

Evidencing the impact of the Primary PE and sport premium



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

2021-2022



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 2019/20	£0
Total amount allocated for 2020/21	£21,873
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£22,203
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,203

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

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: 2021/22		Total fund allocated: £22203		Date Updated: September 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: 89.5%
Intent	Implementation		Impact	Autumn 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 Coach to plan, manage and deliver extra-curricular offerings during and out of the school day. PE lead to plan so that children with SEND have access to extracurricular activities. To increase involvement of less active children and pupil premium children in sporting activity by SC PL engaging with pupils and staff. Addition of outside providers to broaden the range of sport opportunities (with KS1 focus) 		Coach investment £9186.66	<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. 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. 	
Continued commitment to improving playtime experiences, through training of staff and pupil play leaders.	<ul style="list-style-type: none"> PE lead to plan and manage active playtimes during 'leadership' time. Development of 'Daily Mile' playground challenge and 'Move it' activities led by teachers and playground leaders. 		PE lead investment £10361.42	<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. 	
			WH School offers a number of clubs inc. Football, tennis, netball, martial arts, dodgeball, badminton and kurling. SEND pupils attend horse riding during school hours off site.		
			Playground leaders lead playground games with KS1 pupils at lunchtimes.		

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<p>Effective implementation of Shooting Stars/Change4Life clubs to raise the profile of health and wellbeing.</p>	<ul style="list-style-type: none"> PE lead 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 PE lead, sports coach and trained school staff. 	<p>Included in PE lead investment</p>	<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. 	<p>Staff have received training for shooting stars programme. Plan to deliver later in the academic year.</p>
<p>Purchase equipment for PE:</p> <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 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. 	<ul style="list-style-type: none"> Netball equip £100 Badminton Equip £252 	<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. 	<p>Equipment has enabled a breadth of new extra-curricular sports to be offered. Specific equipment has allowed for more inclusive PE to be delivered.</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: 0%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Enrol members of school sports committee into the 'Real Leaders' programme. Provides an opportunity for children to lead and manage physical activities</p>	<p>Work with Create Development to train CP/MT in the use of the Real Leaders function within the online teaching tool.</p> <p>Recruit members to join the school sports committee.</p> <p>Arrange a suitable time to support</p>	<p>Part of the Real Legacy Agreement Package - See premium spend 2020-21</p>	<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 	<p>CPD during autumn 1 term has allowed pupils to deliver games with additional knowledge and confidence.</p>

<p>Raising awareness of the positive impact of William Harding's approach to PESSPA through online presence.</p>	<ul style="list-style-type: none"> • Management of online twitter account. PE lead and sports coach to monitor and manage posts relating to school PE and sport. • PE Lead to update PE and sports page within the school's website to share home learning tasks, news, events and resources. • Promote additional approved out of school activities and clubs which families can attend by PL 	<p>Cost included in PE lead and coach investment.</p>	<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>Website, class Dojo and twitter feed updated to provide information and opportunities to the school community.</p>
<p>Provide outstanding quality of PE provision across the school to support progress of all pupils.</p>	<ul style="list-style-type: none"> • Subject specialist to teach PE across whole school including pre-school. • Monitoring of PE through pupil voice, class book scrutiny, lesson observations, planning scrutiny, data analysis and lesson walks by PE lead. • PL to support staff in CPD and in lessons to improve PE for all • The sports coach to deliver the PE curriculum in Early Years, KS1 and KS2. • Sports coach supported the roll out of our new Early Year PE programme (real Foundations). • Monitoring of sports coach through monitoring and regular meetings. • Clubs such as girls football will be managed by the SC, this will be accessible to all KS2 girls. 	<p>Cost included in PE lead and coach investment.</p>	<ul style="list-style-type: none"> • Subject specialist to support high quality PE curriculum and teaching • PL knows the quality of PE through M&E • Staff are and feel supported to improve PE for all • EYFS pupils benefit from the Early Years PE programme (real Foundations). • Clubs are accessible to KS2 girls. 	<p>PE delivery monitored and support provided through feedback and CPD (both in person and online).</p> <p>SC working alongside EYFS to develop PE and PD offering utilising real Foundations resources.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.5%
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"> CP to attend Primary Leader Development Days with the Mandeville partnership, to learn of opportunities that will benefit teaching and learning at William Harding. 	Part of Mandeville SSP Package - £1500	<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. 	Meeting with Mandeville SSP attended in December. Actions from meeting will be carried out in spring and summer terms.
CPD staff training for the delivery of 'Real gym' through William Harding's and Create Development's 'Real Legacy' agreement. Staff will be able to deliver some or all aspects of the real Gym programme.	<ul style="list-style-type: none"> Tutors from Create Development invited to lead staff showcase training over two training days. for staff to observe high quality delivery of PE. 	Part of the Real Legacy Agreement Package 2020-21 premium spend.	<ul style="list-style-type: none"> All teaching and support staff who attend complete evaluation forms. Resources distributed and used. 	CPD during autumn 1 term has allowed teachers to deliver gymnastics with additional knowledge and confidence.
Support and development of school teaching staff by sport lead, through monitoring and evaluation of PE practice.	<ul style="list-style-type: none"> Sports lead 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 lead and coach 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. 	Feedback provided for both planning and class books. Progress will be monitored during spring and summer.

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 £525	<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. 	Memberships to be applied for during spring term, following Mandeville SSP leaders meeting in December.
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?:	Sustainability and suggested next steps:
Pupils take part in more playground activities and games.	<ul style="list-style-type: none"> Activity/Sport specific line markings for Pre-school and KS2 playground areas. PE and games playground equipment. 	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. 	Application for line markings sent to site manager in autumn 2.
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. 	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. 	Equipment for gymnastics and netball specifically chosen to provide inclusive PE.

<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.</p>	<p>£0</p>	<p>All clubs run by external coaches are well attended and supported by staff if possible (CPD opportunities)</p>	<p>Tennis, dance and rugby clubs carried out by external specialist coaches.</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 coach to liaise with representatives from LEAP. 	<p>Cost included in PE lead and coach 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>To be actioned following Mandeville SSP leadership meeting in December.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>0%</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 – 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>Taken part in football matches against other local schools. Also, taken part in Virtual School Games Cup.</p>

<p>Create opportunities for inter-house competition throughout the year.</p>	<ul style="list-style-type: none"> Working with the school sports committee members, plan and deliver inter-house competitions. Working with sports committee to plan inclusive sports day for reception/KS1 	<p>Cost included in PE lead and coach investment.</p>	<ul style="list-style-type: none"> More pupils have access to competition in school. Raise the profile of our WH houses. 	<p>Sports leaders planning playground competitions for spring 1.</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"> PE Lead and Sports Coach to organise and ensure pupils attend a greater number of intra-school events/fixtures in the local area. Provide broader range of clubs. 	<p>Cost included in PE lead and coach investment.</p>	<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. 	<p>Additional clubs provided to both Key Stages.</p>
<p>Improve numbers (including pupil premium and SEND pupils) attending competitions, through the South Bucks Sports Partnerships and remote virtual challenges.</p>	<ul style="list-style-type: none"> PE lead to organise participation in virtual school games. These will include those provided by South Bucks SSP and those created by William Harding's PE department. PE lead to organise local fixtures in sports such as football, basketball, netball, cricket etc. 	<p>Cost included in PE lead and coach investment.</p>	<ul style="list-style-type: none"> The school message is promoted that physical activity is inclusive. Developed self-esteem of all pupils and reward participation and determination. Pupils have pathways for them to pursue sports outside of school hours. 	<p>SSP competitions are due to start in spring and summer. All pupils have attempted Virtual Competitions.</p>
<p>Increase the opportunities for inter-house competition within school hours.</p>	<ul style="list-style-type: none"> Development of 'Daily Mile' playtime challenge will enable classes to compete against each other. Creation of the 'William Harding Winter School Games' will promote participation and competition between pupils and houses. PE/SC to support playground duty staff to deliver active playtimes, accessible to 100% of pupils. PE lead to give access to 100% of 	<p>Cost included in PE lead and coach investment.</p>	<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. 	<p>Real PE at home logins to be reissued to parents during spring 1 term.</p>

	pupils in EYFS, KS1 and KS2 to real Play at home.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	