

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2022

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from 2019/2020</u>, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023**.

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 2023. To see an example of how to complete the table please click <u>HERE</u>.

Created by:

















Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,175
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,351
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,351

Swimming Data

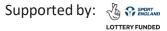
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. 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	
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 2023. Please see note above	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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?	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: 2022/2023	Total fund allocated: Date Updated:			
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:	
primary school publis undertake at le	ast 30 minutes of physical activity a d	ay in school		15%
Intent	Implementation Impact			
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Funding allocated :	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Develop Sports Leaders to support active playtimes - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - To continue to work in partnership with Richmond SSP, Hounslow's Sports Impact, YST, afPE and UKActive increase	 Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. Build links with local community sports clubs. Develop action plan Purchase Resources Relaunch whole school initiative Train sports leaders to deliver sessions for targeted groups at break and lunchtimes Lead assemblies on importance of physical activity 	£3000	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using Sports Leaders as role models - Pupils activity at lunch and break increased - Sports Leaders support active play across the school - children across the school more active on a daily basis and enjoy being active Evidence Curriculum map - PE policy	Curriculum is well developed and has been rewritten. Progression documents written.
awareness of the importance of physical activity			- Registers of participation - Extra-curricular data	Work with FMS to further develop their product and write















-To continue with our nationally recognised 'thrive' groups and 'social' groups targeting various children

Whole school activity levels have tailored to our children improved immeasurably.

schemes of work with them https://functionalmovement.uk .com/

Thrive and multi sensory programmes have improved levels of physical activity during curriculum time.

Thrive programme has had a massive impact: see case studies: T:\Curriculum Subject Leaders\Curriculum 2022-

2023\PE\thrive case study\Cricket Case study (4).docx

T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\thrive case study\Thrive Case Study Year 4 and 5.docx

Thrive programme has been nationally recognised and written about in: PE and Sport Magazine; Wisden; The Cricketer. Thrive programme has been nationally recognised: Won sports category at Education and Business Awards 2022 and shortlisted in 2023 Shortlisted at TES Awards Shortlisted at YST Awards for PE Best practice

82% of pupils attend OSHL

Physical Active Active Partnerships Created by:











Average child at Heathfield gets 2 hours a week of high quality PE curriculum teaching; 15 minutes a day of breaktime and 30 minutes of playtime (after lunch). ASD provision children 60 minutes of Occupational Therapist a week + 2 hours a week of PE curriculum time Example pupil (Year 3) 120 minutes PE 60 minutes Tag rugby 60 minutes Football 30 minutes athletics (year 4) Multi Sensory circuits 30minutes 120 minutes PE 60 minutes Thrive 60 minutes football club 60 minutes dodgeball 60 minutes martial arts (Year 5) 120 minutes of PE 60 minutes Thrive Rugby club 60 minutes Cricket 60 minutes Athletics 30 minutes Football 60 minutes Martial Arts 60 minutes

























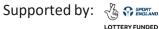
what they need to learn and to consolidate through practice: - Use PE and sport to enable the - As a school we contribute funding to - Personal development (physical - Identify the positive impact that £3,000 skills, thinking skills, social skills and PE and school sport has on development of life skills that are sustain the Richmond School Sport Partnership and Sports Impact personal skills). transferred to other curriculum areas. academic achievement, wider school and beyond. (Hounslow) which provides the See Thrive case studies behaviour and safety, - Use PE and sport to develop the whole following opportunities: attendance, health and wellbeing person including thinking, social and • Additional competitions outside of - Attainment and achievement. and SMSC. personal skills the School Games programme behaviour and attendance. Review School development plan, - Use PE teaching to aid fine and gross Whole school policies/PE policy • Comprehensive CPD programme - PE physical activity and school sport have a high profile and are Use PE conference to review, motor skill development • PE Conference Outdoor activity days celebrated across the life of the evaluate and plan for the next • Youth Sport Trust Primary academic year. First state school in the country school to trial FMS programme Membership - School staff better • Support from Fiona MacMillan and - SMSC - Children learn to respect equipped/more confident to https://functionalmovement.uk Emma Mackenzie-Hogg com/ and work with each other, exercise teach PE in school JW to attend YST national lead PE self-discipline and act in a safe and - Monitoring use of schemes - Use sporting role models used to teachers conference with YST sensible manner. and whole school PE engage and raise achievement - Continued progression of all coverage pupils during curriculum PE Sports leaders develop younger - Ensure PE and school sport is visible in - Develop Youth Sport Trust MY the school (assemblies, notice boards, Personal Best programme in school. pupils into becoming leaders lessons. school website, local press, pupil reward (Has been recognised by YST, C2S, themselves and recognition of pupils) **Education and Business Awards** Pupil interviews inform us that - High quality PE lessons delivered pupils enjoy their PE lessons and Wisden and Cricketer, CYP Now, TES) Training course delivered for rest of that pupils enjoy the variety of during curriculum time. - To deliver the Sports Leader borough and resources being utilised. activities on offer during Programme throughout the school, **Employment of sports coaches** curriculum PE. engaging and facilitating pupils' ability - Continue to develop and use whole T:\Curriculum Subject Leaders\Subject Reviews\PE to take responsibility for their learning school plans and assessment. and delivering of physical activities to Subject Review 2021\Pupil - Gold Quality Mark achieved the rest of the school. Inter house competitions played Interviews\PE pupil - School staff better equipped/ more throughout the year interview.docx confident to teach PE in school - Develop a team of sports leaders This is supported with evidence - Monitoring use of schemes and whole - Sports leaders to help run and from YST Gold mark award organise the intra-house festivals in the school PE coverage Sports leaders develop younger pupils lower school. Interhouse competitions raise















	- Sports Leaders to run their own club for younger pupils at lunchtimes. - Help run and record the events for Sports Day.		profile of competitive sport within school. As many children as possible to participate. - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful sports day held. Visits from professional sportspeople Jonathan Barbour, Ahmed Mettoui, Donna Fraser, Zafar Ansari, Arun Harinath, Monte Lynch,	
Key indicator 3: Increased confidence	, knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
				30%
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 the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. 1:1 lesson observations to monitor staff effectiveness and confidence Ongoing CPD provided for staff (a tailored programme has been designed) 	 Provide opportunities for staff to access CPD opportunities – Hampton School; Brentford FC; Chance to Shine; Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers and support staff. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers 	£6,000	T:\Curriculum Subject Leaders\Curriculum 2022- 2023\PE\PE Subject Review 2021\Staff Interviews\Teaching Staff Interviews PE.docx	- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence Staff INSET













benefit from coaches expertise Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.

Liaise with other local schools to share knowledge and expertise.

confidently plan, teach and assess National Curriculum PE

- More confident and competent staff evidenced through feedback and lesson observations
- More sustainable workforce including young leaders.
- Enhanced quality of provision Youth Sport Trust Gold Mark Schools Mark Gold Award
- Increased pupil participation in competitive activities and festivals Organised matches for all year groups A,B, C, D teams in Football(boys and girls), tag rugby, netball, sportshall athletics, gym, cricket
- Increased range of opportunities In addition to Richmond School Sports Partnership we entered Chance to Shine festivals, a Surrey Foundation festival, we ran our own 5 a side football competitions for local schools, Hampton 5 a side, Hounslow competitions in cross country, girls and boys football and sportshall athletics
- The sharing of best practice with other schools in the Richmond School Sports Partnership
- A more inclusive curriculum which inspires and engages all pupils
- Increased capacity and sustainability
- Continued progression of all pupils during curriculum PE lessons.
- Questionnaires/interviews inform us that pupils enjoy their PE lessons See pupil interviews











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:	Implementation Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Key indicator 4: Broader experience of		red to all pupils	Teacher interviews - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. Children's particular enjoyment of cricket is on Chance to Shine website: https://vimeo.com/manage/videos/637621084 JW presenting for Teach First students Top 50 prep and primary schools in Britain in Cricketer magazine Schools Guide 2022page 140-141 https://www.thecricketer.com/Topics/schools/top_uk_cricketer_schools_announced_in_the_cricketer_schools_guide_2022.html	











- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.
- Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport
- Providing additional links to **Community Sports Clubs**
- Children participate in festivals/ tournaments held through RSSP.
- Additional competitions with Sports Impact (Hounslow)
- Additional cricket comps with ECB and **Surrey Foundation**

Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.

Additional achievements:

Education and Business Awards Sports Award winner 2022

Recognised by Cricketer magazine and included in December supplement as one of top 50 cricket schools in the country

Shortlisted at TES Awards 2022

Shortlisted at CYP Now Awards 2022

YST – gold mark

- Provide opportunities for children with SEND, the least confident and the least active to attend exciting. varied and a new range of activities through the school sport partnership.
- Review extra-curricular activities through pupil voice
- Employ sports coaches to provide age and stage appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school
- To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year)
- Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard
- Children to attend the extracurricular clubs.
- School to enter children into sporting festivals/ competitions.
- Links made with coaches and outside clubs
- Equipment continues to provide opportunities during break and lunchtimes.

£4,000

- Engaged or re-engaged disaffected |pupils
- Increased pupil participation ->80% of pupils taking part in clubs
- Enhanced quality of delivery of activities
- Increased staffing capacity and sustainability
- Enhanced, extended, inclusive extra-curricular provision

Visits from Marcus Gayle (Brentford FC); Celia Quansah (GB 7s rugby player who competed at Tokyo Olympics and competed at Commonwealth Games); and Heather Cowell (GB sevens player who compted in Commonwealth Games)truly inspirational

- Improved behaviour and attendance and reduction of low level disruption
- Increased pupil awareness of opportunities available in the community Great links with local clubs T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\Sports Directory\Sport.docx
- improved physical, technical, tactical and mental understanding of a range of sports
- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play

Carefully select outside providers and ensure they lunderstand our vision for school sport and that the opportunities they offer contribute to that vision.

- Further increase opportunities for children – in and out of school













and leadership?

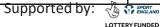
- Coaches signposting children to community sessions.
 - Very successful Cricket camp run at Easter through FUEL programme – was held as an example of outstanding practice by Achieving for Children T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\SUMMER CAMP\FUEL Monitoring visit Heathfield Cricket Club 10th August 2022.docx
 - Had first pupil from Heathfield to represent Hounslow Borough cricket team
 - 2 boys in Hounslow LYG u13 cricket squad
 - 10 girls on Middlesex Area pathway cricket

Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys

Education and Business Awards Youth Sport Trust Gold Mark

Accreditation

T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\YST\Quality Mark\HeathfieldJuniorSchoolcertificate YST Quality Mark.pdf







SPORT

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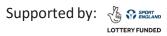


Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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 opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome Increased participation in School Games competitions Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events Select children who we feel would benefit most from the opportunities available in the Richmond Partnership events calendar Enter external events to give pupils the opportunity to compete against other schools		£4,000	Football Boys won cluster league and reached last 8 of borough league Boys reached last 8 of borough cup Girls won cluster league and reached last 8 of borough league Girls reached last 8 of cup Girls won Hounslow Borough Cup Girls represented Brentford at the Regional Finals at Charlton and lost in semi finals Boys year 4 team reached semi final of Battle of the Borough Cup Boys Year 3s reached semi final of the Battle of the Borough Cup Girls Year 4 reached semi final of the Battle of the Borough Cup Gymnastics Year 5/6 squad Borough Champions Year 3/4 squad Borough runners up Athletics	- Review attendance data and identify children for appropriate opportunities Continue to attend Richmond Partnership termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality Further widen opportunities for pupils to take part in competitive sporting events













Sportshall Richmond Borough runners up Sportshall Hounslow borough winners Quad kids third place Hounslow cross country runners lup Tag Rugby Borough Cup runners up Borough league winners Chase Bridge International tournament winners Penathlon Richmond Champions Cricket Boys Richmond Borough Champions Boys Chance to Shine Regional Street Cricket Champions u13s C2S U13 National Finals - came 3rd Richmond Borough Champions LYG runners up Surrey Smash indoor competition winners Surrey Smash outdoor competition winners Surrey hardball North West league winners













Surrey Finals Day (beat Dulwich in semi finals; lost to Banstead in final) Middlesex softball winners C2S National Finals u13s

https://twickenham.nub.news/news/local-news/international-womens-day-girls-granted-equal-access-to-sport-as-twickenham-primary-school-plays-host-to-major-announcement-174768

Heathfield chosen to be on BBC breakfast and Newsround for renewal of Sports Premium

Signed off by	
Head Teacher:	David Colenso
Date:	6 th September 2022, Evaluated 20 th July 2023
Subject Leader:	James Watson
Date:	6 th September 2022, Evaluated 20 th July 2023
Governor:	J Kelly
Date:	6 th September 2022, Evaluated 20 th July 2023











