

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 judgement. 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 offers
- 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 https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools 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.

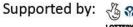
Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.













REVIEWED FOR IMPACT SEPTEMBER 2024

Details with regard to funding

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£16,833
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,833
Total amount of funding for 2023/24 to be reported on by 31st July 2024	f 16,833

Swimming data for academic year 2023/2024

Marking national augustus us assuite as ante few augustus as and water anfatr.	
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practiced 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	1 child not assessed as didn't access lessons
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 2024. Please see note above	94% (15 out of 16 chn)
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	94% (15 out of 16 chn)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94% (15 out of 16 chn)
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. Additional focus on distance, speed and additional water literacy.





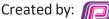








Total fund allocated: Academic Year: 2023/24 f16.840 **Key indicator 1:** Increase confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 23.2% Intent **Implementation Impact** Previous findings from a staff Teachers will plan and deliver a unit | Funding Planning will stretch and inspire This had been planned to development meeting in the previous of work alongside a Dance specialist, pupils to choreograph, practice, stretch the oldest pupils but allocated: perform and evaluate Dance. ended up being delivered to lacademic year revealed teaching staffsupporting teachers and pupils to £1.000 Dance would benefit from specialist Dance choreograph motifs and phrases to Long term planning of Dance will Years 3 and 4 and KS1 Years 1 teacher (from be updated to reflect our new training. Training would aim to combine into a whole piece for and 2 separately. This meant Hunts Sports support confidence in delivering the performance and evaluation. curriculum and incorporate staff from both key stages Partnership) benefitted from observing the dance scheme of work, alongside Teachers focus on the 7 key relevant topics of interest to our elements of dance and help children 16900 Teacher developing the subject specific pupils. specialist teaching. 2 units were secure key skill acquisition. Teachers release technical knowledge and skills to Teachers will be able to transfer delivered and updated with ensure high quality outcomes for will understand what constitutes their planning skills to update modern Music. The 4 elements pupils in dance. high quality movement by observing other units in the future. were modelled clearly to staff specialist demonstration. and pupils produced high quality outcomes. Impact – pupils were challenged and there is evidence from monitoring that staff are using appropriate language linked to learning and have a better understanding of the specific skills that need to be taught. Following on from zoning the Hinchingbrooke School Sports Adults are equipped and Training completed 21.5.24 **Funding** playground, ongoing training of Partnership (HSSP) teacher to knowledgeable about the range All adults are knowledgeable allocated: Lunchtime Staff as play leaders will deliver bespoke package of play of physical activity on offer at about the opportunities for £500 Specialist support each zone in delivering leader training. Pupils from Years 4 lunchtimes. They support young physical activity at lunchtimes. to 6 to undertake training to provide Playleader specific physical activities and also playleaders to deliver suitable All pupils in Years 4, 5 and 6 training help to inspire and develop the focused Physical Activity at physical activities to aid trained to be sports leaders. Sports Organising Crew for pupil lunchtimes. Lunchtime Support increased pupil participation at Increased participation in (£250 children leadership. Adults understand their Staff will be trained alongside the lunchtimes. Adults ensure the Physical activity observed in















important role of helping children to be healthy and active learners for life.	supervise the delivery of physical activity in each zone.	£300 Support	sustainability of the programme by trouble shooting any barriers the Sports Organising Crew may meet and maintaining the timetable of events.	Summer Term. Most notably, some targeted pupils were happy to be more active in the role of Sports leaders, including PP children.
activities for Rise and Shine Club, Fizzy Club and lunchtimes with changes to personnel.	use of equipment and how to target	allocated: £600 PE lead and TA release	New member of staff becomes responsible for Fizzy Club membership; pupil targets, session delivery, parental liaison and recording baseline and follow up assessments.	New staff have undergone training sessions and benefitted from time to shadow PE lead. KM has taken lead on planning and assessment. Some chn have exited the plan due to good progress. All staff knowledgeable about activities and pupil targets and achievement. Impact — children are accessing Fizzy Club regularly and the impact is seen in their focus and attention. Some children now accessing a second session later in the day as the impact is significant. Pupils attending often overtake their peers in specific skills and confidence.
instructors with ASA qualified swimming teachers to teach alongside school staff.	instructors, allowing smaller group	£600	Assessment of swimming skills against NC objectives will show that 100% of children have met expectations for KS2 swimming. Increased confidence of teachers as well as their knowledge.	See data above













Key indicator 2: The engagement of al	l pupils in regular physical activity – Chi	ef Medical Office	rs' guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at least that will engage the pupils who are le	28.2%			
Intent	Implementation		Impact	
PE lead has identified pupils susceptible to inactive lifestyles following a pupil's questionnaire and observations.	Targeted pupils will be invited to participate in a fun and inclusive lunchtime club 'Activate Club' to be run by Primary Sports Stars coaches.	Funding allocated: £2,340 coaching costs for club delivery (2 lunch times per week)	Susceptible pupils will be increasingly active, aiming for 30 minutes a day in addition to curriculum PE time.	Lunch time club was delivered by Primary Sports Stars coach. Initially this was opened to all pupils as a fun club. Football, basketball and cricket were all on offer. Two of the targeted pupils showed their preference not to take part in physical activity. Impact - A greater number of chn were active during lunch times despite not all identified chn participating.
school community that Physical Activity is good for everyone. High standards are held for full participation across the school.	Sports Organising Crew survey and take on board the activities that pupils would like to be participate in. Adults identify pupils who are regularly inactive at break and lunchtimes and sign post them towards activities/equipment on offer or the 'Activate Club' at lunchtimes.	£400 PE lead	The whole school make informed choices about being active. They appreciate it can be fun and develop routines for life long physical activity.	As above. Some pupils have
·	The track is maintained and made available every morning before school and whole school community is encouraged to run/complete. This is on top of opportunities during the school day.	allocated: £1200 staff	Pupils and their families continue to complete the daily mile with many becoming runners OSHL.	2 whole school events completed alongside daily mile. School Council Sponsored run October 2023. Santa Dash December 2023 Impact – increased













Key indicator 3: The profile of PE and s	sport is raised across the school as a	tool for whole so	chool improvement	Percentage of total allocation:
				8.3%
Intent	Implementation		Impact	
the whole school community as a tool for whole school improvement for behaviour, attendance, concentration and health for life.	health and our educational	Health related	Pupils create 'What helps me to achieve? Posters that can be displayed around school and on the school website showing how PE/SS/PA add to personal development.	Need to plan into the next academic calendar.
Create a fun and informative week that puts the spotlight on PE/SS and PA and highlights the overall benefits to all of us.	Sports Organising Crew run a Healthy Lifestyles week for everyone. Link with kitchen caterers and plan a healthy eating week and a healthy eating diary at home. Encourage a walk/scoot to school week.	allocated: £500 Health Related	All pupils experience healthy balanced school meals. Children reflect on their overall diet and how they feel following healthy eating week. More pupils build activity into their journey to and from school.	Need to plan into the next academic calendar.
Physical Activity with all teaching staff by regularly placing it on the agenda and linking to behaviour and underperformance as a supportive tool.	PESSP targets feature in Performance Management targets. Regular termly update on PE in Staff Development meetings. Overview of feedback from PE lesson observations detailing the current position of PE and future aspirations. Link physical activity to the end of term rewards.	Funding allocated: £400 staffing/release costs	The whole school staff work together to ensure that the PESP funding is maximized to provide the biggest impact to our pupils in terms of health, well-being and achievement.	Strong links made with KS1 behaviour and physical movement. All KS1 benefit from movement breaks and a second session of Fizzy or running/scooting circuits. EYs children all accessing the OT Fizzy programme as part of their available provision in PE. Staff meeting held in Autumn focused on gymnastics. Impact – increased













Key indicator 4: Broader experience of	f a range of sports and physical activi	ties offered to all		professional dialogue about the importance of physical activity. Children identified quickly in EYs if they need OT referral. Staff meeting had an impact on staff knowledge and also covered a Health and safety update too. Percentage of total allocation: 12.5%
Intent	Implementation		Impact	
Provide Club to support Movement Replication skills (Dance/Gym) as an alternative to a regular games club in order to attract different pupils.	Advortise to children and parents	allocated: £600 PP places are subsidised as		Talent Dance Academy sourced and in place. Dance coach leading weekly club and half termly performances attended by parents. Gym club offered each half term – initially not high enough uptake. Free taster session planned for February for years 1-6 followed by advertising for Spring 2 club on Tuesdays. This reinvigorated the club – also held a whole school taster session in the second half of the year. Numbers have grown and are continuing into the next academic year. Impact – Increase club offers mean a greater number of













				children are accessing physical clubs. Dodgeball – 13 Basketball – 12 Multiskills – 11 Dance - 9 Gym - TBC
would like a permanent table tennis	PE lead to site, order and have table tennis table installed. Purchase bats and balls and provide SOC with rules and scoring information. PE lead to run tutorial session and help to arrange a league table.	allocated: £1500	activity. Pupils regularly playing and competing at play and lunchtimes.	PE lead has sourced outside table tennis table for £995. Bats and balls additional. Need to consider positioning for all weather play. Still out of stock

Key indicator 5: Increased participatio	Percentage of total allocation:			
	27.9%			
Intent	Implementation		Impact	
	Staff to create 4 House names and allocate pupils/siblings and staff to one of the four coloured teams. PE lead to purchase bibs, bands and caps in the four house colours. In addition, purchase Caps/kit for Sports Organising Crew as officials.	allocated: £800 coloured kit.	Pupils show commitment to the House team and to inter house competition as the system becomes embedded throughout each year group in school. Make competition a time to celebrate by Having a house points board and by entering house competition results into school newsletters.	Bibs and bands ordered and being used. Sponsorship found. Sweatshirts sourced for Sports Organising Crew to double as Abbots Ripton Team kit for competitions. House teams not developed.
Fully develop inter school competitions and festivals to sporting opportunities beyond	Join Hunts Schools Sports partnership to ensure access to local competitions. PE lead to	Funding allocated:	Collate a list of school competition fixtures to include the number of pupils	PE lead has entered a range of competitions and shared with all teaching staff.













football/American football.	identify suitable competition	membership of	representing the school in	Basketball competition
	opportunities from the HSSP	Hunts Sports	external competitions. Make	attended with 2 teams.
	competition framework and		competition a time to celebrate	Gym competition attended
	provide staff with information on	£2000 transport	and include all teams in	with Squad receiving specialist
	dates, times, venues, teams and	and staff	Celebration Assemblies.	coaching and attending the
	competition rules.	release/cover?		national centre of excellence.
	Ask all teaching staff to plan and	,		Impact – children highly
	organize a competition for their			motivated to represent the
	relevant year group/s.			school, some have asked for a
	-			lunch time club to improve
				their skills and younger
				children are already asking
				about being able to attend
				competitions as they move
				through the school.
Children to feel proud of representing	Purchase kit for the children when	Funding	An increased number of children	See above Chn have
the school at inter-school	representing the school at	allocated:	will have the opportunity to	represented their school at
competitions. Increased participation	competition level. Source some	£500 towards	represent the school at a	Basketball – 8 chn
in HAPP Schools competitions.	sponsorship if possible – children	kit	competition level.	Netball – 15 chn
	to write to parents requesting			Gym – 8 chn
	sponsorship.			Golf – 10 chn
	Travel costs covered to HAPP	£800 travel		Tennis – 26 chn
	competitions at least termly.	costs		Dance – 6 chn
	,			Quad kids – 30 chn
				Athletics – 30 chn

Reviewed September 2024 and shared with Resources Committee









