

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 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

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| 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 | £ 16,833 |

Swimming data for academic year 2023/2024

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | 1 child not assessed as didn't access lessons |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p> | 94% (15 out of 16 chn) |
| <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> | 94% (15 out of 16 chn) |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 94% (15 out of 16 chn) |
| <p>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?</p> | Yes. Additional focus on distance, speed and additional water literacy. |

| Academic Year: 2023/24 | | Total fund allocated: | £16,840 |
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| 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 | |
| <p>Previous findings from a staff development meeting in the previous academic year revealed teaching staff would benefit from specialist Dance training. Training would aim to support confidence in delivering the dance scheme of work, alongside developing the subject specific technical knowledge and skills to ensure high quality outcomes for pupils in dance.</p> | <p>Teachers will plan and deliver a unit of work alongside a Dance specialist, supporting teachers and pupils to choreograph motifs and phrases to combine into a whole piece for performance and evaluation. Teachers focus on the 7 key elements of dance and help children secure key skill acquisition. Teachers will understand what constitutes high quality movement by observing specialist demonstration.</p> | <p>Funding allocated: £1,000 Dance teacher (from Hunts Sports Partnership) £900 Teacher release</p> | <p>Planning will stretch and inspire pupils to choreograph, practice, perform and evaluate Dance. Long term planning of Dance will be updated to reflect our new curriculum and incorporate relevant topics of interest to our pupils. Teachers will be able to transfer their planning skills to update other units in the future.</p> |
| <p>Following on from zoning the playground, ongoing training of Lunchtime Staff as play leaders will support each zone in delivering specific physical activities and also help to inspire and develop the Sports Organising Crew for pupil leadership. Adults understand their</p> | <p>Hinchingbrooke School Sports Partnership (HSSP) teacher to deliver bespoke package of play leader training. Pupils from Years 4 to 6 to undertake training to provide focused Physical Activity at lunchtimes. Lunchtime Support Staff will be trained alongside the</p> | <p>Funding allocated: £500 Specialist Playleader training (£250 children</p> | <p>Adults are equipped and knowledgeable about the range of physical activity on offer at lunchtimes. They support young playleaders to deliver suitable physical activities to aid increased pupil participation at lunchtimes. Adults ensure the</p> |

This had been planned to stretch the oldest pupils but ended up being delivered to Years 3 and 4 and KS1 Years 1 and 2 separately. This meant staff from both key stages benefitted from observing the specialist teaching. 2 units were delivered and updated with modern Music. The 4 elements were modelled clearly to staff 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.

Training completed 21.5.24
All adults are knowledgeable about the opportunities for physical activity at lunchtimes. All pupils in Years 4, 5 and 6 trained to be sports leaders. Increased participation in Physical activity observed in

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| important role of helping children to be healthy and active learners for life. | pupils to help facilitate and supervise the delivery of physical activity in each zone. | £250 adults) £300 Support Staff release time | 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. |
| Train new staff to deliver physical activities for Rise and Shine Club, Fizzy Club and lunchtimes with changes to personnel. | PE coordinator to run training session for Fizzy Club and Sensory Circuits. Demonstrating pace and high-quality outcomes in sessions, use of equipment and how to target and document progress in body control and co-ordination. | Funding allocated: £600 PE lead and TA release time | 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. |
| Employ two High quality swimming instructors with ASA qualified swimming teachers to teach alongside school staff. | Hire 2 ASA qualified swimming instructors, allowing smaller group tuition as well as professional development for staff who attend swimming. School staff to shadow the swimming instructors to improve their own skills. Target support with 1 ASA swimming teacher focussed on the non-swimmer group whilst still ensuring small group tuition and intensive instruction for all abilities. | Funds allocated: £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 |

| <p>Key indicator 2: The engagement of all 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 Create clubs, sessions and opportunities that will engage the pupils who are least active.</p> | | | | <p>Percentage of total allocation: 28.2%</p> |
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| Intent | Implementation | | Impact | |
| <p>PE lead has identified pupils susceptible to inactive lifestyles following a pupil’s questionnaire and observations.</p> | <p>Targeted pupils will be invited to participate in a fun and inclusive lunchtime club ‘Activate Club’ to be run by Primary Sports Stars coaches.</p> | <p>Funding allocated: £2,340 coaching costs for club delivery (2 lunch times per week)</p> | <p>Susceptible pupils will be increasingly active, aiming for 30 minutes a day in addition to curriculum PE time.</p> | <p>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.</p> |
| <p>Raise expectation among whole school community that Physical Activity is good for everyone. High standards are held for full participation across the school.</p> | <p>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.</p> | <p>Funding allocated: £400 PE lead release time £800 for resources</p> | <p>The whole school make informed choices about being active. They appreciate it can be fun and develop routines for life long physical activity.</p> | <p>As above. Some pupils have been instrumental in encouraging their friends or younger buddies into activities. Including skipping club – leading on from Healthy School week and the skipping workshops. Impact – greater collaboration between chn seen and links between older/younger chn encouraged.</p> |
| <p>Maintain good levels of participation in Daily Mile</p> | <p>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.</p> | <p>Funding allocated: £1200 staff supervision costs before</p> | <p>Pupils and their families continue to complete the daily mile with many becoming runners OSHL.</p> | <p>2 whole school events completed alongside daily mile. School Council Sponsored run October 2023. Santa Dash December 2023 Impact – increased</p> |

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| | | school | | participation and engagement |
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| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 8.3% |
| Intent | Implementation | | Impact | |
| Ensure that PE and sport is valued by the whole school community as a tool for whole school improvement for behaviour, attendance, concentration and health for life. | PE lead highlights the importance of physical health on our mental health and our educational outcomes. Whole School/assembly focus on balance and self-care for achievement. Health Related Fitness Workshop by PSS or HSSP. | Funding allocated: £500 Health related fitness workshop. | 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. | Funding allocated: £500 Health Related fitness equipment hire from HSSP | 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. |
| Elevate the standing of PE, Sport and 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 |

| | | | | <p>professional dialogue about the importance of physical activity. Children identified quickly in EYs if they need OT referral.</p> <p>Staff meeting had an impact on staff knowledge and also covered a Health and safety update too.</p> |
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| <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> <p>12.5%</p> |
| Intent | Implementation | | Impact | |
| <p>Provide Club to support Movement Replication skills (Dance/Gym) as an alternative to a regular games club in order to attract different pupils.</p> | <p>PE lead to source quality Dance specialist and/or gymnastics coaches to run respective clubs. Advertise to children and parents. Seek coaches/club structures in local area for future development.</p> | <p>Funding allocated: £600</p> <p>PP places are subsidised as required.</p> | <p>Pupils are extending movement replication skills and choosing Dance and Gym as hobbies for OSHL and signposting shows them where to get specialized coaching and competition.</p> | <p>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.</p> <p>Impact – Increase club offers mean a greater number of</p> |

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| | | | | children are accessing physical clubs. Dodgeball – 13 Basketball – 12 Multiskills – 11 Dance - 9 Gym - TBC |
| Pupil questionnaire revealed pupils would like a permanent table tennis table out in the playground. | 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. | Funding allocated: £1500 | Pupil voice shows children are involved in their own physical activity. Pupils regularly playing and competing at play and lunchtimes. Possible after school club. | 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 participation in competitive sport | | | | Percentage of total allocation: 27.9% |
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| Intent | Implementation | | Impact | |
| Intra school competitions are built in to PE units but festival teams are adhoc. Set up formalised competition structure with coloured house system. Use Sports Organising Crew as officials where necessary to increase ownership of leadership roles. | 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. | Funding 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: £600 | 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. |

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

Reviewed September 2024 and shared with Resources Committee