

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023



South Hiendley Primary School
2022-2023

PE Lead: Lizzie Edwards



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 allocated for 2022/23	£17,760
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,760

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. Please see note above	75%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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/ 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:		
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:	
			13%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
To continue to encourage children to demonstrate their knowledge of the 30:30 agenda and how they can keep active.	Have an assembly to discuss with children why physical activity is so important to a healthy lifestyle.	£0 – PE lead	Children were able discuss the difference between being physically active and PE as a discrete subject. They were able to give examples of how they could maintain the 30:30 agenda, with many children going away and coming up with their own ideas of how to stay physically active at home and school.	Continue to recap knowledge through assemblies and weekly reviews.
Maximise outdoor learning in EYFS and Year 1 as part of the curriculum provision. Ensure that the children have plenty of opportunity to use their gross motor skills in a variety of ways. Update resources to match interests of children	EYFS and Year 1 have a wide range of provision/equipment which can encourage the children to be active.	£1459.89 £261.91	Children enjoyed accessing new equipment to help aide their learning. Many of the resources purchased provided opportunities for gross motor skills to be used in a variety of ways, showing children to be physically active as part of the learning process.	Review resources and update where necessary.

To ensure that there are opportunities for 30:30 agenda built in throughout the day including encompassing before school and after school.	Engage children in physical activity by introducing outside agencies into school that can promote a variety of activities that can be done before and after school. Dan the Skipping Man Draper's Dance Books promoting sport	£518.39	Children enjoyed learning new skills and techniques. Due to the engagement of pupils, there was an increase in pupil participation for after school dance classes. Children also asked for more skipping ropes to be available at break times so that they could practice their new skills.	Through pupil voice, ask the children what activities/skills they would like to do/learn in the future and invite more outside agencies in to further increase pupil participation in sport.
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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:
				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:
School PE T-Shirts for children in Reception – Year 6	Purchase t-shirts for children in Years 1-6 in the Autumn Term and for children in Reception in the Summer Term. Children to come to school in PE kit for the full day on PE days. Ensure that children wear the correct kit that is safe for PE sessions	£1506	Children now have a specific uniform for PE which they wear with pride. They will also wear these if they are going to competitions out of school.	Continue to purchase t-shirts for new Reception children to raise the profile of PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				73%

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 refresh the PE Curriculum to help support staff with the teaching of PE.</p> <p>To create a long-term plan and deliver lessons from the Get Set 4 PE resource from EYFS to Year 6 to ensure continuity and progression throughout school.</p>	<p>PE lead to share with staff the new resources on Get Set 4 PE including progression grids, vocabulary ladders, schemes of work, lesson plans and additional resources such as work cards, videos and music etc. Staff should then be able to deliver lessons using these resources.</p>	<p>£660</p>	<p>The Get Set 4 PE curriculum has demonstration videos to help demonstrate specific skills. It is easy to follow and ensures that the teaching of PE is thorough and shows a clear progression of skills. Pupil voice shows that children enjoy the new activities introduced to them. They can also name specific objectives.</p>	<p>Continue following the Get Set 4 PE curriculum to embed quality teaching and learning.</p>
<p>To ensure that all staff have good quality CPD and an opportunity to work alongside a quality coach in the delivery of lessons.</p> <p>Staff to increase their knowledge of different areas of PE and how to teach that area to improve teaching and learning.</p>	<p>Staff work alongside the sports coach to team teach and develop their own CPD</p>	<p>£12,282</p>	<p>Children have been taught by a specialist PE Coach who has relevant skills and training to improve children's knowledge of specific areas of PE. Sports Coach has worked with members some members of staff to increase confidence in delivering a sequence of lessons.</p>	<p>Continue to review the impact of having a Sports Coach to improve quality of teaching and learning.</p>
<p>PE lead to keep up to date with any changes/necessary information about the teaching and learning of PE</p>	<p>To attend YM Sport conference</p>	<p>£70</p>	<p>Due to change in PE lead, we were able to keep up to date with any changes/necessary information about the teaching and learning of PE to refresh the curriculum offer.</p>	<p>Continue to attend relevant training to advance the curriculum offer.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

To ensure that we continue to widen the sports and physical activities on offer to pupils.	To research into which sports we can provide for our children which have not been done before. To discuss with children in pupil interviews what sports they would like to access.	£0	Children would really like to learn basketball according to pupil voice. Basketball has been implemented in UKS2 and as a club for years 3-6	Revisit the LTP as necessary to cater for wants and needs of children.
To be able to attend a variety of activities that involve being active.	To attend events that broaden the children's experience of physical activity. <ul style="list-style-type: none"> - Multi-skills competitions KS1 - Quick Cricket competition KS2 SportsForSchools athlete invited into school to do an active workshop - badminton	Sponsorship – no cost to school	Have booked on a cricket day for Year 5/6 and 3/4 – 10 children from both key stages were invited to take part in the competition. Children who do not get involved in sport were prioritised. Multi-skills competition involved all children across KS1. All children from EYFS to Year 6 took part in a fitness circuit with a GB Athlete.	Continue to get involved with different activities. Intra/Inter- school competitions to continue. Look at gaining a school games mark.
To take part in an outdoor and adventurous activity	Year 5/6 residential trip	Parents to pay	Children attended Robinwood adventure centre and took part in many different physically and mentally demanding activities.	Continue to provide these experiences for children <ul style="list-style-type: none"> - Robinwood booked for Autumn Term next year
Create a new long-term plan using Get Set 4 PE to create a broad and balanced curriculum with a wide variety of sports and activities to suit different likes and needs.	Subject lead to develop a long-term plan in consultation with other staff to ensure that there is a broad range of sport and activities from EYFS to Year 6.	£0	New LTP is in place using GetSet4PE as a basis. The new curriculum now is updated to fit in with the likes and needs of children within school.	Continue to review curriculum and update where necessary.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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 continue to strive to reach our goal of every KS2 child representing school in a competition throughout the year.	To maintain our partnership with the School Games organiser to ensure our children are able to access a variety of sporting tournaments.	£375 (transport)	Children participated in local sporting events Children engaged with in school sporting opportunities After school clubs enhanced children's sporting opportunities	Arrange more matches with other schools next year to develop working as part of a team.
To continually monitor data to ensure a clear check is made on pupils who attend events.	Keep a record of all children participating in events in school and out of school.	£0	More children have attended After school clubs this year.	Continue to monitor this next year. Sport leaders to write reports on competitive events.
To develop a calendar of events specifically for intra-school events.	To ensure that there is a greater focus on intra-school events across the whole school with timetabled whole school events across the year.	£0	Virtual Intra- Schools Multi-skills competition involved all children across KS1. 6 th place out of 20 schools	Plan 4 at least 4 intra events next year including school games day for Years 1 to 6.

Signed off by	
Head Teacher:	S Henshall
Date:	18.7.23
Subject Leader:	E. Edwards
Date:	6.7.23
Governor:	C. Foy
Date:	26.7.23