



Evidencing the Impact of the Primary PE and Sport Premium



WILLIAM HARDING SCHOOL
Aim high... Work hard... Be kind...

Impact review 2019-2020
Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2020** at the latest.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Retention of the Silver Sports Mark Award for PE & Sport. ● P.E equipment stock for KS2 subjects, including basketball and rugby. ● Awarded Virtual School Games Award in recognition of our efforts to keep children active in school and at home during the lockdown period. ● Consistent take up of after school clubs run by the school. ● Setting up of breakfast club (WOW club), who provide opportunities for physical activity. ● Introduction of new lunchtime clubs, offering new opportunities to appeal to a wider range of interest. ● Children took part in sports festivals held at the local secondary school. ● Children in year 5 & 6 are given the opportunity to take part in competitive sport. ● Appointment of play leaders, who are managed by Lead TA's. ● Appointment of skilled sports coach into the PE & Sports Team who has provided children with high quality PE and Sport experiences. ● Significant investment in teaching resources through Real Legacy. Training provided to staff and subject leaders to broaden the skills of teachers within PE. ● Continued investment in resources for after school clubs, including specialist gymnastics equipment for those pupils exceeding in this discipline. ● Purchasing of competition apparel by the PTA, to improve pupil self-esteem and WH identity. ● Improved numbers (including pupils with SEND) attending competitions, through the Mandeville and South Bucks Sports Partnerships. ● Sourcing of competition apparel, to improve pupil self-esteem and WH 	<ul style="list-style-type: none"> ● Continued investment in resources for the teaching of P.E and sports. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports e.g. playground markings. ● Commitment to improving playtime experiences, through training of staff and pupil play leaders and fundraising for further resources ● Improve numbers (including pupils with SEND) attending competitions, through the Mandeville and South Bucks Sports Partnerships. 60% KS2 pupils attending intra-school competitions, 50% of which are SEND. ● Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours ● Building links with facilities, such as Stoke Mandeville Stadium. ● Implement accurate tracking of uptake in physical activity opportunities, provided at William Harding. ● Effective implementation of Change4Life clubs to raise the profile of health and wellbeing. ● Use Sports Premium to enhance children's mental health and wellbeing post COVID-19 lockdown. ● Targeting 70% of children (EYFS-Y6) accessing at least one physical active club. ● EYFS-Y6 girls – 80% have attended at least 1 extracurricular club. ● Targeting 80% of least active children (EYFS-Y6) accessing at least one club. ● SEND/EHCP – 80% of pupils accessing at least one physically active club.

<p>identity.</p> <ul style="list-style-type: none"> • Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours. • Building links with facilities, such as Stoke Mandeville Stadium. Opportunities were established for lunchtime club provision at the stadium. These will be revisited once COVID-19 restrictions allow. • Implement accurate tracking of uptake in physical activity opportunities, provided at William Harding. • Effective implementation of Change4Life clubs to raise the profile of health and wellbeing. • Raise the percentages of pupils taking part in both inter and intra-school competitions, including EYFS and KS1. 	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	NA due to COVID-19 impact
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	NA due to COVID-19 impact
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	NA due to COVID-19 impact
<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>	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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £ 23,520	Date Updated: 16/7/2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 18.05%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Target least active pupils from Years 3 and 4 to participate in a weekly Change 4 Life Lunchtime Club delivered by our PE & Sport Team	Identify least active children in Year 3 and 4 Assign a protected space on the playground for the Change 4 Life Club	None allocated – will amend when new equipment required.	Register of pupils. Is participation is growing and therefore more children are enjoying regular physical activity. Due to Covid-19 roll out of this initiative couldn't go ahead.	Promote opportunities within school/external providers for Change 4 Life Club members to attend. Attend Change 4 Life Level 2.
Purchase equipment for an extra-curricular programme that covers all year groups and a breadth of sports.	Investment in equipment to give pupils access to clubs within and either side of school hours.	Gym mat - £275	Tracking of pupil involvement in clubs. Football and cross-country clubs retained strong numbers. The introduction of additional clubs enabled 41.81% children in KS2 to take part in extra-curricular sports. Of which 20% where pupil premium and 30% where SEND with EHCP.	Target pupil or pupil groups who aren't taking part in school extra-curricular physical activity clubs.
Purchase equipment for PE: <ul style="list-style-type: none"> Enables staff to deliver a more precise lesson with the aid of resources Increases interest in sport and a healthy lifestyle Contributes towards the engagement of all pupils in regular 	Regular checks of the PE cupboard to check for wear and tear and replacements needed. Regular checks with the staff to ask for any equipment needed	Basketballs - £199.08 Tag belts - £47.68	Pupils can take part in the sport using sport specific equipment. Basketball was taught to Year 5 and 6, this was a new invasion game offering at the school. Tag rugby was taught to Year 3 and 4 during the autumn term.	Continue to monitor the use of PE equipment. Checking the condition of equipment, replacing when required.

<p>physical activity</p> <ul style="list-style-type: none"> Provides a broad experience of a range of sports and activities 				
<p>Community outreach/links</p> <ul style="list-style-type: none"> Improved transparency of learning within PE Improved progress of pupils More interest in PE within community, leading to greater growth of volunteer network Increased levels of physical activity Improved Fundamental Movement Skills (agility, balance, coordination) enabling children to access immediate, as well as life long, activity and sporting opportunities Improved positive learning behaviours including confidence, resilience, social, creative and thinking skills 	<p>Working with the FLO team, provide training to enable the launch of 'Real PLAY' (Create Development's family links product) at William Harding.</p>	<p>Part of the Real Legacy Agreement Package – instalment 1 £3725</p>	<p>Flo Team receiving Real Play training from Create Development. Booked in for April but due to Covid-19 this couldn't go ahead.</p> <p>Piloting Real Play sessions at William Harding with families for a 6 week period. Booked in for April but due to Covid-19 this couldn't go ahead.</p> <p>Providing Real Play active board game to invited families to enjoy. Deliver of the games has been taken, due to Covid-19 restrictions these can't be distributed at the present time.</p> <p>Gaining feedback from families about the impact on their activeness at home. William Harding Weekly Challenge generated between 210-664 hits during lockdown.</p>	<p>Develop a real PE network of schools that can share experience and best practise.</p> <p>Rolling out the programme to more families throughout the academic year.</p> <p>Inviting families for a Real Play family festival held at William Harding.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>55.64%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Employment of subject specialist to teach across whole school and provide outstanding quality of PE provision across the school to include enhanced</p>	<p>Pupil Premium funding is allocated to employ a specialist PE and sport coach to teach across the whole school and deliver morning and after school clubs.</p>	<p>£13088.24</p>	<p>Greater increase of whole school participation in high quality PE lessons, access to larger range of sports clubs and sports</p>	<p>Renewal of contract and role depending on impact to School PE & Sport. Identifying areas of development</p>

<p>curriculum, additional afterschool sports clubs and to develop CPD staff training.</p>			<p>competitions, high quality planning and CPD for all staff. The new sports coach has delivered curriculum PE in Early Years, KS1 and KS2. In the autumn term, the coach supported the roll out of our new PE programme (realPE). Clubs such as girls football have been managed by the coach, with plans in place to expand involvement in lower key stage two.</p>	<p>through analysis, provide additional CPD opportunities for staff.</p>
<p>Replace existing William Harding competition attire and source new kits for several different sports.</p> <p>The more uniform look will help the children to look smarter, feel smarter and have a sense of pride for their school</p>	<p>Identify the kit designs and quantity needed.</p> <p>Contact sponsor for kit.</p> <p>Source samples for production.</p>	<p>£0 - Initial kit will be given to the school through sponsorship.</p> <p>Additional kit costs will be updated as required.</p>	<p>New attire provides an incentive for children to work towards being in a competition</p> <p>Aids towards increasing pupil participation in competitive sport</p> <p>Increase self-esteem and confidence of pupils and teams.</p> <p>The school now has an extensive range of sporting equipment featuring the school branding. This was paid for by the PTA and will be used when COVID-19 restrictions allow.</p> <p>Pupils will look to attend more extra-curricular offerings in the hope to represent the school in competitions and wear the school competition attire. When COVID restrictions allow, an assembly will be held to unveil the school attire</p>	<p>Ensure kits are well stored</p> <p>Develop a signing out system</p>

			and stimulate the interest throughout the school and online posts will promote this message to the parent community.	
Enrol members of school sports committee into the 'Real Leaders' programme. Provides an opportunity for children to lead and manage physical activities	Work with Create Development to train CP/MT in the use of the Real Leaders function within the online teaching tool. Recruit members to join the school sports committee. Arrange a suitable time to support	Part of the Real Legacy Agreement Package - Included in Key indicator 1's figures.	Adds to the provision of sports and activities we offer in school Aids towards increasing pupil participation in competitive sport Provides the members with important leadership skills which they can use to lead within sessions and in their future schooling. 10 Year 5 pupils attended the Primary Leadership Camp. These pupils will be used to support playtimes 2020/21.	Enrol Y5 pupils in the Summer term to prepare for the next academic year.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 26.29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Swimming training for NK and LB to become up to date with latest swim teaching techniques and training to support pupils during lessons.	Attend course	£360	Staff able to take a more active role in teaching Yr4 swimming. Improve teaching ratios for pupils.	Review impact on teaching & learning on a termly basis. New arrangements for swimming timetabling in 2020/21 academic year.
Investment in 'Real Legacy' from Create Development. To provide staff and children with a programme of study that meets their needs and the expectations of the National Curriculum.	Sign up to Real Legacy agreement with Create Development and CP to manage the implementation of the programme over the period of the agreement.	Part of the Real Legacy Agreement Package – instalment 2 £3725	Access to online and hard copies of teaching and learning materials for teachers and pupils alike. Raising the profile and awareness of physical literacy through PE and Sport. All teaching staff members have	Supporting staff through CP led/Peer to Peer observations. Impact: Staff develop skills and confidence in observing PE and making judgements about the quality of teaching and pupil achievement within lessons. Staff identify support needs that

			<p>personal accounts set up for online teaching materials.</p> <p>CPD feedback was positive with many practitioners highlighting an increase in confidence.</p> <p>Teachers delivered real PE units during spring 1. Due to COVID and lockdown more CPD opportunities were provided to existing and new school staff via webinars.</p>	<p>will be addressed through paired working.</p> <p>Staff continue to develop skills in giving constructive feedback.</p> <p>Teachers are reflecting on development priorities in PE and incorporating recommendations into own practice.</p>
<p>CPD staff training for the delivery of 'Real PE' through William Harding's and Create Development's 'Real Legacy' agreement. Staff will be able to deliver some or all aspects of the Real PE programme.</p>	<p>Jason Ewell from Create Development invited to lead staff meeting.</p> <p>Two training days for staff to observe high quality delivery of PE.</p>	<p>Part of the Real Legacy Agreement Package see above.</p>	<p>All teaching and support staff who attend complete evaluation forms.</p> <p>Resources distributed and used.</p> <p>Staff delivered real PE for just over half a term due to COVID-19 and lockdown.</p>	<p>Working with Create Development, making staff aware of long-term support. Either directly from CP/MT or from Create Development's online/phone support.</p>
<p>Through membership of Mandeville School Sport Partnership gain access to CPD courses for staff and support in school. Access to additional planning resources to broaden pupil experience and knowledge.</p>	<p>CP to attend Primary Leader Development Days with the Mandeville partnership, to learn of opportunities that will benefit teaching and learning at William Harding.</p>	<p>Part of Mandeville SSP Package - £2100</p>	<p>Staff can attend courses specific to their areas of development/strengths. Training will be used to improve teaching of PE and provide further opportunities for pupils through extra-curricular offerings.</p> <p>CP attended FA shooting stars course in March. Resources from course will be used to promote participation in football, specifically focused on girls.</p> <p>SZ and RH where due to attend Healthy Movers but this was cancelled due to COVID-19.</p>	<p>Identify staff training requirements through surveys, observations and sharing course opportunities.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Training and use of school minibus to attend a greater number of activities and competitions.	School Business manager to arrange for minibus training. Identify opportunities for sports not readily available in the locality.	£0	Greater attendance at a variety of sporting events and high quality sports coaching to increase. 10 classes from reception to Year 4 attended multi-sports festivals alongside of other local primary school. Children with SEND transported to venues using mini-bus.	Look to increase the members of staff with mini bus training to extend the use of transport for non-sports based activities
Inviting highly qualified and respected coaches to run clubs Pupils receive high quality learning opportunities. Health and wellbeing of pupils who attend improve.	Using coaches from gymnastics, martial arts, rugby, basketball, cricket, tennis etc to run clubs at the school.	£0	All clubs run by external coaches are well attended and supported by staff if possible (CPD opportunities) Links with Aylesbury tennis club have meant that pupils from William Harding have been able to access LTA funding programmes to play tennis. As per the recommendations of the Chief Medical Officer, pupils attending receive 30 active minutes within school and have opportunities to take part in a further 30 minutes outside of school via external club links.	Established clubs within the school (gym, martial arts, rugby, basketball) continue to grow in popularity and have limited pupil turnover
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To enable more pupils to participate in school competitions and fixtures across a broader range of sports.</p>	<p>Attend a greater number of events in the local area.</p>	<p>Part of Mandeville SSP Package – included in Key indicator 3 figures</p>	<p>Increased number of children representing the school in level 2 and above competitions.</p> <p>In addition to football and cross-country, the school entered teams in new disciplines like badminton, netball, basketball and gymnastics. In gymnastics our Year5/6 team won the Mandeville Partnerships games.</p> <p>Furthermore, 20 children in KS2 with SEND attended specific SEND events and competitions held at Stoke Mandeville Stadium, this amounted to 36% of KS2 children at the school.</p>	<p>Continue to attend Mandeville and South Bucks sporting events. From data collected during 2019/20, target groups of children not taking part in competitive sport opportunities.</p>
<p>Create opportunities for inter-house competition throughout the year.</p>	<p>Working with the school sports committee members, plan and deliver sports competitions.</p>	<p>£0</p>	<p>More pupils have access to competition in school. Raise the profile of our WH houses. The creation of playground challenges and the virtual school games meant that 41% of children across the whole school were involved in inter-school competition.</p>	<p>From the events carried out in 2019/20, plan an inter-house school competition calendar of events for 2020/21.</p>