



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 <i>(pupil voice)</i>	Comments
<p><u>Key Indicator 1:</u></p> <p>1.1 <i>One third of the school report that they are not very active at playtimes:</i> Increase active participation during breaktimes and lunchtimes</p>	<p>1.1 : Purchasing of equipment has enhanced playtimes. 90% from pupil survey say they are active during breaktimes. Increase of 57%. 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>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>1.2 <i>In general, boys report being more active than girls at playtimes:</i> Increase girl physical activity during breaktimes and lunchtimes.</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>Girls to hopefully take this club up in secondary school. Extend to LKS2</p>
<p>1.3 To further broaden and expand range of after school clubs so that more physical activity takes place after school</p>	<p>1.3 Pupils have taken up dance as a hobby after school, pupils have also sought volleyball opportunities after school.</p>	<p>Audit clubs and listen to school council as pupil voice to see which sport clubs they would</p>

Key Indicator 2:

2.1 To use PE as a tool for building resilience, across the curriculum, through understanding the importance of regular practice and showing perseverance

2.2 Develop an awareness of and promote healthy living within the community

2.1 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

2.2 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.

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.

UKS2 learnt vital healthy-eating cooking skills to apply to the future. Raising parental awareness.

Key Indicator 3:

3.1 To begin to develop new staff confidence in new PE scheme of work to support high quality teaching and learning within PE lessons.

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.

100% of teachers agreed that the new scheme of work had made them more confident in teaching PE.

As above, 100% of teachers have the confidence to teach PE. Embed this process. Hard to free teachers for PE lessons.

Continued staff stability into the 23/24 academic year means that teachers can take training and coaching forward into next year, only improving the quality of teaching and learning in PE.

Next year, invest in cover teachers so staff have the opportunity to critique PE lessons and give feedback to one another.

Key Indicator 4:

4.1 To support teachers with PE resources to have the confidence to teach a wider variety of skills within PE

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

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. Now look to pupil voice for further range of clubs to broaden this even further.

<p>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.</p> <p>4.3 Ensure disadvantaged pupils get the opportunity to access 'Bikeability'</p> <p>4.4 Ensure safety of gymnastics equipment to increase use.</p>	<p>successful and evident on school Twitter page.</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>88% of Year 6 pupils participated in Bikeability and passed level 1 and 2</p> <p>Completed June 23.</p>	<p>More robust tracking system from year 3, enabled school to increase number of children able to swim the required 25m.</p> <p>From this, pupils enthusiastic about prospect of cycling to school- aim to ensure this enthusiasm in the moment is not 'lost'.</p> <p>Some needed replacing- ensures gymnastics is health and safety compliant.</p>
<p style="text-align: center;"><u>Key Indicator 5:</u></p> <p>5.1 To increase number of children participating in inter-school competitions for KS2.</p> <p>5.2 To broaden range of inter- school competitions</p> <p>5.3 To organise intra-competitions to apply after each PE unit of work to give children opportunity to apply their skills.</p> <p>5.4 To increase competitiveness of sports day and raise profile of the event.</p>	<p>50% of classes organised intra-competitions every seasonal term. Next steps to increase this to 100%</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>	

		<p>Overall, as a small school, we found there were a lot of objectives during the year 22/23. For academic year 23/24, we endeavor to reduce the number of targets, ensuring specific focus and targeting of our sports premium funding in order to gain the maximum impact possible.</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
<p>1) Introduce more lunchtime and breaktime sport, activities and exercise for all pupils.</p>	<p>Increased staff supervision at lunchtimes, with some staff 'supervising' and the others actively involved in leading the engagement of sports at lunchtimes e.g. running races, handball, netball, playground games.</p> <p>Investment of outdoor gym equipment so that pupils can exercise key muscles and make active choices during breaktimes and lunchtimes.</p> <p>Expand the useable playing area of field by resurfacing around the outdoor gym equipment so that children have more space to exercise and play in.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – <i>the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Once built and surfaced this will be sustainable for future use.</p>	<p>£3000 costs for additional lunchtimes supervisor.</p> <p>£13, 500 for outdoor gym, and resurfacing area, expanding the amount of useable space for the children to use.</p>

<p>2) Increase staff confidence to deliver high quality PE lessons across a range of sports and topics.</p>	<p>Audit through a staff survey how they feel about the teaching and learning of PE. Are there some sports staff feel more, or less confident with?</p> <p>Arrange internal CPD accordingly during staff meeting time. Also use collaboration of schools to see strengths and enable teachers to observe high quality PE lessons.</p> <p>Invest in a scheme for PE learning so that teaching is well-sequenced and progressive and develop teacher confidence. During learning walks, discuss how PE learning could be adapted to ensure inclusivity and suitability for classes.</p>	<p>Key indicator 1: Increase knowledge and skills of all staff in teaching PE and sport.</p>	<p>Teachers to increase confidence in their area of need and be fully competent in teaching all of the PE curriculum.</p> <p>Raise the enjoyment of teaching PE, role-modelling a positive attitude for the children in the teaching and learning of PE.</p> <p>Teachers to gain insight on a range of games that develop skill-based learning, especially within invasion games.</p>	<p>£550 for the scheme of work.</p> <p>£0 in using collaborative schools to observe high quality teaching and learning of PE.</p> <p>£450 invested into Maidstone Football Club coach, for teachers to gain ideas for activities for invasion games.</p>
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<p>3) Within PE lessons, offer a rich and broad curriculum so that children experience a wide-range of sports and are equipped with all the necessary resources and equipment.</p>	<p>Invest in equipment and resources, especially for netball, as per pupil voice, so that netball can be taught for a whole class within lessons.</p> <p>Review curriculum to ensure children are exposed to a wide range of sports e.g. golf. Planning and skills will be sequential and progressive.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Equipment such as netball posts have been put into the ground and sustainable for future years.</p> <p>PE store cupboard sorted and equipment obtained so that teaching resources are available and contributing to a broad and ambitious PE curriculum.</p>	<p>£2000</p>
<p>4) Deliver high quality sport and increase uptake in sport related after school clubs, ensuring inclusivity and specifically targeting pupil premium pupils.</p>	<p>Within after school and lunchtime clubs, find professional and external companies that can deliver high quality sessions and subsidised through sports premium.</p> <p>To ensure our range of clubs are diverse and inclusive of all pupil groups, especially the specific targeting of pupil premium children.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key Indicator 3: The profile of sport is raised across the school and used as a tool for whole school improvement.</p>	<p>To increase numbers in after school clubs so that pupils participate in clubs outside of school where otherwise facilities are limited e.g. dance.</p>	<p>£700</p>

<p>5) Broaden range of competitive sport this year, especially with a small cohort in Year 6.</p>	<p>Develop an awareness of and promote healthy living within the community.</p> <p>Develop links with schools to play more competitive matches.</p> <p>Use sports day to increase competition and continue project in raising the development of the event.</p> <p>Promote during star of the week achievements so that pupils can share competitive sport experiences and inspire others to do so.</p>	<p>Key Indicator 5: Increased participation in competitive sport</p>	<p>Begin to embed competitive sport into Hunton's ethos. Excellent opportunity within sport for pupils to display Christian vision: <i>'Live Life in all its fullness.'</i></p>	<p>£300</p>
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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 (pupil voice)	Comments
<p>1) Introduce more lunchtime and breaktime sport, activities and exercise equipment for all pupils. (Key indicator 2)</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Building of outdoor gym equipment completed with resurfacing area expanding the amount of playable land.</p> <p>“We used to just chill and chat in the hut, now we chat whilst on the exercise bikes” (Year 5 pupil).</p> <p>Recruited an extra member of staff at lunchtimes to focus on playtime games and increased sport to keep the children active. This has been effective and visibly more activity at lunchtimes.</p>	<p>While this has been significant investment this year with the outdoor equipment and resurfacing, this ensure sustainability for the future and ensures children in the future will continue to have the opportunity to be active during playtimes and lunchtimes.</p>
<p>2) Increase staff confidence to deliver high quality PE lessons across a range of sports and topics. (Key Indicator 1)</p>	<p>Hunton were able to bring in specialist coaches in cricket, hockey and football (after the profile had been raised by Maidstone United during their FA cup run).</p>	<p>Continue to explore local community opportunities as not all CPD or external professional coaches need to be paid for. Plenty of free opportunities.</p>

<p>3) Within PE lessons, offer a rich and broad curriculum so that children experience a wide-range of sports and are equipped with all the necessary resources and equipment. (Key Indicator 3)</p> <p>4) Deliver high quality sport and increase uptake in sport related after school clubs, ensuring inclusivity and specifically targeting pupil premium pupils. (Key Indicator 2 & 3)</p>	<p>Also had a free coaching training session for teachers. <i>“This was brilliant CPD, full of little mini-games and activities I will incorporate into my lessons.” (KS2 teacher)</i></p> <p>Whilst the new PE scheme was launched last year, staff felt confident only in certain areas. This year, Hunton has put together a broad and ambitious PE curriculum full of new units of work including golf, handball and volleyball. During learning walk, it was clear to see teachers with a positive and more confident attitude towards the teaching and learning of PE.</p> <p>PE store cupboard completely stocked for a new range of PE topics within the curriculum. Some have loved the units of PE so much, they have then gone onto join an external club.</p> <p>Sports clubs offered: football, badminton, netball, tennis, acro, dance and multi-sports. 83% of PP children attended at least one term’s worth of sports clubs- an outstanding achievement.</p>	<p>Think about sustainability of teachers confidence of PE if a new member of staff joins, whilst continuing the development of existing teachers.</p> <p>Next steps would be to extend range of sports clubs for children in Year 1 and EYFS.</p> <p>Use pupil voice to further see which sports clubs they would be interested in to further engage. Especially the 17% of PP children that have not yet engaged within a sports club.</p>
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<p>5) Broaden range of competitive sport this year, especially with a small cohort in Year 6. (Key Indicator 5)</p>	<p>Despite a Year 6 cohort of just seven for the majority of the year, Hunton still entered the competitive sport and also looked further into their inter-competition to compete against house teams.</p> <p>Medals and award ceremonies for sports day promoted the love for competitive sport.</p>	<p>Further seek collaborative matches against other local schools of a similar size.</p>
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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?	80%	All children have access to swimming in Year 3 and Year 4, however, children have been admitted to Hunton during Year 6, and the Year 6 curriculum currently does not offer swimming lessons. School has struggled to pay for a coach to transport children from rural location, to the town leisure centre. Hunton has tried to push some of this cost to parents, but parents have struggled to finance this.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	As above. Full range of strokes are taught when the children attend in LKS2

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>80%</p>	<p>From this year, the children currently in Year 3 and Year 4 received a 'water rescue' certificate when attending during their lessons.</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>Due to Key Indicators 1-5, and specific targets this year, there was no more sports premium funding left to enable us to do this.</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>Due to lack of facilities of having a pool, there is no requirement for a teacher to become an instructor. During swimming lessons, school is happy to pay for the professional instructors, however the cost of transport to get there is substantial and no local school has a swimming pool willing to be let out.</p>

Signed off by:

Head Teacher:	<i>Anita Makey -Headteacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ed Ming – Deputy Headteacher</i>
Governor:	<i>Iain Simmons – Chair of Governors.</i>
Date:	04/07/2024.