will include a minimum of: - 2 Hours Curriculum PE - 1 Hour SS (including clubs) - 1 Hour PA | Plan in SS & PA offer in conjunction with Physical Foundations, Local Schools & Clubs. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
| Intent | Implementation | Funding | 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: | allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Share rationale and aims for curriculum design – INSET. | All staff understand the rationale behind the new curriculum and are able to articulate why the curriculum has been designed in this way. All teaching staff are able to access the www.physicalfoundations.com | £500 | Staff are more familiar and confident in delivery and have an understanding of where the curriculum sits and fits for their particular year group (within the child's learning journey). | Next steps: early years/reception & KS1 - to build children's competence in developing strong fundamental movement skills and begin to apply these across different strands. |
| Percentage of total allocation: | | | | 2% |

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| | Staff are able to use interventions to improve children's competencies in PE. | | | KS2 - To utilise the physical competencies and apply these across strands to develop understanding of rules, strategies & tactics, as well as values such as collaboration and respect. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils


| Percentage of total allocation: 68% | | | | |
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| 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: |
| <ul style="list-style-type: none"> We want all of our pupils to enjoy physical activity and we want them to attend as many different activities as possible. Whilst accessing our offer the children will be expected to develop their physical literacy skills (Agility, Balance and Coordination). | <ul style="list-style-type: none"> Physical Foundations will offer a range of after-school clubs to children from both Key Stages. These include: rugby, football and foundational physical activity Hull F.C Foundations will offer a weekly club delivering rugby coaching. Qualified dance coach to offer a 'Wake Up and Shake Up' twice weekly session before the school day begins. | <ul style="list-style-type: none"> £8,040 Part of a Hull F.C foundation schools offer £3,000 | <ul style="list-style-type: none"> Children regularly attend the after-school clubs on offer and are able to better access the P.E lessons. We believe that this is because the focus is as much about enjoyment, as well as physical literacy skills. Therefore, children are 'ready' in relation to the progression documents that we have carefully matched across the school. | <ul style="list-style-type: none"> We will be continuing our partnership with Physical Foundations next academic year, with a stronger focus on providing SEND and KS1 children with after-school clubs. |

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| <ul style="list-style-type: none"> We aim to ensure that all of our pupils become able to satisfy the requirements of the governments standards in swimming as per outlined above. Engage all pupils from KS2 to celebrate physical activity and togetherness at the beginning of the academic year. Promote a non-mainstream sport (squash) and engage all of Y5 pupils. | <ul style="list-style-type: none"> https://modeshiftstars.org/ supporting cycling, walking and other forms of sustainable travel. We have installed bike racks and bike sheds to encourage pupils to cycle and scoot to school. We have held whole school assemblies to highlight the importance of sustainable travel. Year 4 & 5 swimming lessons over two weeks (ten lessons in total) for thirty minutes each class. 'Fun Run' at Beverley Racecourse enables all pupils to walk, jog or run the route. Pupils will attend Hull University each week on Thursday AM, during which they will take part in squash related activities and enjoy a nutritious meal in the Hull University restaurant. | <p>£500</p> <p>£3,500</p> <p>Sportsability</p> <p>£790 transport</p> <p>£540 pool hire</p> <p>Transport £180</p> <p>Transport (subsidised by Rackets Cubed) £800</p> | <ul style="list-style-type: none"> As we have gained green accreditation, pupil numbers cycling and scooting to school have increased exponentially. Awaiting data results. Pupils have enjoyed the sessions enormously, according to anecdotal evidence from classroom teachers. As above. As above. | <ul style="list-style-type: none"> We will continue to promote our sustainable travel action plan and move towards gaining bronze accreditation. We will offer swimming lessons to our year 4 & 5 cohort next academic year. Continue to participate in 2022/23. Awaiting potential schedule. |
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Key indicator 5: Increased participation in competitive sport

| Percentage of total allocation: | | | | |
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| 8% | | | | |
| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
| <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> <ul style="list-style-type: none"> We aim to give our pupils the benefit of taking part in sporting activities with a competitive element to them. This will increase their tacit understanding of Hull Active Schools and School Games' indicators, including: determination, passion, honesty, respect, self-belief and teamwork. | <ul style="list-style-type: none"> Pupils will be given the opportunity to take part in the following competitive sports: Y5/6 Mixed Football League amongst our local cluster of schools. 'Get Glowing' Event, part of Hull Active Schools subscription aimed at engaging SEND pupils. Cricket and tennis events held through HAS. | <p>£1,500 Hull Active Schools annual subscription. £445 (transport)</p> | <ul style="list-style-type: none"> Pupils at Chiltern Primary have a deeper understanding and appreciation of the HAS indicators, including: determination, passion, honesty, respect, self-belief and teamwork. This is demonstrated during HAS events, as well as permeating into the classroom during lessons. | <ul style="list-style-type: none"> Continue to be a HAS subscriber and deliver more events now that most COVID restrictions have been eased. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 29.7.22 |
| Subject Leader: | FM Coe |
| Date: | 29.7.22 |
| Governor: | E.L. Newby |
| Date: | 09/09/22 |

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