

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount of funding for 2022/23	£20,345
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£20,345
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,345

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 2022.	45% Our Year 4 pupils swim weekly in the Autumn and Spring Term. Additional catch-up lessons are provided in the summer term for Year 5 & 6 pupils who have not met the expected standard. However, COVID-19 has had a significant negative effect on the availability of suitable swimming venues.
What percentage of your current Year 6 cohort use a range of strokes effectively e.g. front crawl, backstroke and breaststroke?	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	Yes

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:		Date Updated: July 2023	
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:
					61%
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>Increase the engagement of all pupils in regular daily physical activity.</p> <p>Improve the quality of PE offered so enjoyment and progress is enhanced.</p> <p>Increase involvement in formal sports and enrichment opportunities.</p> <p>Opportunities for regular physical activity support pupils to maximise learning potential.</p>	<p>Provide targeted active clubs for pupils in Key Stage 2 – Hunts Active Sports Enrichment provision.</p> <p>Employ Sports Coaches to support lunchtimes – Hunts Active Sports and Over and In.</p> <p>Active participation in HAPP cluster events</p> <p>Active Forest School sessions timetabled throughout the school year for all year groups.</p> <p>Daily Mile continues to be timetabled into pupils' daily schedule.</p> <p>Lunch time equipment and staffing to increase physical activity.</p>	<p>Over and In Sports Coach</p> <p>Hunts SSP</p> <p>Additional equipment to enable full participation.</p> <p>£11,700</p>	<p>Pupils' knowledge and skills of a range of sports and physical activities has developed.</p> <p>Sports Coach employed at lunch times to encourage physical activity at lunch has been successful for Key Stage 2 pupils.</p> <p>The Daily Mile has been disrupted at certain points in the year – for example SATs weeks, transition days, strike days etc.</p> <p>Staff feel more confident in their PE curriculum delivery. Pupils voiced that they enjoyed Cricket which was a focus for staff CPD this year.</p>	<p>Continue to promote the Daily Mile within school and work with Living Sport for supportive resources and events.</p> <p>Continue to employ Over and In Sports Coach during lunchtimes.</p> <p>Pupils have suggested the Daily Mile could be improved so this is an action point in the PE subject development plan.</p> <p>Further Forest School training for staff.</p> <p>To develop a Sports Leader Programme.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:	Sustainability and suggested next steps:
<p>Whole school events encourage pupils to take part in sport outside of PE lessons.</p> <p>The fundamental values of sportsmanship are celebrated and transferred to other aspects of school life.</p> <p>The profile of Sport and PE is raised encouraging a wider range of pupils to engage in sport.</p>	<p>HAPP and Hunts SSP events.</p> <p>TSC Mini London marathon event.</p> <p>Sports Day event.</p>		<p>£1000</p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>The use of specialist coaches and providers for team teaching & staff training has increased the knowledge and confidence of staff in delivering PE.</p> <p>High-quality equipment has enhanced the delivery of PE and sports.</p> <p>Sports coaches have been used to help upskill teachers.</p> <p>Participation in school sport and physical activity is regularly shared and celebrated in whole school events and through social media.</p> <p>Increased success in various events including the school's netball team qualifying for the County finals.</p> <p>Successful held a well-attended and received whole school Sports Day.</p>	<p>To train pupils as School Sports Leaders in association with Hunts School Sports Partnership.</p> <p>Further participation and success in various sporting events.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
To increase the percentage of pupils who meet National Curriculum expectations for swimming.	Swimming is timetabled for Year 4 in Autumn and Spring and Y5/6 catch up sessions for Summer.	Catch up sessions: £5355	Enabling swimming lessons for Year 4 pupils over a longer, sustained period (Autumn and Spring terms) has had a positive effect on progress.	Review CPD for teaching swimming and logistics of group sizes.
More experienced staff to team teach to model and share knowledge and skills in relation to PE teaching.	2 swimming teachers employed at each swimming session.	£2,000	All staff are able to access unit planners and new scheme to help support them in the planning of their PE teaching.	Aim to achieve School Games Gold award.
Increased staff confidence when teaching PE.	Team teaching: ECT with more experience members of staff or with additional support of sports coaches.		Pupil voice questionnaires showed that cricket was a favourite area of the PE curriculum this academic year.	In a pupil voice survey 12% of pupils stated they hadn't enjoyed Hockey within PE lessons so this is an identified area of the PE curriculum to develop next year.
PE Lead to receive coaching and mentoring support from Deputy Headteacher.	PE Lead, attends CPD events such as Hunts Sports Partnership Training and Trust subject lead meetings.	New PE Scheme of Work £660	Achieved the Silver School Games award.	Continue to develop PE Lead's knowledge and skills through working with Hunts School Sports Partnership.
Staff released to observe good practice of others in order to support their own development.	PE Lead implements new scheme of work for PE.		There has been an improvement in the quality of provision in some areas of the PE teaching.	
	Staff supported by Sports Coaches provided through Hunts SSP.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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:
Increase the range of sports and activities available to all children so that opportunities for engagement and longer-term participation are increased.	<p>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.</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p> <p>Equipment continues to provide opportunities during break and lunchtimes to encourage physical activity.</p> <p>Book Bikeability and Scootlife training with external staff in order to further broaden the offer of physical activity.</p> <p>Children to attend the extracurricular clubs and school to enter children into sporting festivals/competitions.</p>	<p>PE Subject Lead Support through HSSP £75</p> <p>Scootlife £105</p>	<p>SEND Panathalon and bowling events were attended with PE Lead and SENDCo.</p> <p>Registers from additional clubs have shown an increase in participation particularly of PP children in Key Stage 2 and those who are generally less active.</p> <p>Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports.</p> <p>Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.</p>	<p>Identify which activities pupils would like to try by year group, gender and least active groups.</p> <p>Plan in opportunities for pupils to use technology to support their involvement in physical activity.</p> <p>Complete pupil voice survey every year to allow student voice to influence our extra-curricular sports programme.</p> <p>Further increase opportunities for KS1 children in and out of school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 ensure participation in competitive sport is inclusive and diverse.</p> <p>To ensure pupils have the skills and knowledge required to participate in competitive sporting situations.</p> <p>To have a diverse range of sporting competitions mapped into the curriculum and diary to ensure a range participate in a range competitive sports</p>	<p>Subscription to Hunts Schools Sports Programme of competitive sport.</p> <p>Entry to Hunts District Primary School cup competitions.</p> <p>Running track and rounders pitches to be marked onto the school field to support competitive competitions.</p>	£1,800	<p>Pupils attended sporting competitions such pentathlon, bowling, cricket, netball, football and tag rugby.</p> <p>The football pitch and athletics running track marked on the school field has enabled us to host events.</p> <p>Engagement with School Games Organiser meant we attended a wide range of competitions run by the Hunts School Sport Partnership.</p> <p>We successfully engaged more staff and pupils in competition participation.</p>	<p>Investigate further use of virtual inter house competitions/ children leading own events.</p> <p>Organise regular (termly), intra-house sports competitions for pupils across different sports.</p>

Signed off by	
Head Teacher:	Mr David Jones
Date:	July 2023
Subject Leader:	Miss Victoria Rippington & Mrs Lauren West
Date:	July 2023
Governor:	Paul Sadler
Date:	July 2023