



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

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

Activity/Action	Impact	Comments
<p>See last year's evaluation form on website for specific actions</p>	<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</p>	<p>Areas for further development:</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.</p>

	<p>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>face to face meetings, newsletter).</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Training for lunchtime sport sessions/activities for pupils.	Lunchtime supervisors - as they need to lead the activity pupils – as they will take part	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1000 costs for coach to support lunchtime sessions.
Continue to offer high quality P.E and sport, by utilizing the offer from the SSP (School Sport Partnership).	Teaching staff: CPD pupils: as they will take part and experience more children and team competitions	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	CPD offer to staff Attending the inter and intra events Awards evening To buy into the SSP agreement whilst Sport Premium	
Purchase equipment for extracurricular sport. E.g., Yoga mats and cards.	pupils – as they will take part	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	New sports introduced to increase opportunity and engagement in extracurricular activity.	

Lunchtime and afterschool clubs	pupils – as they will take part	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p>Wider offer for children to attend extra-curricular clubs. Employed staff run these sessions.</p> <p>Student playtime leader training</p> <p>Children survey to be conducted to identify and target children who still not take part in SSPA (School Sport, Physical activity) outside of the school day.</p> <p>New playtime leaders will be trained.</p>	
Daily participation in aerobic activity	Children to complete a daily mile has part of their daily routine. Movement breaks planned in lessons.	<p><i>Key indicator 5: Increased participation in competitive sport</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p>Pupils understand the benefit of exercise on health</p> <p>Pupil focus groups and survey to identify preference of physical activity and exercise.</p> <p>Targeted day to increase PA across the school.</p>	
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.	Pupils have developed a range of transferable skills and values. e.g. team work, respect, problem solving, confidence in speaking, and listening	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Employed member from HSLC work with TA and teaching staff to increase knowledge and confidence of P.E and School Sport.</p>	
PE awards and recognition	Pupils are praised in assemblies for excellence in P.E.	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p>Awards presented in Time 2 Shine assembly in front of parents</p> <p>Parent and pupil assembly to explain values and what the year of PESSPA will look like across the federation.</p>	

<p>Making physical and mental health a core driver which is explicitly and threads through other parts of the curriculum</p>	<p>Children understanding and knowledge of physical and mental health has increased.</p>	<p><i>Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p>Jigsaw session.</p>	
<p>Qualified coaches to work alongside the school staff in one P.E lesson a week to increase subject knowledge.</p>	<p>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.</p> <p>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</p> <p>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 physical exercise and mental health known.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>Employed staff from HSLC and buy into the SSP offer</p> <p>Ensure that teaching staff have the opportunities to share success of what is working well.</p> <p>Continue to buy into the HSLC and SSP offer whilst the sport premium is awarded.</p>	
<p>To develop a healthier lifestyle and inspire a love of outdoor activities and exercise.</p> <p>Re-engage children with physical activity by offering a broad and</p>	<p>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.</p> <p>Improved communication, teamwork and leadership skills.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p>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</p>	

<p>diverse range of engaging activities. PE Hub Extend provision for extra-curricular clubs.</p> <p>Extra-curricular clubs are introduced to meets the requests of the children e.g., bowling, curling, cross country, Bocca, golf.</p>	<p>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>		<p>development in outdoor learning.</p> <p>Allow children to participate in a broader range of activities.</p>	
<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>Children access a wider range of sports; the number of children reaching national standard at the end of FS2, KS1 & KS2 increases</p> <p>pupil voice indicates they are enjoyable.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></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>	

<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 and are involved in more competitions. 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><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></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>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>	
<p>Introduction of activity days/weeks</p>	<p>Pupils to increase level of activity</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>		

Increased engagement with parents through regular communication (e.g. face to face meetings, newsletter).				

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., 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 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>We use the trained staff at the Leisure Centre so they are specialists but this is more expensive. Our teaching staff observe their teaching.</p>

Signed off by:

Head Teacher:	<i>Mrs. Victoria Hart</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr. Matthew Robinson</i>
Governor:	<i>Rev. Tina Minnett Stevens</i>
Date:	14.9.23