

# **Hucknall Flying High Academy**

**Evidencing the Impact of the  
Primary PE and Sport Premium  
2019-2020**



***“Make Every Day Count”***

**We aim to make every day count for our children where they thrive and build the cultural-capital  
they need to make aspirational choices about their own future**



As a result of the Coronavirus, the School Games Mark has not taken place for this academic year. The Youth Sport Trust are carrying forward the same award schools achieved in 2018/19.

The SGOs in Nottinghamshire felt that schools deserved recognition for the work and support they had put in place for their pupils across this academic year, so we created our own criteria and application process for a School Games Recognition Award and School Games Virtual Award.

The School Games Recognition Award takes into account pre-lockdown activities (Sept 19 - March 20) and engagements during lockdown with pupils and families.



**The two awards recognise Hucknall FHA's commitment to providing high quality PE, school sport and physical activity to all their pupils.**

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

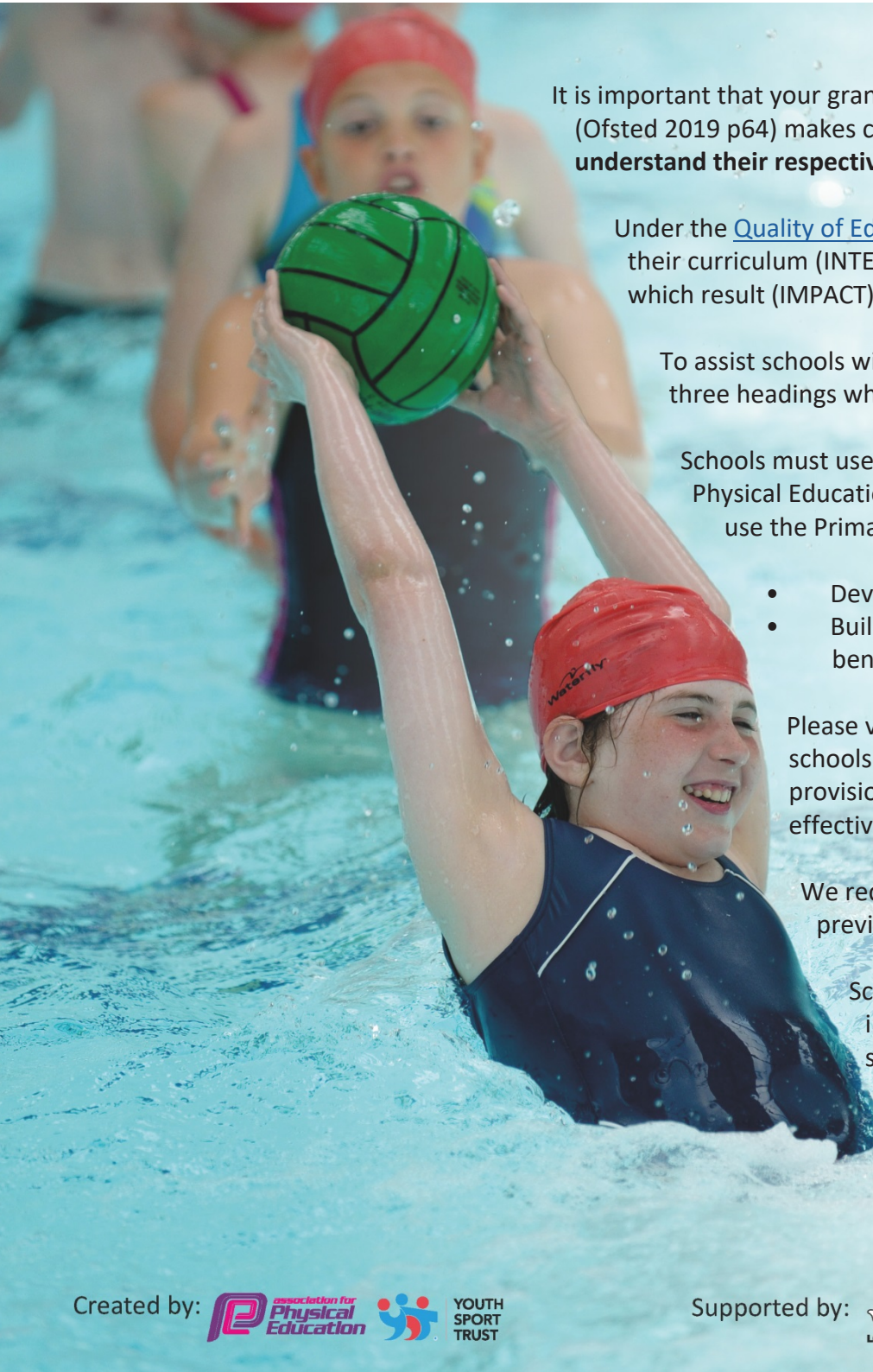


Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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<sup>st</sup> July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>The year of 2019-2020 has been a proud year of sporting development here at Hucknall FHA, our first year as an established school.</p> <ul style="list-style-type: none"> <li>• <b>90% of pupils</b> in year 5&amp;6 representing school at Level 2 competition</li> <li>• <b>85% of pupils</b> in year 4,5 &amp;6 representing school at level 2 competition</li> <li>• Being awarded the <b>Double School Games Award</b> in July 2020 (acknowledged for dedication and commitment for both pre and during lockdown)</li> <li>• Winning the Trust 'Virtual Sports Day' for the EYFS category</li> <li>• Receiving the School Games 'Sportsmanship' Award</li> </ul>	<p>This year we will strive to develop our pupils in line with the school games values and our own school/trust values to ensure that sport has a direct impact on not only their physical wellbeing but also their mental wellbeing. Our aim is to ensure our pupils are at the forefront of the decisions we may in school and are able to lead group activities competently</p> <p>With regards to attendance at local sporting events and the opportunity to represent our school, we will once again set ourselves the target of ensuring the highest possible proportion of children are able to do this (impacted by no school games until 2021)</p> <p>The fantastic success of our engagement in virtual events during lockdown has paved the way for children to engage with physical activity outside of school, with activities and challenges being set for them by teachers. We are looking to incorporate this as well as working with local clubs to help signpost children to clubs, once they are back to having full capacity.</p>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No – we were looking to utilise some of the premium money during the final term to support pupils in Year 5/6 that lacked confidence in water. However, lockdown prevented this from happening.

## 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: 2019/20		Total fund allocated: £13,000	Date Updated: 23/07/2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				14%
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:
Children to have access to high quality lunchtime (pupil) led provision to engage the pupils in various activities.  The support of the local School Games Organisers to help support our Young Ambassadors/sports leaders.  Utilising the areas, we have around school to appeal to as many pupils as possible to engage in sporting activity, eg Daily Mile	Sports leaders received training in the Autumn term and were implementing the School Games Lunchtime activities during Spring 2020.  During the previous term, Mr Clowery and My Younger had led lunchtime-based activities for different year groups to help develop pupil's enjoyment and desire to engage with physical activity	£1850	The sports leaders have developed their confidence which has led to them engaging more pupils by being proactive and encouraging pupils to join in.  Our pupils have thoroughly enjoyed accessing equipment during breaks including playground markings such as the daily mile etc. Sports leaders have used small challenges to encourage them to return daily.	The Sports Leaders will train again this year from the Autumn Term (this training may look different to last year). They will be encouraged to engage all pupils once again.  Teachers will be given access to a new training resource in the Autumn Term to help with generating new ideas (Complete PE)  Implementation of a rewards system to support pupil engagement within physical activity and continue to develop the virtual activities children have engaged in.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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:
<p>Way back in September when we opened as a 'brand-new' school, the aim was clear – Offer as many opportunities as possible for participating in sport.</p> <p>We know pupils thoroughly enjoy the social aspect of physical education, enhancing this and providing a fun but progressive curriculum and extra-curricular programme will benefit all areas of school life for our pupils, parents and staff.</p>	<p>Celebrations of sport related achievements in assemblies and a termly newsletter.</p> <p>This 'publicity' around our belief and the high profile we place on PE and Sport will help to fulfil our desire to transform pupil's life for the better around their physical and mental wellbeing.</p>	£2500	<p>Pupils surveys in school and regular meetings with school parliament will help us to evidence the development of pupil's well-being and around the impact sport is playing on their lives.</p> <p>This year has very much been about raising the initial profile of sport and the benefits that it has and allowing pupils to see the pride, the enjoyment and the success which sport can bring.</p> <p>Demonstrating the need to attend clubs, to train and to want to improve will undoubtedly help our pupils thrive in their future lives.</p>	<p>Following on from this past year we know the profile of sport has been raised across our school. Our intent moving forward into the next academic year is for 'aspirations' for our children to aspire to be part of as many clubs, teams and events as possible. This in turn will see pupil's emotional well-being become improved, their confidence increasing along with their ability to work with others progressing.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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:
<p>To further, develop staff knowledge and confidence this year by providing the opportunity to learn from a PE specialist to support and access high quality planning resources.</p> <p>Allowing staff to experience the opportunity to learn alongside sport specialist coaches such as basketball and dance has seen the staff participate in lessons, generating their own ideas for delivery and creating an important 'bank' of knowledge that can be transferred across subjects.</p> <p>Provide staff with opportunities to attend School Games and Level 2 events to improve knowledge.</p>	<p>Mr Clowery and Mr Younger have led PE this year, working alongside staff to plan and enabling them to observe lessons. The staff are always able to liaise with Mr Younger regarding topics and planning.</p> <p>Developing links with local clubs has enabled various sport specific coaches to deliver sessions in school whilst staff observe and where required team teach.</p> <p>Staff have been encouraged to attend events with pupils to upskill their knowledge of rules of the game and to help them see the game being played competitively.</p>	£4500	Staff have now become more competent in sport delivery, moving forward this will help them to deliver different topics.	<p>Moving into the next academic year, the staff will be expected to deliver much more frequently, and extra-curricular activities will be offered more widely to engage more pupils.</p> <p>Staff will have access to a new planning resource, ensuring they are required to spend less time planning and more time reflecting, delivering and ensuring pupils there is progress with physical literacy.</p> <p>The PE Lead from the FHT is working closely with Complete PE – this will be utilised to support staff expertise.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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:
<p>All pupils can find a love for at least one sport! Offering a range of PE lessons and extracurricular activities has been a success this year (for example boccia, archery, table tennis, laser tag and cheerleading).</p> <p>Ensure equipment is available where required and use experienced delivers to enhance pupil's enjoyment and engagement.</p> <p>Our clear intent is for pupils to access a broad curriculum that is led by confident and talented staff.</p>	<p>KC and RY to lead PE and devise a broad programme. Utilising his experience and contacts to develop pupils with sport specific coaches offering advance support and also to signpost pupils to attend clubs outside of school</p> <p>Ensure equipment is available where required and use experienced delivers to enhance pupil's enjoyment and engagement.</p>	£3000	<p>RY has brought his sports specialism to help develop PE at HFHA, utilising this experience and knowledge to deliver 'new' sports to the pupils. Allowing them to learn rules of games whilst also accessing challenging activities</p> <p>Working closely with the SGO has opened many additional doors to our pupils including access to virtual sports during the 'Lockdown' period.</p>	<p>Review this past year and repeat clubs which were successful (when we are able too) and also experiment with new sports to entice other pupils into clubs.</p> <p>Appointment of a sports apprentice to develop activity across school</p> <p>Use locals to 'talent spot' and also to provide taster sessions to allow pupils with the knowledge of where local clubs are.</p> <p>Aiming to become a feeder club for local sports clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Continue attendance at Ashfield School Games  Enter teams into the competitive basketball schedule and our first ever girls / boys football team  Transport to various venues to increase the number of pupils that can participate	Enter, where possible, all school games events organised by Glynn Hall. Work with staff on availability to ensure attendance is completed. Where possible enter teams to event to increase participation	£750  £200  £200	Having access to a comprehensive school games offer in Ashfield enabled us to provide opportunities to 90% of our year 5/6 children to represent our school. A high percentage of these were able to play for school in more than 1 event.  Offering almost 82% of pupils in year 4, 5 & 6, in just 2 terms, the opportunity to represent school was a brilliant success for our new school and shows the steps we are taking to create a love of sport for all pupils.	Our continued engagement with the school games will be our overriding aim next year. With the programme on offer looking different for Autumn Term, this will see us offer pupils the chance to participate through virtual events  As a school we will also engage with the Flying High Trust Sports Programme, again providing further opportunities to represent school

<b>Signed off by</b>	
<b>Head Teacher:</b>	Karl Clowery
<b>Date:</b>	27 <sup>th</sup> July 2020
<b>Subject Leader:</b>	
<b>Date:</b>	
<b>Governor:</b>	
<b>Date:</b>	