



HUSTHWAITE CE PRIMARY SCHOOL

EVIDENCE AND IMPACT OF THE PRIMARY
AND SPORT PREMIUM 2019-2020



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 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Achieving the SportsMark Platinum Award Daily extra-curricular sports clubs offered 92% of KS2 children participate in a competitive event	Pupil Voice for PE provision involving pupils, staff and governors. PE vision to feed into School Improvement Plan Review and embed PE tracking system

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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, individuals identified Dec 2019 Provision set up for Easter Holidays 2020 <i>Unable to do so due to Co-vid19</i>

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: 2019/20		Total fund allocated: £16530 (spend = £13037 <i>due to Co-vid</i>)		Date Updated: 8.7.20	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 40.8%
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:
Raise awareness of daily activity levels of all children and promote to reduce levels of sedentary activity. Children know there is a target of achieving a minimum of 30 minutes activity each day. Physical activities are embedded into teaching and learning as part of school's offer of a broad, balanced and active curriculum enabling a wider impact and whole school approach to engage all pupils in regular physical activity.	Purchase membership of YST and use resources to help measure/monitor children's activity levels and ways to get children moving Staff to monitor less active children and through conversations, encouraging participation so that they are engaged in achieving a minimum of 30 minutes daily activity. Playground Squad and MSAs to lead games at lunchtime and breaktimes. Playground Squad to attend cluster training (timetable staff release to accompany). Purchase new playground resources	£200 £150 £200	Posters displayed around school and resources available for children to remind them of being active during school time. Children can 'run off steam' enabling them to settle back into class and therefore have good behaviour for learning. Timetabled daily pupil led games by Playground Squad encourages greater peer participation.	Implement a survey to give a pupil voice on PE and sporting activities – both in school and out of school hours. Consider purchase of Moki trackers or Koboka data tracking of pupil's activity levels to maintain momentum of 30 minutes daily activity as a minimum . Enrol children in Y5 on the Playleaders Award scheme to train them as Playleaders. Repeat each year to ensure continuation of pupil led activities.	

	<p>Staff and sports coach continue to provide daily extra-curricular clubs Engage parent football coach to deliver quality football coaching during lunchtimes.</p> <p>Book external provider to deliver dance or other activity linked to curriculum topic,</p> <p>Install interactive panel in Class 3 to deliver effective active lessons through online platforms and activities.</p> <p>Forest Schools to continue as part of school's offer of a broad, balanced and active curriculum – forest schoolteacher to model quality outdoor lessons to all staff.</p>	<p>foc</p> <p>£400 - <u>cancelled due to Co-Vid 19</u></p> <p>£2300</p> <p>£3900</p>	<p>A range of sports clubs available to all year groups for at least one term. All children have opportunity to participate in a sport club.</p> <p>Teacher can quickly and easily provide quality online active lessons as part of daily physical activities. Quality activities encourages greater response from pupils to participate. participation from pupils. Daily Joe Wickes PE, dance etc has been provided to pupils who have been able to access school during Co-Vid 19.</p> <p>Forest schools are timetabled as part of active lessons. All staff continue to learn new skills and gain confidence. Children learn new skills outdoors and can apply curricular knowledge during their learning. Encourages pupils to further develop social skills through peer to peer mentoring. Promotes mental health wellbeing.</p>	<p>Activities continue to be offered as part of school's extra-curricular activity programme.</p> <p>Each day will start with a 'wake-up, shake up' physical activity in each class to engage children in their learning.</p> <p>Extend forest schools remit to incorporate English and Maths outdoor lessons.</p> <p>Consider training member of staff as forest school teacher to continue mentoring across school.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.2%
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:	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>The School's Growth Mindset philosophy is applied to physical and sporting activity. Pupils learn to be resilient in all areas of school life.</p> <p>The School Games Values link to the School Values enabling children to know that the virtues of sport can be linked to learning for improved outcomes.</p> <p>Benefits of health & wellbeing are incorporated into the School Games Values to promote healthy lifestyle choices and mental wellbeing. Achievements are celebrated.</p> <p>Enrol on NYCC Healthy School programme.</p>	<p>The School Games Values continue to be intrinsically linked to the Schools Values and are incorporated into the pupil's merit system.</p> <p>Raise pupil's mental wellbeing awareness.</p> <p>Include Schools Games, Health & Wellbeing week into school calendar. Order trophies and rewards, invite families for celebration assembly. Appoint sports captains. Timetable staff release to plan and organise events.</p> <p>SLT attend training. (November 2019) Whole school approach</p> <p>Establish working party to develop PE vision - include pupils, staff and governors. Timetable release time for staff member involvement.</p>	<p>£250 - <u>cancelled due to Co-Vid 19</u></p> <p>£250 - <u>postponed due to Co-Vid19</u></p>	<p>Merit cards include school games values and School Values. School games values embedded and growth mindset applied to their learning. Children know what they are.</p> <p>Pupils participated in Mental Health Week activities and workshops. They learnt importance of making healthy lifestyle choices, coping strategies for mental health problems and where and who to look to for further help.</p> <p>2019-20 focus. Active lifestyles and Emotional Health and Wellbeing. Award June 2020. <u>Postponed due to Co-Vid 19</u></p> <p>Staff watched case study videos and know how PE can link with School Improvement helping to enable positive behaviour for children's learning.</p>	<p>Schools Games Values are linked with Schools Values as is the growth mindset. This will continue as it is embedded into the school's culture.</p> <p>Continue with School Games and Health & Wellbeing week to continue promoting how they are linked into adopting a whole approach to adopting a healthy lifestyle.</p> <p>Active lifestyles and Emotional Health and Wellbeing embedded in school culture across the curriculum.</p> <p>Re-establish working party to develop PE Vision.</p> <p>Pupil survey to feed into PE vision and completed on an annual basis for review.</p>

	<p>AfPE video of case studies to be shared with teachers to highlight positive impact PESSPA has on school improvement.</p> <p>Book inspirational 'sports person' to talk to children about their achievements. Link to a topic being studied by pupils</p>	<p>£200</p>	<p>Presentation to whole school by Alan Hinkes (first GB to climb all 8000m peaks) linked to school topic on Asia focussing on The Himalayas. Children took part in a Q&A session. They learnt that Alan had taken a Growth Mindset approach to achieving his goal and had not succeeded at a first attempt but that he had self-belief. Pupils learnt from someone who had used the growth mindset philosophy in their career and how they too can apply it in their learning.</p>	
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	<p>feedback. Timetable staff release time. Spring term 2020.</p> <p>Audit of PE equipment and replenish stock as required to enable quality PE provision.</p>	<p><u>completed due to Covid19</u></p> <p>£250</p>	<p>Good quality PE resources allows staff to deliver a range of sports and children are able to make progress as they are using quality PE equipment.</p>	<p>Rolling programme of replacement PE equipment to enable quality PE lessons to continue.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 1.4%

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>Additional achievements:</p> <p>School to provide opportunities to offer pupils sports and activities usually inaccessible to them.</p> <p>Children know of a broad range of physical activities and not just the mainstream sports.</p> <p>Schools to maintain its ambitious intention of giving children the opportunity to participate in at least one new physical activity and/or sport.</p>	<p>A range of extra-curricular activities and sports are offered to all children.</p> <p>Children in KS2 to access at least one new sport/activity:</p> <p>Ice skating 2019</p>	<p>foc</p> <p>£237.00</p>	<p>All children have opportunity to access a sports club for at least one term as part of School's extra-curricular offer.</p> <p>Y5 and Y6 children given opportunity to try ice skating – 60% of children had never ice skated before.</p>	<p>Continue with extra-curricular sports clubs. Pupil survey to include question on what activities pupils would like to be offered at the school thereby permitting a broad range of physical activities to be offered. Giving a choice of activities will encourage greater participation.</p> <p>Consider bi-annual visit to ice</p>

	<p>Bikeability for Y6 pupils to encourage safer cycling.</p>	<p>£840.00 - <i>cancelled due to Co-Vid</i></p>	<p>Termly visits to Prime Time allows pupils to interact with the elder generation and appreciate the importance of being active throughout adulthood. Pupils understand importance of intergenerational and inclusive games for health and wellbeing.</p>	<p>skating park so that all children have opportunity to try the sport by the time they leave primary school</p>
<p>Year 5 and 6 residential trip to East Barnby – incorporate kayaking, surfing. Subsidise cost of trip by paying for transport to help all families with high costs involved. Ensure adequate staffing.</p>	<p>£500.00 - <i>cancelled due to Co-Vid</i></p>	<p>Consider training a staff member to train for future bikeability courses.</p>		
<p>Participate in cluster Change4 Life event. Transport to event.</p>	<p>£100.00 - <i>cancelled due to Co-Vid</i></p>	<p>Continue links with Prime Time.</p>		
<p>Termly visits to PrimeTime – intergenerational games.</p>	<p>No cost</p>	<p>Continue to provide a new physical activity accessible to all children during sports week.</p>		
<p>Book a new activity by an outside provider during school sport week to give all pupils opportunity to try an alternative physical activity.</p>	<p>£500.00 - <i>cancelled due to Co-Vid</i></p>			

	Promote local sports clubs, eg Easingwold Football, Thirsk Swim Club		Promoting local sports clubs enables pupils to continue to participate in sports out of school and gives access to a wider range of sports not always offered at school	
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Signed off by	
Head Teacher:	Fiona Bennett
Date:	22.07.20
Subject Leader:	Sarah Dixon
Date:	08.07.20
Governor:	Judith Walburn
Date:	24.07.20