

# Planned Spend 2021/2022

Updated February 2022



*Life in all its Fullness*

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



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](http://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](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2021/22  | £9,686  |
| Total amount allocated for 2021/22  | £17,150 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £26,836 |

## Swimming Data

Please report on your Swimming Data below.

Holly Hill Church school is an Infant School, and therefore we are not funded, and obliged to offer swimming and water safety.

## Action Plan and Spend analysis

| Academic Year: 2020/21   |  | Total planned spend £17,806   |  | Date Updated: February 2022  |  |
|--|--|---|--|--|--|
| <p><b>Key indicator 1:</b> 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</p> <p><b>Key indicator 2:</b> The profile of Physical Education, School Sport, and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement</p> |  |   |  |  | Percentage of total spend:<br>13%<br>£3944 total |
| 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:  |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |  |
| PE embedded as part of the curriculum (not as an additional activity)  |  | Continue provision of 20/21 increasing PE and activities as part of wider curriculum and linked to topics. Detailed lesson plan to support teaching and learning.<br><br>Increase high quality resources to support learning. May need to compile a RAG wish list depending on needs. |  | £342   |  |
|  |  |   |  | See main resources below as wider activities   |  |
|  |  |   |  | Sustainability and suggested next steps  |  |

|  |   |                          |  |  |
|--|---|--------------------------|--|--|
| <p>Physical activity becomes focus of playtime and lunchtime, to learn new skills and discover new ways to be active. To upskill Lunchtime supervisors (LTS) and ensure daily sessions to all children</p> | <p>Continue success of changes in 2020 to ensure TAs engage with playtime and lunchtime activities as part of contracted hours. Promoting active break times, activities and increasing confidence of LTS for them to proactively support children.</p> <p>Developing a culture of fair play, resilience, and being a good sport.</p> <p>Resources to be purchased specifically for lunchtime use. Including PE audit of resources by Aspire Sport to ensure playground is exciting, stimulating, including and encourages children to be physically active, work collaboratively and develop problem solving skills;</p> | <p>£400</p> <p>£2455</p> | <p>Creative and play resources purchased February 2022: crates, logs, outside balance, den building, hula hoops.</p> | <p>£747 to be spent Summer term on resources</p> |
|--|---|--------------------------|--|--|

| <p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>  |   |                          |   | <p>Percentage of total spend:</p>               |
|--|---|--------------------------|---|---|
|  |   |                          |   | <p>37%</p>                                      |
|  |   |                          |   | <p>£9972 in total</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> |

|  |  |        |  |  |
|--|--|--------|--|--|
| Upskill of new staff and PE sessions and continue to ensure TAs can take skills out to use at lunchtime. | Increasing quality of PE lessons and specifically upskilling RQT. Purchase of 1 day of Aspire Sports (external PE provider). | £7,479 |  | £2493 Summer term (12 weeks) to ensure continual upskill of ECT and TAs. |
|--|--|--------|--|--|

|  |  |  |  |                            |
|--|--|--|--|----------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |  |  | Percentage of total spend: |
|  |  |  |  | 37%                        |
|  |  |  |  | Total: £9860               |

| Intent   | Implementation   |                               | Impact   |  |
|--|--|-------------------------------|--|--|
| Your school focus should be clear<br><br>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 for:   |
| Access to a range of physical activities provided as after school clubs. Fully funded by Sports premium to alleviate financial barriers for families to access activities. | Upon lifting of COVID restrictions to reintroduce the range of extra-curricular clubs on offer. Clubs offered from October 2021 to all KS1 children. To increase to EY Spring term.<br><br>Dodgeball Wednesdays<br>Dance Tuesdays<br>Dance Mondays (from February)<br><br>All activity clubs funded by sports premium to access extended physical activity in a safe environment.<br><br>Other clubs will be run (Worship, | £1400<br><br>£900<br><br>£664 |  | To continue after school clubs Summer term (12 weeks) to allow accessibility to wider amount of children.<br><br>Dance 2 days: £720<br>Dodgeball: £276 |

|  |  |  |   |  |
|--|--|--|---|--|
|  | Forest school), but not funded from Sports Premium.  |  |   |  |
| Broad range of sports and activities offered to KS1 children as part of outdoor adventure play | Following success of June 2021, Year 2 to attend ( <a href="http://www.ackers-adventure.co.uk">www.ackers-adventure.co.uk</a> ) July 2022 to experience activities they were unable to do in 2021. Activities linked to PE curriculum and outdoor adventure. | £3800 Ackers June 2021<br>Year 1 and 2<br><br>£2,100<br>Year 2 June 2022 |   |  |
| Experience different dances and physical activities linked to curriculum                       | Workshops to enhance curriculum and provide active learning. Different themes linked curriculum:<br>Yoga – mindfulness<br>Indian – Divali<br>Dragon – Chinese new Year   | £0   | This will be started in 2022/23 if funding permits. Due to wellbeing issues in school, better use of money was wellbeing through activity (see below) |  |

|   |  |                   |  |  |
|---|--|-------------------|--|--|
| <b>Updated indicator following requirements after lockdown and to meet the needs of the children</b>                                    |  |                   |  | <b>Percentage of total spend:</b>        |
| <b>Key indicator 5: Development of the Whole Child:</b> considering the emotional, physical, and mental engagement in physical activity |  |                   |  |  |
|   |  |                   |  | <b>11%</b><br><b>Total £3060</b>         |
| <b>Intent</b>   | <b>Implementation</b>  | <b>Impact</b>     |  |  |
| Your school focus should be clear<br><br>what you want the pupils to know and be able to do and about what they need to learn and to    | 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: |

|  |   |       |  |   |
|--|---|-------|--|---|
| consolidate through practice:  |   |       |  |   |
| Key targeted children to develop awareness of themselves, confidence, team work through activities and dance. Enhancing well being and mental and physical health. | <p>Intervention groups to ensure:</p> <p>Developing self awareness and self esteem</p> <p>Developing friendship skills</p> <p>Developing social skills</p> <p>Through small group workshops<br/>Monday and Tuesday weekly 1-3pm.<br/>Commencing February 2022 9 weeks</p> | £1620 |  | Carry forward £1440 to Summer term 2022 (12 weeks) to ensure support can reach out to as many children as needed. |

**We will be carrying over £5,676 to Summer Term 2022 as highlighted in the last column.**

|   |  |
|---|--|
| Signed off by                                   |  |
| Head Teacher                                    |  |
| Date:   |  |
| Assistant Head Teacher<br>(Sports Premium Lead) |  |
| Date:   |  |
| Governor:                                       |  |
| Date:   |  |