

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Huntington Primary Academy 2022/23

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](#) 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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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

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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	£
Total amount allocated for 2021/22	£19470
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£19460
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19460

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 2023. Please see note above	91%
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	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	99%

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

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: %	
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?
To ensure children are active for at least 30 minutes of each day which includes the addition of activity to all curriculum lessons.	1) Subscribed to Active Maths and Active English and provided training for staff.		£975	Confident teachers are planning for at least two active sessions each week in English and maths.
	2) Bought into the sports partnership and introduced the regular brain breaks for all children across school.		£8500	Teachers well supported and expected to provide brain break opportunities for all pupils on multiple occasions each day.
	3) Trained 42 volunteer play leaders from Y6 to deliver structured physical activity to their peers during the lunch breaks.		(included in YSSP package.)	Children regularly engaging in the activities on offer by playleaders.
	4) To timetable at least an hour of PE each week. (swimming is extra)		£874 sessions and £510 transport costs for additional Y6 swimming for new swimmers, retrieval techniques and with clothes survival sessions)	This provides a broader experience for pupils who can't access swimming pools for different circumstances, considers needs of the family, ability and inclusion etc.
				Sustainability and suggested next steps:
				All staff trained in Teach active will retain the same skills to use moving into the next academic year. Brain breaks will still be identified and shared through the basic YSSP package and will be an expectation throughout school. Y5 playleaders trained by the outgoing Y6 will be able to continue to provide these structured activities for pupils. The ambition and aim is for 2 hours timetabled PE for every child in school. This will be determined for future years by each cohort and the opportunity and provision

				identified as need.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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 ensure all pupils spend more time being physically active during the school day.	<ol style="list-style-type: none"> 1) To timetable at least an hour of PE each week. (swimming is extra) 2) To introduce Commander Joe's for each year group to trial throughout the year – an extra hour a week for opportunity for structured physical activity. 3) Home activities sent to engage parents in PE and activity centered tasks – REAL PE HOME section 	<p>£1750</p> <p>(Real PE subscription)</p>	<p>Where possible more has been timetabled and supported with booking of activity based programmes etc.</p> <p>Timetabled sessions in the hall/field using this CJ's scheme has provided structured time for classes in addition to their Real PE allocation.</p> <p>Some take up....</p>	<p>The ambition and aim is for 2 hours timetabled PE for every child in school.</p> <p>Every class will have the CJ box timetabled bi-weekly to be able to support the teaching of this.</p> <p>Package is bought, we will utilise this more and seek an increased engagement from families and pupils.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
All teachers to be able to confidently and competently deliver PE lessons to their children.	1) Purchased the REAL PE Scheme and subsequent whole school and subject leader training in their planning, delivery, adaptation, inclusion and assessment of the children.	£695	Staff are well supported in delivering well structured, progressive lessons; more confidently and with growing competence. They are able to think about adapting for pupils, about learning behaviours and about core fundamental skills and how these progress throughout the year and through school.	All teachers to be provided with further training and opportunity for developing their confidence and proficiency in teaching PE using the REAL PE scheme.
Teachers to be supported in the delivery of PE to pupils, with a focus on the statutory NC requirements.	2) Professional development programme run as part of the YSSP funding.	(Included within YSSP package)	They are also able to assess pupils to ensure the lessons are pitched for inclusion, challenge and success for all.	Assessment to be re defined and training provided to make sure we can properly assess the skill levels of pupils, their ongoing needs and further teaching.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
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:
We asked ALL pupils in KS1 and 2 to complete the Koboca survey in September to ascertain their perceived strengths and areas for development and their aspirations. Additional achievements: Extra clubs offered to children in all key stages: e.g basketball, fitness and nutrition, football, dodgeball etc.	1) Audit of current playtime provision, what activities are currently in place and how engaged are the children in physical activity during break times. 2) Survey of School Ambassadors / classes for what they would like to do to be physically active during break times. 3) Collate all ideas together from children and staff and plan out a physical activity timetable for each Key Stage break times. 4) Purchase all resources and storage necessary for the activities	(Included within YSSP package.) (Included within YSSP package.) (Included within YSSP package.) Active wall	Children feel they have been provided with extra activities, a range of different opportunities for them to experience either as an extra curriculum sport, an event or as an enrichment to the curriculum within school time. This is indicated by pupil voice. They felt listened to. A timetable was defined, reviewed and regularly followed by play leaders.	This survey will continue as a valuable guide to pupil views and a working document to ensure we meet their aspirations and support their areas of personal development. This will be repeated next year- easy now it is set up, although activities might change based on what the Y6 play leaders want to offer.

<p>Train MSA staff to better engage with, and support, children with activities during the lunchbreak</p> <p>Book additional experiences to enhance and increase range of opportunities for pupils.</p>	<p>to take place successfully. e.g. Activewall.</p> <p>5) Create zones for the playground to ensure there are a range of activities available in well-structured areas that children can access and that encourages physical activity.</p> <p>6) Diwali Dance workshop for x4 year groups.</p> <p>7) Cricket Experience booked for x3 year groups.</p> <p>8) Well-being events: online and in person.</p> <p>9) Active afternoons</p> <p>10) Flex Dance</p> <p>11) Tchoukball, archery, ultimate warrior etc.</p>	<p>£2,850</p> <p>£1124.71</p> <p>(Included within YSSP package.)</p> <p>£529</p> <p>(Included within YSSP package.)</p>	<p>Children have acted as playleaders throughout the year offering opportunities for table tennis, Activewall competitions, active mats, archery, skipping, dancing with the boom box etc.</p> <p>The timetable has been followed and constant.</p>	<p>Resources to be kept up to date and safe for use for all ages.</p> <p>Children have trained Y5 children to be playleaders for next year.</p> <p>Training or CPD for lunchtime staff to positively engage children in physical activity action for next year!</p> <p>Further experiences to be bought in next year to increase opportunity and experiences for children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 provide a competitive sporting experience for as many of the children in school as possible, intra and inter sporting events organized by school.	<p>1) We asked ALL pupils in KS1 and 2 to complete the Koboca survey in September to ascertain their perceived strengths and areas for development and their aspirations.</p> <p>2) We looked at inactivity, aspiration and range of activity on offer with a view to increasing participation across year groups, SEN, FSM, disadvantage, girls and boys etc.</p>	<p>(Included within YSSP package)</p> <p>Coach to non-local inclusive sports event at Queen Ethelburga's: £120. Supply cover for DL and JG to attend event with the children: £215</p> <p>£800 admin time</p>	<p>We achieved PLATINUM Games Mark for sustained high level school sports approach for the past 5 years.</p> <p>Over 240 of our pupils took part in competition: dodgeball, cross country, inclusive games, boy's football and girl's football, hockey, dance festival, basketball. They have benefitted from representing school, have thought about tactics, resilience, teamwork etc.</p>	<p>The Koboca survey, bought as part of the basic package from YSSP next year, will continue to identify pupils who would like to take part in competitive sport representing school.</p> <p>We aim to retain our 2023 Platinum status so will maintain and prioritise our commitment to pupils participating in competitive school sports during 2023/24.</p> <p>The REAL PE curriculum echoes the PE Review which identifies the need for lessons to also include elements of competition for all</p>

	3) Fixtures regularly arranged between local schools but also agreed so we take advantage of events arranged by the NYSSP.	for arranging these fixtures throughout 2022 and 2023		pupils within lessons.
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Signed off by	
Head Teacher:	Jenny Holton
Date:	25th July 2023
Subject Leader:	Anne Forman
Date:	24 th July 2023
Governor:	
Date:	