

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](#) 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£8847.43
Total amount allocated for 2021/22	£16625
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2284.93
Total amount allocated for 2022/23	£16600
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18884.93

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	67%
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	17%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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: 2022/23		Total fund allocated: £ 18884.93		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: 22%
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?:	
Continue to offer high quality P.E and sport, by utilizing the offer from the SSP (School Sport Partnership).	Utilise the membership offer from the SSP		£1500	CPD offer to staff Attending the inter and intra events Awards evening	
Purchase equipment for extra curricular sport. E.g. Yoga mats and cards.	New sports introduced to increase opportunity and engagement in extra curricular activity.		£200	Offered sports and exercise activities including yoga and dance	
Lunchtime and afterschool clubs	Wider offer for children to attend extra-curricular clubs. Employed staff run these sessions.		£812.50	Increased opportunities for students	
	Student playtime leader training			Student CPD to run playtime activities	
				New playtime leaders will be trained.	

Daily participation in aerobic activity	Children to complete a daily mile has part of their daily routine	£3472	Pupils understand the benefit of exercise on health	Pupil focus groups and survey to identify preference of physical activity and exercise. Targeted day to increase PA across the school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 27%
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?:	Sustainability and suggested next steps:
To increase pupil engagement in PESSPA to promote and develop a lifelong love for exercise, sport and physical activity through the offer of SSP and HSLC (Hornsea Secondary School) coach.	Employed member from HSLC work with TA and teaching staff to increase knowledge and confidence of P.E and School Sport.	£7152.53 Apr 22- Mar 23	Pupils have developed a range of transferable skills and values. e.g. team work, respect, problem solving, confidence in speaking, and listening	Continue to buy into the offer whilst Sport Premium is awarded.
P.E award	Presented in Time 2 Shine assembly in front of parents	£50	Pupils are praised in assemblies for excellence in P.E.	Parent and pupil assembly to explain values and what the year of PESSPA will look like across the federation.

Making physical and mental health a core driver which is explicitly and threads through other parts of the curriculum	Jigsaw session.		Children understanding and knowledge of physical and mental health has increased.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	27%

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:
Qualified coaches to work alongside the school staff in one P.E lesson a week to increase subject knowledge.	Employed staff from HSLC and buy into the SSP offer	£7152.53 £100	Pupils' engagement and enjoyment of PE is increased as they take part in high quality, engaging lessons and activities at playtimes. Children across the school being more active outside. Improved gross and fine motor skills. An increase in the confidence and better subject knowledge and skills in order for members of staff to plan and deliver a sequence of quality first PE lessons Additional staff member trained as Mental Health Youth First Aider to support children's mental health and well-being. Staff meetings on ACE trauma and ELSA to enhance children's mental health, ensuring the link between	Ensure that teaching staff have the opportunities to share success of what is working well. Continue to buy into the HSLC and SSP offer whilst the sport premium is awarded.

			physical exercise and mental health known.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 21%
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?:	Sustainability and suggested next steps:
To develop a healthier lifestyle and inspire a love of outdoor activities and exercise. Re-engage children with physical activity by offering a broad and diverse range of engaging activities. Link to Key indicator 3. PE Hub Extend provision for extra-curricular clubs. Extra-curricular clubs are introduced to meets the requests of the children e.g., bowling, curling, cross country, Bocca, golf.	Children experience Forest School activities. Qualified Forest School Leaders to work alongside members of staff in Forest School sessions on our site and continue to develop our own Forest School area on site to increase subject knowledge and confidence when leading physical development in outdoor learning. Allow children to participate in a broader range of activities.		£2880.00 £446.25	All children beginning to understand of how the outdoors can promote a healthier lifestyle. Children across the school being more active outside. Improved gross and fine motor skills. Improved communication, teamwork and leadership skills. Building emotional intelligence and respect for others. Developed confidence, listening skills and discipline. Staff feel more confident using the outdoors to support learning and teaching of PE and other physical skills across different subjects.

<p>Enrol on Sport's Partnership scheme to ensure involvement in a wide range of sports activities, training and experiences.</p> <p>Other PE resources to meet the needs of the new PE curriculum.</p> <p>Swimming lessons for all year 3,4 and 5 pupils.</p> <p>Transport to the Leisure centre to enable this activity to take place; Travel to sports events</p>		<p>£162.50</p> <p>£200</p> <p>£232 (hoodies)</p> <p>£2062.50</p> <p>£100</p>	<p>Engage with a range of external providers to identify a range of different activities.</p> <p>Children access a wider range of sports; the number of children reaching national standard at the end of FS2, KS1 & KS2 increases Extra-curricular clubs are popular; pupil voice indicates they are enjoyable.</p> <p>Resources modern and user-friendly. Enough equipment for all children to participate</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3%
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>Pupils to be offered new sports not in the P.E curriculum</p> <p>Transport to various events to play across federation and to organised events with the LA and HSLC</p> <p>House teams compete in regular challenges e.g., skipping, daily mile</p> <p>Team captains organise regular challenges for team members to participate in. Teams and children can win 'healthy lifestyle' prizes if they participate.</p>	<p>Pupils attend inter and intra competitions hosted by HSLC and SSP.</p> <p>School based competition e.g., table tennis tournament, daily steps; as well as inter school events e.g., HSLC events and sport partnership events.</p> <p>Staff will work with play leaders to implement this. Using house teams children will earn points for competitions organized by P.E staff and lunchtime supervisors.</p>	<p>£495 (ped skills)</p> <p>£125</p> <p>£250</p>	<p>Increased understanding of the benefits of exercise on health.</p> <p>Increased confidence in achieving personal best scores.</p> <p>Increased confidence in participating in competitive events.</p>	<p>Continue to provide similar opportunities for children</p>
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Signed off by	
Head Teacher:	Victoria Hart
Date:	22/7/23
Subject Leader:	Matthew Robinson
Date:	21/7/23
Governor:	Rev Tina Minnett Stevens
Date:	22/7/23

Impact area	Summary																																								
<p>What has been the impact on pupils' participation?</p>	<p>Regarding participation of after school clubs: <u>Autumn term:</u> Table tennis 10 children 80% PP; 20% SEND; 40% boys <u>Spring term:</u> Bench ball 13 children 46% PP; 15% SEND; 69% boys Badminton 13 children 62% PP; 23% SEND; 85% boys <u>Summer term:</u> Football 12 children 50% PP; 17% SEND; 67% boys Touch ball 9 children 33% PP 22% SEND; 78% boys Gardening 12 children 50% PP; 25% SEND; 58% boys Yoga 10 children 60% PP; 40% SEND; 10% boys Daily mile established and everyone participates: Increased fitness; Targeting obesity and ensuring all children have 15 minutes of activity a day where heart raised. Has had an impact on mental health -proved by research.</p>																																								
<p>What has been the impact on pupils' attainment?</p>	<p>End of year attainment of pupils</p> <table border="1" data-bbox="331 820 1113 1094"> <thead> <tr> <th>PE</th> <th>BLW</th> <th>WT</th> <th>EXP</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> <td>1005</td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td>1005</td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td>1005</td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td>1005</td> <td></td> </tr> <tr> <td>Year 5</td> <td>9%</td> <td>9%</td> <td>825</td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td>1005</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PE	BLW	WT	EXP	GD	Year 1			1005		Year 2			1005		Year 3			1005		Year 4			1005		Year 5	9%	9%	825		Year 6			1005						
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<p>How will the school sustain the improvements?</p>	<p>Continued work with HSLC and PE and Sports Partnerships. We believe that if all of the teachers feel confident in teaching in all areas of PE and sport through good practice and have seen first-hand quality PE and sport, they will maintain this. Through observations of teaching, monitoring of planning and assessment gathering, the PE Co-Ordinator, the head teacher and the Governors will ensure that these improvements are being maintained. The PE Co-Ordinator will also be monitoring and tracking the children who have participated in PE, sport, extra-curricular and competitions. This will show that the participation of PE and sport is improving.</p>																																								

The Head teacher and /or the PE Coordinator along with Class teachers will meet regularly with the coach from Hornsea School and Language College and other bought in professionals. They will work together to look at ways to improve provision and ensure all children make progress during a session and over time.

Key achievements to date	Areas for further improvement
<p>All children benefit regardless of sporting ability</p> <p>All children are given the opportunity to compete in cluster tournaments with other schools or at the least take part in tournaments across our Federation.</p> <p>Staff have access to training opportunities and continued professional development.</p> <p>We make use of collaborative and partnership working. Employment of a teacher to teach all PE from HSLC has meant that the quality of teaching has been progressive and standards improved. More children have been involved in sports events through PE and Sports Partnerships. Training has been of high quality at these events and the children are improving their skills and confidence. Children who previously refused to participate are now having a go and enjoying the sessions.</p> <p>Extra-curricular clubs have been offered and are changed every half term to increase experience and opportunities for everyone to be involved.</p> <p>Lunchtime staff and play leaders have been trained as play leaders and now organised sessions at play times reduce behaviour issues and allow children to practice their skills.</p> <p>More opportunities for the children to take part in physical activities have been developed – daily mile, 5 a-day, after school clubs</p> <p>Jigsaw sessions embedded across the school as part of RHSE curriculum.</p> <p>A range of equipment has been distributed to each class to allow the children to build their skills independently – golf, hockey, tennis, a range of balls, table tennis etc.</p>	<p>Continue to develop positive links with PE providers at HSLC and PE and Sports Partnership - shared coaching opportunities, use of facilities etc.</p> <p>Daily activities enhanced – Playtime and Lunch time staff to deliver physical activities throughout the week</p> <p>Increase Physical Activity levels of children by activity days (e.g. Active Travel day)</p> <p>Continued opportunities for the children to take part in both intra and inter school competitions</p> <p>Increased engagement with parents through regular communication (e.g. face to face meetings, newsletter).</p>