



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Heltwate School



Commissioned by the 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:

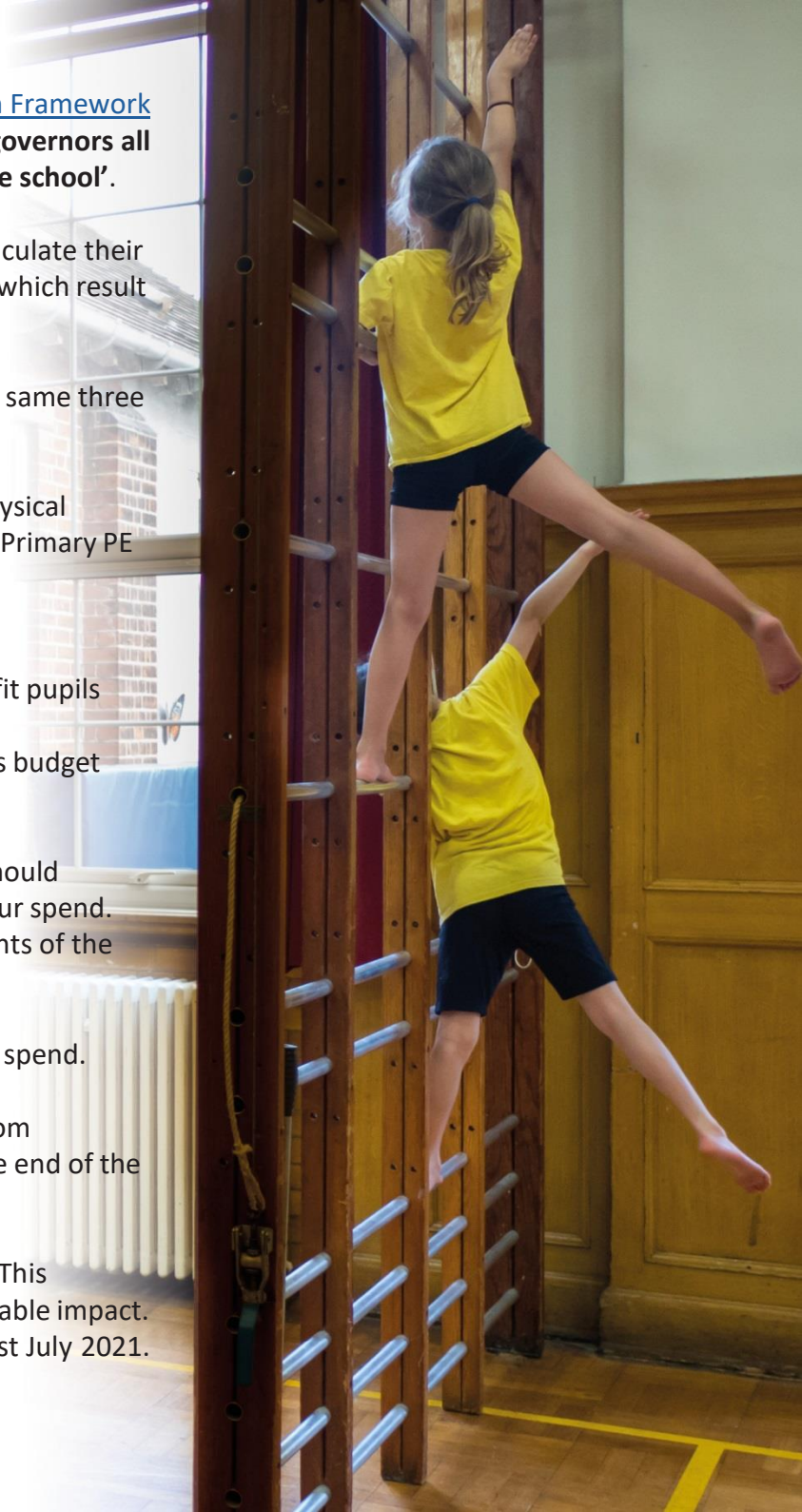
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

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 2020:	Areas for further improvement and baseline evidence of need:
<p>All classrooms have access to trampettes, exercise balls or some form of physical activity equipment. They can therefore now participate in physical activity throughout the day in the classroom and outside provisions, with PE and playtimes additional to this. All children have the opportunity to do the recommended 30 minutes a day physical activity with this equipment to aid them.</p> <p>Children have been encouraged to keep active throughout COVID 19 Lockdowns with help of school staff. Staff created work out videos to encourage students to stay active at home. Heltwate also hosted virtual dance shows / competitions via our online learning platform. Whole school dance videos made as a montage of children and staff's achievements.</p> <p>Bubbles were given their own resources separately and supplied appropriate cleaning products to keep these sanitised. Children are now able to access more physical activity provision within their classroom area helping them achieve 30 minutes or more physical activity a day.</p>	<p>Improve teacher confidence to deliver their own PE lessons. Teachers now leading their own PE have expressed lack of confidence to PE lead. An appropriate, easy to follow scheme of work / activity cards to be purchased next academic and training to be provided to teaching staff to increase confidence.</p> <p>Ensure upkeep of equipment and that equipment is appropriate for all of our learners needs. The school is growing with an ever-increasing number of pupils. Additional adapted or more sensory provision / equipment will be required to ensure inclusive physical activity.</p> <p>Support PE development at St George's. through the development of the curriculum, staff skills and resources.</p> <p>Our version of the daily mile has been tackled by many classes.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 £1,145
+ Total amount for this academic year 2020/2021 £16,888
= Total to be spent by 31st July 2021 £18,033

<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 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>	<p>Students have not been able to access swimming since the first COVID lockdown (March 2020) due to restrictions and the schools COVID risk assessment.</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 2021.</p> <p>Please see note above.</p>	<p>5.56% (All children have SEND and ECHP)</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>0% (All children have SEND and ECHP)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0% (All children have SEND and ECHP)</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>No (we have been unable to access suitable swimming facilities this year due to COVID-19 restrictions)</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: 2020/21		Total fund allocated: £18,033		Date Updated: 09/07/2021	
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: 20.09%
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?:
<p>Opportunities for participation in a range of physical activities every day, this could include within the classroom, movement breaks or sensory circuits.</p> <p>Awareness amongst pupils of the impact and the dangers of obesity, smoking and other such activities that undermine pupils' health</p>		<p>Sensory Circuits and Sensory PE. Purchasing specialist equipment and teaching resources to develop Sensory Circuit and EYFS PE</p> <p>Wake and Shake.</p> <p>Alcohol and drug awareness workshop – promoting healthy lifestyles.</p>		<p>£920.17</p> <p>£0</p> <p>This was</p>	<p>Pupils develop skills which allow them to process the world they live in more positively and keep themselves regulated ready for learning. As well as improving fine and gross motor skills, fundamental movement skills and ABC's. Also trampette's and exercise balls for a large proportion of classroom provisions.</p> <p>Pupils are mentally stimulated via physical exercise delivered appropriately in class.</p> <p>Students gained awareness of how to make healthy life choices and the</p>
					<p>Sustainability and suggested next steps:</p> <p>Continue sensory circuits and provide sensory provision for children to keep them regulated and develop fine and gross motor skills, along with fundamental movement skills and ABC's.</p> <p>Continue with different appropriate wake and shake activities along with movement breaks within class to keep children stimulated. Movement breaks included in new curriculum provision and can be linked to children's EHCP targets to help them be able to self-regulate.</p> <p>During PSED/RSE and PE</p>

	Enhanced provision of equipment to give students a broad experience of different physical activities.	accounted for under another curriculum budget. £2,702.86	impact of negative choices on their body. A range of equipment for bubbles as well as different sporting equipment that is adapted to meet students need. Students are able to access a range of sports despite COVID, they have developed turn taking, team work and communication skills.	students will be made aware of the positive impact of PA on their bodies. Get students to think about ways they can be physically active in their day to day lives and how others are physical active, promoting physical literacy over their lifetime. Continue using a range of equipment to help children participate and progress in physical activity. Continue to have access to separate, sanitised equipment for each class bubble.
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Key indicator 2: The profile of PESSPA (PE, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

Percentage of total allocation:
All areas and spends link to Key indicator 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:
Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills	Previously purchased subscription to teach active to promote physical activity across the curriculum to help children stay regulated and stimulate to engage with learning across all areas, developing the whole child.	N/A previous years funding	Children are regulated and enjoy learning through an active approach. They are able to simultaneously learn a range of academic and physical skills.	Continue with cross curricular approach to PE and provide a refresher training to ensure students are getting the most from the resource.

	Whole school Plan / SEF ♣ Curriculum planning ♣ PE Subject Plan ♣ PSED ♣ Assemblies ♣ Accreditation Healthy Schools information • PSED/ RSE Syllabus	Funding spent on allocation Allocated through PSED/ RSE budget or on request.	Healthy lifestyle is taught in RSE/ PSED and children will get a great understanding about how to follow this.	Aim to renew Healthy Schools Bronze status next academic year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				71.3 %
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:
Provide an inclusive physical education curriculum CPD for staff and impact on teaching and learning, standards in PE / across school	Sports Coaches to provide CPD opportunities for staff. PE Coordinator to help staff and provide NQT CPD sessions	£12,859.97 Staff time £0 £0 for staff	Specialist coaches provide CPD for staff, teaching PE through stories linking in different cross curricular aspects to activities. Staff gain confidence teaching PE through a style appropriate to learners needs. Children are enjoying and engaging with PE more. Specialist teacher to provide specialist training for staff; lesson observations, team teaching and support with planning.	Buy an easy to follow set of activity cards/ scheme of work next year like Top PE. Provide all staff teaching PE CPD linked to new approach. Staff will gain confidence and be able to completely deliver outstanding PE. Continue sporting events to

	<p>The whole school participates in Sports Day and Inter House Sporting Events.</p> <p>Table Cricket Activator CPD by Lord's Taverners</p>	<p>training</p> <p>£0</p>	<p>The Inter-House Sports Day provides pupils with opportunities to practice physical skills and showcase them to a wider audience. Community spirit. Competing and spectating.</p> <p>Table cricket training offered to all staff through Cricket East and Lord's Taverners. This will develop staff confidence when delivering table cricket in school.</p>	<p>help staff gain confidence in leading short activities in a sports festival set up.</p> <p>Students receive high quality table cricket lessons within PE with staff who attended as well as opportunity to play a sport that is accessible to all.</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:
0% as budget taken from other areas and COVID restriction have prevented some activities from taking place.

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>To provide a range of provisional and alternative sporting activities</p> <p>Additional achievements:</p>	<p>Dance show at the Cresset.</p> <p>Horse riding</p>	<p>£0</p> <p>N/A</p>	<p>Students performed in a virtual dance show, being recorded by a full film crew. Video evidence. Pupils worked together as a team, followed instructions and learnt and remembered a routine. The performance improved children's self-confidence and self-esteem. This experience also gave them a positive outlook to physical activity.</p> <p>Unfortunately, this has not been</p>	<p>This event occurs each year, children will attend again next academic year. Show casing their skills to their families and the local community.</p> <p>Horse riding to commence on 15/9/21 restrictions permitting.</p>

	Swimming	N/A	able to happen this academic year due to COVID 19.	Swimming to commence in September 2021 restrictions permitting.
	Street Dance	£0	Unfortunately, this has not been able to happen this academic year due to COVID 19.	Children will be able to replicate this style of dance with their teacher in PE lessons or within class to contribute to their 30 minutes of daily physical activity.
	D of E (Camping)	Staff time	Children accessed street dance with some students doing this through a sensory approach. Students have worked in a group of peers to perform a dance. They have also learnt to tolerate the noise of the music. They have enjoyed the physical activity giving them a positive experience of exercise, wanting to do it again.	Children continue to supported by staff to complete the D of E Bronze award to gain an additional accreditation. Encourage students to think about how they could include physical activity in their everyday life, helping to develop a physically literate child.
	Go Carts, scooters , cycling and playground equipment.		D of E students complete a nationally accredited course and receive certificates.	Maintenance and replacement costs. To date they have been provided by charity.
			Very popular break, lunchtime and curriculum time activity. Develops fitness, safety awareness and gross motor skills.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.9%
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:
Participation and success in competitive school sports Partnership work on physical education with other schools and other local partners	Sports Day Jack Hunt Community Learning Trust. PE Coordinators Meetings for Primary School PE Leads & Heltwate School PE Subject Lead. Cambridgeshire SEND PE Coordinator group Jack Hunt Primary PE Events and Festivals Inspire+ Give it a go day – Healthy Heltwate	£47.01 £1550 Jack Hunt Partnership and Inspire+ See above See above From different	Sports Day provides pupils with opportunities to practice physical skills and showcase them to their class bubble in school. Community spirit. Competing and spectating. The PE Lead Teacher is kept up to date with current developments in Physical Education and what Sporting Festivals/Competitions are available to attend. The engagement of all pupils in regular physical activity – kick starting healthy, active lifestyles. The profile of PE and sport being raised across Heltwate School as a tool for whole school improvement. – These activities have been sent virtually. Four different inspiring athlete ambassadors to virtually visit the school, speak to and work with the children in a range of activities. Show positive role models and inspire the students. It has allowed them to have a new experience and gain confidence in physical activity and sport. Pupils to get community links with local clubs that can offer specialist and adapted sports. Pupils get the	Children to participate in more regular inter house competitions throughout the year as well as sports day to help develop a sense of community and raising self-esteem. PE Coordinator to continue work within the partnership and ensure personalised festivals are delivered to meet students’ needs and give them experience of sports festivals. Athlete role models to continue to work with school but will hopefully return to in person delivery where they can lead sessions with classes to really inspire students and give them the opportunity to experience a range of sports.

	Day	curriculum budget.	opportunity to try a range of activities and increase their confidence with physical activity. As well as trying and preparing new healthy foods.	Curriculum day will happen annually, developing the community links. Students will explore different activities next year possibly in addition to those they tried this year as they were really enjoyed by pupils.
	Cricket and Football Fixtures Vs other local SEND school	Staff time	Pupils have been able to experience playing competitive fixtures against another local SEND School when restrictions have been permitting. This gives pupils the opportunities to show case their skills to a wider audience. Community spirit, competing and spectating.	Pupils to experience playing a fixture at a local community club ground to enhance their experience and allow them to really show case their skills.
	Cricket East Virtual Table Cricket Competitions.	Staff time	Groups have been competing against players from other schools and organisations. Gaining valuable experiences by competing and growing in confidence.	The children really enjoy the table cricket competitions, they hope to have these in person next year with coaching from Cricket East.

Signed off by	
Head Teacher:	<i>A. Brewster</i>
Date:	July 21
Subject Leader:	Georgie Rowley
Date:	20/07/2021
Governor:	
Date:	

Created by:  association for
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