

# 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](https://www.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. **All funding must be spent by 31st July 2023.**

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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16730
How much (if any) do you intend to carry over from this total fund into 2022/23?	N/A
Total amount allocated for 2022/23	£16812
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 16812

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2023.</p> <p>Please see note above</p>	94%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	88%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	76%
<p>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?</p>	Yes/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:	Date Updated: July 2023		
<b>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</b>				Percentage of total allocation: <b>62%</b>
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><i>1.1 One third of the school report that they are not very active at playtimes:</i> <b>Increase active participation during breaktimes and lunchtimes</b></p> <p><i>1.2 In general, boys report being more active than girls at playtimes:</i> <b>Increase girl physical activity during breaktimes and lunchtimes.</b></p> <p><b>1.3 To further broaden and expand range of after school clubs so that more physical activity takes place after school</b></p>	<ul style="list-style-type: none"> <li>Purchasing of Equipment to increase more playing opportunities</li> <li>UKS2 Netball lessons during lunchtimes to increase girls physical activity</li> <li>New playground markings, including netball lines. Jumping, dancing and running encouraged through these.</li> <li>Seek external providers to run clubs to target least active pupils</li> <li>Train sports leaders to increase sports participation at breaktimes</li> </ul>	<p>£509</p> <p>£1593</p> <p>£6000</p> <p>£2268</p>	<p>1.1 : Purchasing of equipment has enhanced playtimes. 90% from pupil survey say they are active during breaktimes. Increase of 57%</p> <p>New playground markings contributed to more running, jumping and dancing at breaktimes. <i>“Me and my friends love doing the mirror me dancing, last year we used to just sit chatting on the bench”</i> (year 4 pupil)</p> <p>1.2 78% of Year 6 girls played netball. This led to all 78% of year 6s representing Hunton at an inter-school competition due to positive reviews.</p> <p>1.3 Pupils have taken up dance as a hobby after school, pupils have also sought volleyball opportunities after school</p>	<p>Equipment sustainable for breaktimes. Year 6 leaders to role model how some equipment should and could be played with to increase engagement even further.</p> <p>Girls to hopefully take this club up in secondary school. Extend to LKS2</p> <p>Audit clubs and listen to school council as pupil voice to see which sport clubs they would like to see.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: <b>7%</b>
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:
<b>2.1 To use PE as a tool for building resilience, across the curriculum, through understanding the importance of regular practice and showing perseverance</b>	<ul style="list-style-type: none"> <li>Linked to our Christian vision of perseverance, plan a day where children can understand the importance of perseverance</li> <li>Assemblies to promote perseverance</li> <li>Display to celebrate when perseverance is shown</li> </ul>	£865  £100	During PSHE lessons and continued recovery from Covid, teachers remarked lack of pupil resilience and perseverance. Pupils demonstrated resilience during inter-school sports tournaments evidenced on school Twitter page. Y5 and 6 pupils took part in a resilience project	This was for Years R-6- continued for years to come. Continue this strategy. This value is embedding across the school- vital for mental health, well-being and competing in sports.
<b>2.2 Develop an awareness of and promote healthy living within the community</b>	<ul style="list-style-type: none"> <li>External holiday clubs emailed and promoted to parents</li> <li>Sections in newsletter to celebrate sports achievements</li> <li>Newsletter promotes ways to be active/posters sent home</li> <li>Cooking lessons focus on healthy eating, parents invited in.</li> </ul>	£230	Due to Hunton's rural location, making parents aware of external clubs have been important, so that pupils can extend their physical activity outside of school. 83% of UKS2 parents attended 'Come dine with me' cooking event to promote healthy eating	UKS2 learnt vital healthy-eating cooking skills to apply to the future. Raising parental awareness.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: <b>4%</b>
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	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:				
<p><b>3.1 To develop staff confidence in new PE scheme of work to support high quality teaching and learning within PE lessons.</b></p>	<ul style="list-style-type: none"> <li>PE lead to develop experience in the role by attending CPD</li> <li>Visit to other local schools</li> <li>Staff meetings allocated to discuss the scheme</li> <li>Develop knowledge and skills progression documents to help staff plan lessons, ensuring good sequencing of lessons</li> </ul>	£550	100% of teachers agreed that they are confident in teaching PE with scheme of work. Increase also, in staff enjoyment of teaching PE	Staff stability means that teachers can take training and coaching forward into next academic year, only improving the quality of teaching and learning in PE.
<p><b>3.2 To use teacher coaching to be 'critical friends' to monitor PE and learn from colleagues to broaden knowledge and skills within teaching PE</b></p>	<ul style="list-style-type: none"> <li>Create a timetable to ensure each teacher gets to watch each other teach</li> <li>Build a positive climate of coaching</li> <li>Opportunities to feedback on high quality PE teaching</li> </ul>	£200	As above, 100% of teachers have the confidence to teach PE. Embed this process. Hard to free teachers for PE lessons.	Next year, invest in cover teachers so staff have the opportunity to critique PE lessons and give feedback to one another.
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				Percentage of total allocation:
				<b>19%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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><b>4.1 To support teachers with PE resources to have the confidence to teach a wider variety of skills within PE</b></p>	<ul style="list-style-type: none"> <li>• Audit equipment to find new sports opportunities.</li> <li>• Purchasing of resources to give staff access to a wide range of resources to broaden teachers' and children's' PE experience.</li> <li>• Pupil voice suggested that they wanted to play volleyball- purchase net and resources.</li> </ul>	<p>£949</p> <p>£440</p>	<p>100% of teachers have the confidence in teaching PE, despite the introduction of new sports and PE skills. Sports leaders meeting suggested volleyball as PE lesson. This was done as a PE unit of work and an after school club. Sports Leaders evaluated this as successful and evident on school Twitter page.</p>	<p>Due to popularity, children seeking volleyball clubs externally to play outside of school. Continue as an after school club and a bi-annual UKS2 club.</p>
<p><b>4.2 Offer additional swimming lessons to those that have not achieved 25, as a strategy to fulfil minimum requirements and to become more physical active.</b></p>	<ul style="list-style-type: none"> <li>• Create a robust tracking system to track pupil achievement in swimming</li> <li>• Identify pupils who have not been able to fulfil minimum swimming requirements after the delivery of core swimming lessons.</li> </ul>	<p>£1125</p>	<p>50% of LKS2 pupils can swim the required 25m. This is an increase on from the start of the academic year.</p>	<p>More robust tracking system from year 3, enabled school to increase number of children able to swim the required 25m.</p>
<p><b>4.3 Ensure disadvantaged pupils get the opportunity to access 'Bikeability'</b></p>	<ul style="list-style-type: none"> <li>• Audit those reluctant to participate and those who are struggling financially</li> <li>• Encourage pupils to ride a bike to school</li> <li>• Identify opportunities to have a bike shed at school</li> </ul>	<p>£48</p>	<p>88% of Year 6 pupils participated in Bikeability and passed level 1 and 2</p>	<p>From this, pupils enthusiastic about prospect of cycling to school.</p>
<p><b>4.4 Ensure safety of gymnastics equipment to increase use.</b></p>	<ul style="list-style-type: none"> <li>• Audit and organise safety check</li> <li>• Carry out repairs</li> </ul>	<p>£140</p> <p>£563</p>	<p>Completed June 23</p>	<p>Some needed replacing- ensures gymnastics is health and safety compliant.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
<b>5.1 To increase number of children participating in inter-school competitions for KS2.</b>	<ul style="list-style-type: none"> <li>Audit children that have not previously represented Hunton at a sports tournament</li> <li>Gauge sporting events that would increase chances of participation</li> <li>PE lead to identify opportunities</li> <li>Celebrate any achievements and participation</li> <li>Track pupils that have participated</li> </ul>	£400	81% of ALL KS2 children (88% of UKS2 children) represented Hunton CEP School at an inter-school competition- a huge increase from last year.	Nearly all pupils got opportunity for this and hopefully this gives children confidence to participate in more school events and after school sports clubs. Continue this.
<b>5.2 To broaden range of inter- school competitions</b>	<ul style="list-style-type: none"> <li>Increase staff confidence in teaching wider range of PE skills</li> <li>Trained teacher to work with teachers to plan KS2 hockey sessions and KS1 ball skills</li> <li>PE lead to identify opportunities and organise.</li> </ul>	£350	Hunton competed in hockey, boys football, girls football, netball, hockey and cross-country competitions	Extend this to opportunity to find striking and fielding/net and wall games
<b>5.3 To organize intra-competitions to apply after each PE unit of work to</b>	<ul style="list-style-type: none"> <li>CPD for staff</li> <li>Identify opportunities within the scheme of work</li> </ul>	£350	50% of classes organized intra-competitions every seasonal term. Next steps to increase this to 100%	Continue staff CPD and confidence in PE to have skills and confidence to take a team to a sports event.



<p>give children opportunity to apply their skills.</p> <p><b>5.4 To increase competitiveness of sports day and raise profile of the event.</b></p>	<ul style="list-style-type: none"> <li>• House points to winning team to increase competitiveness with trophies</li> <li>• Events to have higher level of individuality to enable pupils to flourish</li> <li>• Rewards to celebrate achievements</li> <li>• PE lead to organise to ensure sports day is inclusive, but opportunities for competitiveness.</li> <li>• Additional PE lessons used to practice for the event.</li> </ul>	<p>£263</p>	<p>83% of pupils agreed that they enjoyed sports day <i>“Winning a gold medal when I threw that javelin made me feel like I was in the Olympics.”</i> (year 2 pupil)</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	