



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

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](http://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.

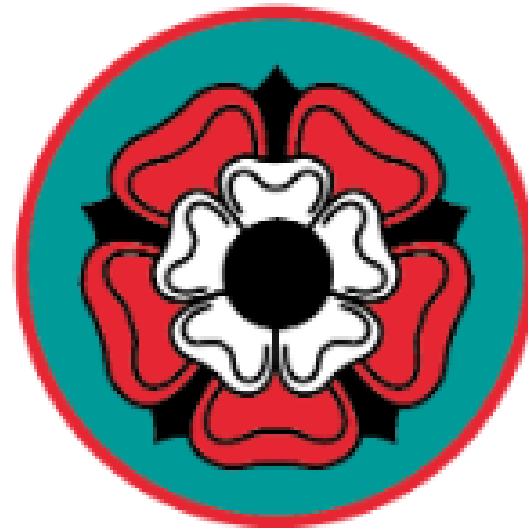
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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



# Hampton Infant School and Nursery Sports Premium Action Plan 2020-21



## Details with regard to funding

Please complete the table below.

|   |            |
|---|------------|
| Total amount carried over from 2019/20  | £          |
| Total amount allocated for 2020/21  | £          |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £          |
| Total amount allocated for 2021/22  | £          |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £22,227.50 |

## Swimming Data

Please report on your Swimming Data below.

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| <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 which you can then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p> | <p>N/A – School Swimming is now solely completed at Hampton Junior School (HJS).</p> <p>Please refer to HJS Sports Premium for swimming data.</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><b>N.B.</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>  | %   |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | %   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | Yes/No  |



## 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:      |  |  |
|---|--|--------------------|--|--|
| <p><b>Key indicator 1:</b> 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</p>   |  |                    |  | Percentage of total allocation:<br>%     |
| 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: |
| <p><b>Improving the engagement and attainment of physical literacy for SEND pupils.</b></p> <p>Equipment to be bought that will specific support SEND pupils to improve their physical literacy through OT sessions and extra intervention sessions.</p>  | <p>1) PH to work in conjunction with BC to purchase specific equipment to support SEND pupils with improving their physical literacy.</p> <p>2) PH and BC to meet in Spring/Summer to review impact of additional equipment alongside LSA's.</p> | £1000              |  |  |
| <p><b>Purchase of specialist physical activity equipment for EYFS to develop areas of weakness post-Covid.</b></p> <p>Equipment to be purchased based on the needs are areas of development of the EYFS cohort post Covid – with the aim to improve fundamental skills such as gross motor, balance, grip</p> | <p>1) PH to talk with LD to review the areas of development in EYFS focusing on EYFS physical development statements.</p> <p>2) PH and LD to choose and purchase equipment to help support and develop the areas for improvement.</p>            | £1000              |  |  |

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| <p>strength etc.</p>  | <p>3) PH to meet with LD in Summer to review the effectiveness of equipment and progress children have made for next steps.</p>  |                     |  |  |
| <p><b>Fit4Sport lunchtime sessions. 2 sessions a week of structured physical activity.</b></p> <p>Aim to provide children with increased physical activity levels during lunchtimes. Each class will be provided an equal amount of turns to partake these sessions throughout the year.</p>  | <p>1) CT to create a rota timetable for the school so that each class is provided with an equal amount of turns.</p> <p>2) PH to discuss with teachers of children who are not appropriately engaging with Fit4Sport sessions.</p>   | <p>£6000</p>        |  |  |
| <p><b><u>Daily Movement Breaks: Below are motives to be used to promote physical activity during class and break times to promote physical activity and literacy.</u></b></p> <p>5-a-day programme.</p> <p>Go-Noodle</p> <p>HISN Handbook to be updated and used across HISN (with a focus on mental well-being, using singing bowls and yoga cards purchased last year).</p> | <p>1) PH/AC to renew 5-a-day.</p> <p>2) PH to email login details to all teachers.</p> <p>3) PH to update HISN Handbook and provide online link to teachers. PH to distribute Mindful Movement equipment purchased last year.</p> <p>4) PH to create google form to get feedback from teachers on impact of 5-a-day/Go-Noodle/HISN Handbook.</p> | <p>5-a-day £380</p> |  |  |

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| <p><b>Daily Mile Tracks to be installed in Autumn Term 2021.</b></p> | <p>PH to coordinate installation of daily mile tracks in October 2021 half term.</p> <p>2) PH to provide staff with a brief overview of the track once built (e.g. how many laps per mile).</p> <p>3) PH to review the impact of the daily mile track in Summer Term using a google form. Evidence impacts of its strengths and constraints.</p> | <p>£2500</p> |  |  |
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| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> | <p>Percentage of total allocation:<br/>%</p> |
|--|--|

| Intent   | Implementation   |   | Impact  |   |
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| <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: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p><b><u>PE Learning Wall to be created and sustained throughout the year.</u></b></p> <p>What will be on the learning wall?</p> <p>1) Key Vocabulary – supporting oracy.</p> <p>2) Curiosity Question – promoting problem solving and creativity.</p> <p>3) PE Superstars – photos of children who have been selected by the teacher linking to one of our PE abilities (e.g.</p> | <p>1) PH to be given time each to create and update PE Learning Wall.</p> <p>2) PH to collaborate with staff for PE superstars each half term.</p> | <p>3 x ½ day release time =<br/>£277.50</p> <p>(1 day release = £185)</p> |   |   |



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| <p>physical, social, emotional, thinking).</p> <p>4) Children's voice of what they enjoy during PE or PA outside of school.</p>   |   |  |  |  |
| <p><b>Meet an athlete (Fundraising Event)</b></p> <p>Raise awareness of the importance of physical activity with a fundraising run event and meeting an Olympic/Paralympic athlete.</p>   | <ol style="list-style-type: none"> <li>1) PH to get in contact with <a href="https://www.athletesinschools.co.uk/">https://www.athletesinschools.co.uk/</a> to organise an athlete to come into school and do a workshop.</li> <li>2) PH to organise a running event in liaison with meet the athlete (linked to our new daily mile track installation).</li> <li>3) PH to do an assembly sharing the highlights and winners of the fundraising running event with certificates.</li> </ol> | <p>£1000 est =</p> <p>£800 for athlete</p> <p>£200 for certificates/medals/trophy etc.</p> |  |  |
| <p><b>Outdoor Equipment to be purchased to improve the quality of break/lunchtime equipment.</b></p> <p>High quality, sustainable outdoor equipment will be bought and effectively managed to ensure there are lots of physical activity opportunities for children during break and lunch times.</p> | <ol style="list-style-type: none"> <li>1) PH to discuss with staff and children what outdoor play equipment to be bought for effectiveness and sustainability. PH to look at main areas of development for pupils to improve (e.g. gross motor, coordination etc.).</li> <li>2) PH to create an order form of new outdoor play equipment.</li> <li>3) PH to maintain the Outdoor Play Trolleys to ensure sustainability of equipment.</li> </ol>  | <p>£1000</p>   |  |  |

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| <p><b><u>Reading focus in PE through purchasing high quality texts that involve movement as part of story time.</u></b></p> <p>Books to be purchased that have a focus on movement and physical activity – giving opportunities for active story time sessions to occur and with a focus on early reading skills whereby children are interactive with the books being read.</p> | <p>1) PH to research and purchase high quality texts that get children active whilst reading the book.</p> <p>2) PH to review the effectiveness of these books in class through teacher discussions.</p> | <p>£200 for high quality texts linking to physical activity.</p> |  |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                               |   | Percentage of total allocation:                 |
|--|---|-------------------------------|---|---|
|  |   |                               |   | %   |
| 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: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p><b><u>GetSet4PE Scheme of Work to be purchased.</u></b></p> <p>After a successful transition this Scheme of Work will be used again this year.</p> <p>There will be a focus on how we use this SOW in correlation with our assessment methods (Target Tracker).</p> | <p>1) PH to discuss with staff the impact of the SOW and current limitations. Data to be used for a CPD session carried out by PH.</p> <p>2) PH to send staff free CPD sessions that are provided by GetSet4PE to provide opportunities to enhance staff’s confidence and knowledge. PH to log any training completed by staff.</p> <p>3) PH to provide staff with a CPD session on how to use SOW to</p> | <p>£385 for GetSet4PE SOW</p> |   |   |

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|   | guide assessment on Target Tracker.  |  |  |  |
| <p><b>CPD for Staff</b></p> <p>PE Coordinator to lead a CPD session after school covering:</p> <p>1) Scheme of Work and its relation to our assessment.</p> <p>2) Teacher concerns of current PE practise.</p> <p>3) PE Vision, Curriculum Overview and Lesson Planning to be shared.</p> | <p>1) PH to use google form to shape the delivery of CPD session – getting staff areas of development.</p> <p>2) PH to plan and deliver CPD session.</p>         |  |  |  |
| <p><b>CPD for PE Coordinator</b></p> <p>PH to go on annual PE CPD training with Teammates initiative.</p>   | <p>1) PH to contact organisations to book a place in advance.</p> <p>2) PH to write feedback from sessions and implement any new information/ideas gathered.</p> | <p>£125 + £185 for one day cover =</p> <p>£310</p> |  |  |
| <p><b><u>Buy into afPE to support the implementation of PESSPA in school.</u></b></p> <p>Be partnered with afPE. Get updates for events and CPD sessions. Acquire guidance and advice on current PE issues.</p>   | <p>1) PH to create an order form to buy into afPE.</p>   | <p>£180</p>  |  |  |

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| <p><b><u>PE Learning Walks</u></b></p> <p>PE Coordinator to support staff with delivering high quality PE lessons by completing learning walks and feedback sessions.</p> | <p>1) PH to create a lesson feedback form so staff know what PE coordinator will be looking for during PE lesson learning walk.</p> <p>2) PH to have release time to undertake learning walks during PE lessons of other staff members.</p> <p>3) PH to meet with staff after school to provide feedback,</p> | <p>1 x day release:</p> <p>1 day for prep and write up and feedback</p> <p>1 days for learning walks</p> <p>£370 (2 x £185)</p>  |   |   |
| <p><b><u>PE Coordinator – Masters Course Release Time</u></b></p> <p>PH to be given release time to conduct research relating to master’s qualification.</p>              | <p>1) PH to have release time to conduct interviews relating to master’s dissertation.</p> <p>2) PH to have release time to analyse data relating to interviews and dissertation.</p>   | <p>3 Days Cover:</p> <p>1 day for interviews</p> <p>1 day for transcription</p> <p>1 day for analysis</p> <p>£555 (3 x £185)</p> |   |   |
| <p><b><u>Staff Kit to be bought for all staff</u></b></p> <p>Aim for every member of staff to have 1 t-shirt and 1 jumper (including LSAs).</p>                           | <p>1) PH to send a google form for staff to order new kit (whether new staff or in need of new kit).</p> <p>2) PH to create an order form for ordering new staff kit</p>  | <p>£1000</p>   |   |   |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>   |   |  |   | <p>Percentage of total allocation:</p>          |
| <p><b>Intent</b></p>  | <p><b>Implementation</b></p>  | <p><b>Impact</b></p>   |   |   |
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>   | <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p>  | <p>Evidence of impact: what do pupils now know and what can they now do? What has</p> | <p>Sustainability and suggested next steps:</p> |

|   |   |   |                  |  |
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| <p>what they need to learn and to consolidate through practice:</p>   |   |   | <p>changed?:</p> |  |
| <p><b><u>Arrange for specialist workshops to run within school throughout the year.</u></b></p> <p>6 x Workshops (1 Each Half Term) – Promoting a wide variety of physical activities.</p> <ol style="list-style-type: none"> <li>1. Kidzfit - Autumn 1</li> <li>2. Yoga/Mindful Movement - Aut 2</li> <li>3. Trampoline (Bounce Beyond) - Spring 2</li> <li>4. Dance/Literacy (West End in Schools) - Spring 1</li> <li>5. Digiwall (Climbing Wall) - Summer 1</li> </ol> <p style="text-align: center;"><u>Healthy Living Week</u></p> <ol style="list-style-type: none"> <li>6. Basketball - Summer 2</li> </ol> | <p>1) PH to gather feedback from staff and pupils about workshops (e.g. feedback from previous workshops, new workshops children would like to do etc.)</p> | <p>Kidzfit<br/>£900</p> <p>Yoga<br/>£900</p> <p>Dance (West End in Schools) -<br/>£1000</p> <p>Trampoline (Bounce Beyond)<br/>£900</p> <p>Digiwall –<br/>£1500</p> <p>Basketball £500</p> |                  |  |

| 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: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p><b><u>Increase participation in intra and inter sport competitive events.</u></b></p> <p>PH and/or Fit4Sport to organise and lead intra school events (e.g. Multi-skills competition). Aiming for 1 event per term this academic year.</p> <p>PH to collaborate with other local schools to set up inter sport participation events for KS1. Aiming for 1-2 events this academic year.</p> | <p>1) PH to target lower attainers and disadvantaged/SEN pupils in PE as priority for intra sport event competitions.</p> <p>2) PH to contact other local schools to seek feasibility of creating a local after school participation event.</p> <p>3) PH to discuss with teachers about children that will be selected (PPG, SEN and disadvantaged will have priority).</p> | <p>4 x ½ day release to lead intra multi skill activities:</p> <p>£185 x 2 = £370</p> |  |  |

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| Signed off by   |              |
| Head Teacher:   | Helen Lockey |
| Date:           |              |
| Subject Leader: | Phil Hoy     |

|           |  |
|-----------|--|
| Date:     |  |
| Governor: |  |
| Date:     |  |