



Evidencing the impact of the Primary PE and sport premium



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



2022-2023

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 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 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 2021/22 | £0 |
| Total amount allocated for 2022/23 | £22,400 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £22,400 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £22,400 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|-----|
| <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>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>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 2020.</p> <p>Please see note above</p> | 89% |
| <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> | 82% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 80% |
| <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 |

Created by:



Supported by:



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: 2022/23 | | Total fund allocated: £22400 | | Date Updated: September 2022 | |
|--|---|------------------------------|----------------------------------|---|--|
| 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: 77% |
| Intent | Implementation | | Impact | Spring update | |
| 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?: | |
| Increase pupil involvement in extra-curricular sport/physical activity. | <ul style="list-style-type: none"> Highly qualified PE & Sport Coaches to plan, manage and deliver extra-curricular offerings as after school clubs. Highly qualified sports coaches to deliver a range of break and lunchtime activities aimed at the age and stage of the pupils. PE leads to plan so that children with SEND have access to all extracurricular activities. To increase involvement of less active children and pupil premium children in sporting activity by inviting them to join. Pupil voice used to determine what activities pupils would like available to them. Addition of outside providers to broaden the range of sport opportunities AT | | Investment in coaches £17,700 | <ul style="list-style-type: none"> More pupils benefiting from the positive health and wellbeing outcomes of sport and physical activity. Greater representation of all pupils in intra-school competition. Greater representation of pupils in extra-curricular clubs – SEND and PP. Pupils can take part in PE with more confidence due to additional targeted support. Encourage pupils from an early age to take part in physical activity offerings. Pupils state a they enjoy physical activity more. | |
| | | | | To conduct Pupil Voice to determine clubs for next year To add in outside providers for sports clubs To target less active and Pupil Premium children to engage with sporting activity | |

| | | | | |
|--|---|---------------------------------|---|---|
| | <ul style="list-style-type: none"> • PE Leads to monitor involvement of SEND and PP pupils in extra-curricular clubs. • PE leads to carry out pupils voice with SEND and PP pupils to determine how to involve them more. | | | |
| Continued commitment to improving playtime experiences, through training of staff and pupil play leaders. | <ul style="list-style-type: none"> • PE leads to plan and manage active playtimes. • Development of playground challenges led by coaches, TAs and playground leaders. | PE leads investment | <ul style="list-style-type: none"> • Improved fitness and wellbeing of pupils. • Improved readiness to learn in class following exercise. • Improved peer relationships across year groups. • Improved behaviour. • Development of leadership skills. | Completed |
| Effective implementation of Shooting Stars/Change4Life clubs to raise the profile of health and wellbeing. | <ul style="list-style-type: none"> • PE leads to identify and target least active pupils from Years 1-6 to participate in a weekly shooting stars (Y1-4) and Change 4 Life (Y5-6) Lunchtime Clubs delivered by our sports coaches TR Personal challenges | Resources from resources budget | <ul style="list-style-type: none"> • Improved fitness and wellbeing for targeted groups. • Participation in inter and intra Change4Life competition. • Improved behaviour during lunchtime periods. | PE Leads to launch Change 4 Life lunchtime clubs |
| <p>Purchase equipment for PE and clubs:</p> <ul style="list-style-type: none"> • Enables staff to deliver a more precise lesson with the aid of resources • Enables a wider range of clubs to be offered • Increases interest in sport and a healthy lifestyle • Contributes towards the engagement of all pupils in regular physical activity • Provides a broad experience of a range of sports and activities • Provide resources to support inclusion. | <ul style="list-style-type: none"> • 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. • Liaison with SENCo on PD needs and suitable resources. • Liaison with MAT lead on any resources needed. • Discussion with club leaders to ensure resources are available | • £425 | <ul style="list-style-type: none"> • Pupils can take part in the sport using sport specific equipment. • Greater familiarity of equipment will mean pupils who represent the school at events are more likely to succeed. • A wider range of equipment is available to support and challenge. • A wider range of clubs can be offered | <p>PE Cupboard checks are ongoing</p> <p>PE Leads to meet with MAT Lead to ensure all MAT resources are available</p> |

| Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 87% (includes 77% investment in coaches) |
|---|---|--|--|---|
| 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: |
| Enrol school sports leaders into the 'Real Leaders' programme. Provides an opportunity for children to lead and manage physical activities | Work with Create Development to train PE Leads in the use of the Real Leaders function within the online teaching tool. AT Recruit members to join the school sports leaders team Arrange a suitable time to support | Part of the Real Legacy Agreement Package - £2, 290 | <ul style="list-style-type: none"> Adds to the provision of sports and activities we offer in school Provides the members with important leadership skills which they can use to lead within sessions and in their future schooling | Work with Create Development to train PE Leads in the use of the Real Leaders function within the online teaching tool. |
| Raising awareness of the positive impact of William Harding's approach to PESSPA through online presence. | <ul style="list-style-type: none"> Management of online twitter account. PE leads and sports coaches to monitor and manage posts relating to school PE and sport, including competitions and clubs. PE Leads to update PE and sports page within the school's website to share home learning tasks, news, events and resources. AT and TR Promote additional approved out of school activities and clubs which families can attend. | Cost included in PE leads and investment in coaches. | <ul style="list-style-type: none"> Raised profile of school sport at William Harding to wider community. Promoted out of school activities and clubs which families can attend. Improved reputation of William Harding School and its commitment to sport through social media. | <p>PE Twitter account now merged with School</p> <p>PE Leads to update PE and Sports page on school's website</p> |
| Provide outstanding quality of PE provision across the school to support progress of all pupils. | <ul style="list-style-type: none"> Subject specialists to teach PE across whole school including pre-school. Monitoring of PE through pupil voice, class book scrutiny, lesson observations, planning scrutiny, | Cost included in PE leads and investment in coaches. | <ul style="list-style-type: none"> Subject specialist to support high quality PE curriculum and teaching PE Leads know the quality of PE through M&E Staff are and feel supported to | <p>PE Leads to conduct Learning Walks and analyse data</p> <p>PE Leads to support with planning where necessary</p> |

| | | | | |
|--|--|--|---|--|
| | <p>data analysis and lesson walks by PE leads. LI and BD</p> <ul style="list-style-type: none"> • PE Leads and coaches to support staff in CPD and in lessons to improve PE for all • The sports coaches to deliver the PE curriculum in Early Years, KS1 and KS2. • Monitoring of sports coaches through monitoring and regular meetings. • PE Leads to monitor provision for SEND and MAT pupils. • Staff are supported to plan for SEND pupils using the Real PE / Jasmine resources. | | <p>improve PE for all</p> <ul style="list-style-type: none"> • EYFS pupils continue to benefit from the Early Years PE programme (real Foundations). • Differentiation is in place to ensure inclusion for all. | |
|--|--|--|---|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 98% (includes 77% investment in coaches) |
|---|--|--|---|---|
| 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: |
| 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. | <ul style="list-style-type: none"> A PE Leads to attend Primary Leader Development Days with the Mandeville partnership, to learn of opportunities that will benefit teaching and learning at William Harding. The PE Leads to share information gathered with PE team to ensure all members of the team have the same information. | Part of Mandeville SSP Package - £1, 500 | <ul style="list-style-type: none"> 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. | Completed, 17/5/2023 |
| CPD staff training through William Harding's and Create Development's 'Real Legacy' agreement. CPD to focus on new staff | <ul style="list-style-type: none"> Tutors from Create Development invited to provide training for staff to observe high quality delivery of PE. AT | Part of the Real Legacy Agreement Package 2022-23 premium spend. £2, 290 | <ul style="list-style-type: none"> All teaching and support staff who attend complete evaluation forms. Resources distributed and used. | Invite Tutors in |
| Support and development of school teaching staff by PE Leads, through monitoring and evaluation of PE practice. | <ul style="list-style-type: none"> PE Leads to carryout learning walks, book scrutiny, team teaching and staff CPD throughout the year as part of their role to maintain and raise standard of PE learning. | Cost included in PE leads investment. | <ul style="list-style-type: none"> Staff develop teaching specific to their areas of development. Pupils benefit from confident teachers and improved planning for differentiation. | Completed |

| | | | | |
|--|---|-----------------------|--|------------------|
| Implement PESSPA guidance from recognised PE and Sport associations and charities. | <ul style="list-style-type: none"> Membership of Youth Sport Trust (YST) and Association for PE (AfPE) | AfPE £275 YST £210 | <ul style="list-style-type: none"> The school's PESSPA provision is up to date with recommended and approved CPD, resources and initiatives. Pupils benefit from enhanced curriculum, extra-curricular opportunities and teaching staff who have received training. | Completed |
|--|---|-----------------------|--|------------------|

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

0%

| 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>Pupils take part in more playground activities and games.</p> <p>Pupils develop collaborative skills as well as team spirit, perseverance and sharing.</p> | <ul style="list-style-type: none"> Activity/Sport specific line markings for Pre-school and KS2 playground areas. PE and games playground equipment. TAs trained and supported to initiate and run playground games. Play leaders trained and supported to run games in KS1 and 2. | As part of key indicator 1 | <ul style="list-style-type: none"> Emotional, Social, Mental and Physical Benefits. Increased self-esteem, improved collaboration skills, enhanced critical thinking skills, and a strengthened immune system. Development of school values and LORIC. |
| Pupils experience a broader range of experiences and sports. | <ul style="list-style-type: none"> Purchasing of new sporting equipment, including SEND/PD specific resources. Purchasing a wider range of equipment to use in clubs. | As part of key indicator 1 | <ul style="list-style-type: none"> Children to develop fundamental movement skills and become increasingly competent and confident to access a broad range of opportunities to extend their agility, balance and coordination. Pupils have the opportunity to experience activities that they may never have tried before – development of cultural capital. |

| <p>Inviting highly qualified and respected coaches to run clubs Pupils receive high quality learning opportunities. Health and wellbeing of pupils who attend improve.</p> | <p>Using coaches from gymnastics, martial arts, rugby, basketball, cricket, tennis etc to run clubs at the school. AT</p> | <p>£0</p> | <p>All clubs run by external coaches are well attended and supported by staff if possible (CPD opportunities)</p> | <p>Outside providers to be contacted</p> |
|--|--|--|--|---|
| <p>Links with LEAP to source equipment/support to deliver new sports e.g. badminton, handball etc</p> | <ul style="list-style-type: none"> School sports coaches to liaise with representatives from LEAP. | <p>Cost included in PE leads investment.</p> | <ul style="list-style-type: none"> Pupils have access to more equipment through LEAP partnership which will allow for more exposure to sports, increasing the opportunities for pupils to discover a sport they enjoy. LEAP partnership will also be used for WH to promote outside clubs and opportunities in the local area. | <p>Completed 17/5/2023</p> |
| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation: 79% (includes 77% investment in coaches)</p> |
| 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 enable more pupils to participate in school competitions and fixtures across a broader range of sports.</p> | <ul style="list-style-type: none"> Attend a greater number of events in the local area. Identify inclusive opportunities | <p>Part of Mandeville SSP Package £1, 500 – included in Key indicator 3 figures</p> | <ul style="list-style-type: none"> Increased number of children representing the school in level 2 and above competitions. Increase number of PD pupils representing the school. | <p>Completed</p> |

| | | | | |
|--|--|--|--|--|
| Create opportunities for inter-house competition throughout the year. | <ul style="list-style-type: none"> • Working with the sports leaders to plan and deliver inter-house competitions. • PE team to ensure all sports days and inter house competitions are fully inclusive. | Cost included in PE leads and investment in coaches. | <ul style="list-style-type: none"> • More pupils have access to competition in school. • Raise the profile of our WH house captains and sports leaders. | Completed and ongoing |
| To enable more pupils to participate in school competitions and fixtures across a broader range of sports. | <ul style="list-style-type: none"> • PE Leads and Sports Coaches to organise and ensure pupils attend a greater number of intra-school events/fixtures in the local area. • Provide broader range of clubs. | Cost included in PE leads and investment in coaches. | <ul style="list-style-type: none"> • Children receive the physical and wellbeing benefits from activity. • Pupils learn and develop personal and social skills through team work. • Pupils experience a wider range of sports to develop wider interests and skills. | Completed and ongoing |
| Increase the opportunities for inter-house competition within school hours. | <ul style="list-style-type: none"> • Development of playtime challenges will enable classes to compete against each other. TR • Creation of inter-house games to promote participation and competition between pupils and houses. • PE Leads and coaches to support playground duty staff to deliver active playtimes, accessible to 100% of pupils. • PE leads to promote Real PE at Home. TR 'At Home Challenge' | Cost included in PE leads and investment in coaches. | <ul style="list-style-type: none"> • Inspired healthy competition between pupils, classes and houses so that pupils are more active at school and at home. • 100% pupils within KS1 & KS2 have active playtimes. • 100% of pupils in EYFS and KS2 have access to real Play at home. | To develop playtime challenges To promote Real PE at home |

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |

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