

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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TRUST

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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 of funding for 2023/24. To be spent and reported on by 31st July 2024.	£20,300
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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	70%
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	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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: 2023-2024		Total fund allocated: £20,300		Date Updated: 19.7.2024			
<p>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</p>							
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:			
<p>To ensure all children access to at least 30 minutes of physical activity a day and take part in active play at playtime and dinnertime sessions in safe conditions</p> <p>To increase the number of after school sports clubs so that more pupils have access to this.</p>		<ul style="list-style-type: none"> - Investment in Hull FC sports programme with a focus on after school clubs. Greater emphasis on targeting provision for children. - Investment in First Steps with a focus on curriculum teaching, lunch time and after school clubs. Greater emphasis on targeting provision for children. - Investment in Opal play provision to upskill adults and children and develop the school grounds for engagement in active play. - Promotion of 'The Daily Mile' in line with government recommended guidance through Hull Active Schools virtual competitions. - Increase the offer of lunch time and after school clubs available targeted at specific year groups for specific 		<p>£3000</p> <p>Children now have 30 minutes of physical activity every day.</p> <p>Opal play has allowed children to be more active at lunch time and be more active. Children engage with staff more which increases pupil engagement overall.</p> <p>Children now have access to after school clubs every night of the week for different year groups. These sports have been varied and has been a sport that they may not have been offered within the curriculum. Children also to apply skills gained to some of these clubs that follow the national curriculum.</p> <p>Lunch time clubs have been offered alongside opal play.</p>		<p>Sustainability and suggested next steps:</p> <p>Continue to offer a range of after school clubs.</p> <p>Continue to develop Opal play.</p> <p>Do more children's surveys regarding clubs.</p>	

	<p>periods of time. Clubs:</p> <ul style="list-style-type: none"> - Basketball - Netball - Multi-Sports - Football - Athletics - Bench ball - Cricket - Rounders - Tennis <p>- Review children's levels of activity (questionnaire) and choice of clubs throughout the year.</p>			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 join the Humber Active Sports group to ensure that all pupils get access to competitive sport in school and across the region. Raise the profile of Opal play and the benefits of healthy activity.	<ul style="list-style-type: none"> - Raise the profile of intra-school and inter-school competition in line with government Hull Active School Guidelines. - Develop OPAL further - Opal ambassadors. - Increase variety of activities outside at lunch though OPAL - Review children's mode of travel to school and aim to increase this where possible with incentive weeks. - Apply for the Sainsbury's Gold Mark 	£1,600	Children are aware of Opal play and how it benefits them to be healthy. The school is now ready for their final OPAL audit. REACH curriculum has positively impacted on pupil's understanding of what it means to be health	Aim for Gold OPAL award - use audit outcome to build on next steps.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
		£14,795		

<p>To provide CPD in the teaching of all aspects of PE.</p>	<ul style="list-style-type: none"> - Employ First Steps and offer teachers and adult's time to observe the teaching of P.E. and join in with shared teaching of PE for KS1 and other adults (specifically those working with SEN children). - Work with Hull Active Schools to provide High Quality Modern P.E. CPD to adults in areas they feel less confident in teaching and create opportunities for teachers to teach these sequences. (This to be further addressed through PE network meetings through the year) - Survey teachers and adults knowledge, confidence and skill levels in teaching P.E. 	<p>Included in Hull Active Sports Membership</p>	<p>SEN PE has been successful and has given staff opportunity to observe and see how to adapt PE lessons for children with additional needs.</p> <p>Staff CPD has been given for PE, looking at adaptations for SEN children and inclusion.</p>	<p>More CPD on Get Set 4 PE Scheme as all staff will be using this next year.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Increase the range of activities available for pupils, in the curriculum, at play and lunch times and after school.</p> <p>Provide all children in Year 4 the chance to be able to swim with opportunities provided (where possible) for Year 5 and Year 6 non-swimmers.</p>	<ul style="list-style-type: none"> - Employ First Steps to cover curriculum P.E. in line with the school's policies and long and medium term planning. - Employ First Steps and Hull Fc to provide after school clubs to broaden the children's experiences in a range of activities and sports - rotated each term to allow for effective skills progression and game development. - Employ First Steps to provide lunch time activities and sports. - Develop the implementation of OPAL play to increase variety of physical activities at break. - Deepen the quality and provision of activities and sports for children with SEN. - Offer catch up programmes for swimming where possible for those who fall below the standard for swimming. 	<p>As above</p> <p>£1000</p>	<p>Children have been offered a range of after school clubs. They can now apply skills to game settings outside of a PE lesson.</p> <p>Opal play has been developed, allowing children to be more active during lunchtime and engage further. They have built up relationships and used different resources within their physical play.</p> <p>Children have effectively progressed in their skills within games.</p> <p>The quality and provision of sports and activities for our SEN has been deepened. Children have had separate PE sessions which are more tailored. This has allowed them to join in and develop skills based on their level. They have also been able to apply the skills to a game with adult support.</p> <p>Children have been taught following the long term plan in place and using the medium term plans. Following the Get Set 4 PE scheme. This has allowed all children to have consistently when being taught PE. They have developed their skills week on week and have been able</p>	<p>Continue to offer a range of after school clubs throughout the year.</p> <p>Continue to teach to the long term plan and medium term plans.</p>

			to use skills in games. They have then transferred these skills to after school clubs.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Ensure the majority of pupils get to take part in competitive sport (as above) through the Hull Active Schools programme along with face-to-face and virtual competitions.	<ul style="list-style-type: none"> - In line with Hull Active School and government guidelines, re-ignite the level of activity in competitive sport. - Attend organised events and monitor children participation in order to offer active competitive sport to ever child. - Increase SEN provision in competitive sport. 	As above	<p>Whole school "Black and White day" where children competed against one another.</p> <p>Competitive games within lessons of PE to apply the skills that have been taught.</p>	

Signed off by	
Head Teacher:	L Martin
Date:	19.07.2024
Subject Leader:	Andrew Finnerty and Hannah Daddy
Date:	19.07.2024
Governor:	Mike Smith
Date:	19.07.2024