

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](#) 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. **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 carried over from 2021/22	£6,465.66
Total amount allocated for 2021/22	£22,955.66 with carry forward added
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,490.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023.	£16,490.00

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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>	
<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 2023.</p> <p>Please see note above</p>	86%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	7%
<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>	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.

HBA 2023/2024

HBA Academic Year: 2023/24		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: 45%	
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?:	
PE lessons planned in across all year groups show progression in skills and knowledge particularly for dance and gymnastics. All pupils have at least 90 minutes across at least 2 PE lessons on different days. Breakfast club and lunch clubs offer and promote participation in physical activity. Lunch time supervisors run active play sessions to ensure that children are active as possible during	High quality lessons planned in, delivered and reviewed. Support and ongoing CPD for staff from PE mentor: Sport2Day PE Team (CL) Balance of healthy eating choices, physical and wellbeing for all pupils. Physical activities offered 2 x per week football – pastoral team, 1 x per week – sports leader sport2day, 2 x per week SLT led games (lunch). 5 x per week – TA led – b/fast club Lunch time supervisors implement active play with timetabled rotation of activities to ensure interest levels		£3432 – Sports Mentor package £4000 – lunch and b/fast club support – physical activity	Pupils demonstrate high levels of engagement in consistently well taught lessons. Increased participation, skill achievement and knowledge of physical activity with increased sense of wellbeing. Increased interest and participation in after school and lunch time sports clubs. TA working together with all breakfast club pupils. Pastoral team/PE Leader training Year 5 and 6 pupils to lead active sessions as sports mentors.	High engagement, staff confidence raised in delivering good lessons leading to good progress in all lessons and pupils achieving age related skills and knowledge. Pupils are fully engaged during unstructured times impacting on pupil wellbeing and positive behaviour choices. Continue to build in to the next academic year as Year 5 go in to year 6 to model.

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unstructured times. Further embed playground leaders ensuring trained and confident in running lunch and playtime activities to ensure activity levels and engagement are raised. Further embed daily mile and active brain breaks such as Go Noddle and Activate sessions across the academy day.	remain high and skills are developed. Playground leaders confidently deliver activities to a range of age groups across the academy. Daily Mile/brain breaks timetabled in across all classes. PE Leader to further introduce challenges and monitor impact.		Pastoral Team run active sports sessions 2 x week at lunch times. Lunch times are active with healthy participation from all year groups. All pupils involved for 15 minutes each day. Pupils using the Daily Mile for other physical activity. Pupil concentration levels improve across the academy day.	
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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: 7%
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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:
Further promotion of the Legacy challenge, maintain the gold School Games Mark and embed school games values. <ul style="list-style-type: none"> Developing character/life skills. Developing sports specific skills. Engaging new audiences Improving health Increasing motivation Fostering social connections 	Planned participation of pupils across calendar of events and competitions. Ensure vulnerable groups are included : disengaged pupils Girls SEND/EHCP PP Talented LAC	£1058	Maintained with up to date information linked to activities and competitions and activities scheduled in with RA completed well in advance. Celebrations of achievements through achieving as part of a team, competitions and festivals. Calm, focused play at lunch times and children active.	Sustainability and suggested next steps: Continue to work on the legacy challenge. On track to achieve gold school games mark.

<ul style="list-style-type: none"> • Developing physical skills • Supporting individual development. <p>School games values reflected through academy planning.</p> <p>To raise the profile of PE and sport to encourage all pupils to be inspired.</p>	<p>PE leader attends cluster meetings and shares updates with SLT through staff meetings and emails.</p> <p>Academy planning references school games values – PE leader to model and support staff CPD. Pupils can talk and discuss school games values.</p> <p>Continue to build success of activities provided for unstructured times through Active Play, Playground leader led Lunch Club and Pastoral team 2 x per week.</p> <p>Continue to promote through prominent hall display, website, Facebook and through promotion in assemblies.</p>		<p>Audit of participation demonstrates increase in vulnerable group attendance and engagement.</p> <p>Children demonstrate the school games values when active and when competing against other teams and schools when representing the academy.</p> <p>Display updated regularly by PE leader, pupils actively use the board to gather information and updates.</p> <p>House captains and sports leaders take the lead with promoting house points and ensuring display is up to date alongside PE team.</p>	<p>House points, medals and certificates through competitions motivate and inspire children to achieve and take part.</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: 18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Embed use of Target Tracker to accurately record teacher assessments and observations.</p> <p>PE team to evaluate and analyse assessment evidence to support ongoing CPD addressing gaps in skills and knowledge supporting progression.</p> <p>PE Leader/team to regularly carry out observations and update SLT and deep dives and feedback to further support staff CPD and progression.</p> <p>Teaching staff work and liaise with Sports Leaders and adapt planning to meet needs of pupils and ensure progression.</p> <p>Road Map display in hall to support progression across year groups in games, gymnastics and dance supporting teacher and pupil knowledge.</p> <p>Further embed sports mentors and</p>	<p>PE leader and Key Stage leaders to monitor teachers use of assessment.</p> <p>PE team carry out analysis of 3 main areas of PE (games, gymnastics and dance) to identify areas of strength and development supporting ongoing progression</p> <p>PE leader monitors planning meets needs and facilitates progression. Lessons evidence opportunity for the 3 pillars of progression.</p> <p>Reference made within lessons to the road map supporting pupil understanding of key skills and knowledge.</p> <p>Further build key skills and</p>	<p>£3000 – Target tracker statement updates for PE, release time to PE team to monitor.</p>	<p>Progress is monitored and provision implemented to raise standards where identified. Audit of skills and gaps completed to support further progression and CPD shared with staff and SLT.</p> <p>Gaps addressed supporting further progression and increase in % of pupils reaching EXS standard across all year groups for gymnastics, dance and games.</p> <p>Observational feedback given to staff to further impact on practice.</p> <p>Deep dives in key areas of PE (gymnastics and dance particularly) carried out, fed back and evaluated.</p> <p>Pupils can discuss key skills and knowledge they have and where they need to improve.</p> <p>Increased range of sports offered with positive engagement by</p>	<p>PE leader to monitor and impact on ensuring this happens across all year groups and progression is evident.</p> <p>Staff understand the 3 pillars of progression across PE :</p> <ul style="list-style-type: none"> • Motor competence (fundamental movement skills) • Rules, strategies and tactics. • Healthy participation. <p>Measure success to further implement and plan for 2024/2025 and beyond for</p>

TAs to support driving skills in different sports working alongside teaching staff and pupils.	knowledge in pupils. Introduce new skills such as building running stamina, tri golf, archery and hockey.		pupils. Progression of pupil skills and knowledge evident across a range of activities.	sustainability.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
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:
Additional achievements: Additional achievements: Partnerships with key organisations such as University Academy Holbeach, UALS, Sport2Day and Agilitas to continue to increase the range of physical opportunities. Physical activity is mapped to ensure all pupils experience the correct PE time, breadth of activity and	Sport 2 Day and mentors in various sports and physically active play tasks (Tri Golf, Archery, Quick Sticks Hockey, Tag Rugby, multi skills, Speedminton, Tchoukball) developing their skills in the delivery of quality PE lessons and cross curricular opportunities. Improved teaching in wider sports with an enhanced variety. High quality planning for PE Timetables evidence coverage across gymnastics, dance and games. Planning evidences progression	£2,000	Further development through inter-school competitions in both established sports and new sports appealing to a wider audience with increased pupil participation across a range of groups. Pupil performance across a range of sports and activities shows progression in skills and knowledge linked to 3 pillars.	Improved quality of teaching in PE maintaining consistently good across all year groups. Progression evident across all year groups to meet end points expected. Pupil voice discussions and teacher surveys.

coverage with an audit completed alongside the long term framework.	with long term/medium term and short term aligning with lesson content.			
PE leader released to support staff in wider sports.	PE leader and team offer range of sports through lunch time and after school opportunities to a range of groups of pupils.		Lesson observations demonstrate good delivery by confident teachers – PE team led. Audits of participation by pupils show raised pupil engagement.	All pupils confident in participating in PE.
Developing pupil confidence to try new activities.				Look in to purchasing academy bicycles supporting improved engagement for vulnerable pupils.
Extra curricular clubs and activities demonstrate range and breadth, including enrichment activities such as bikeability and chance to shine.	Extra curricular clubs offer the opportunity for pupils to further improve their skills in a range of different activities covered within the enrichment days and experience days.		Increased engagement and concentration in lessons and engagement in extra curricular activities. Increase in number of pupils participating in bikeability.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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>Further embed participation in and access to competitions both in and out of the academy increasing opportunities for younger pupils – Sport2Day and Agilitas.</p>	<p>Monitor school competition plan. Number, ability range and gender of pupils involved. Participation rates of different year groups and across different vulnerable groups.</p>	<p>£3,000 – competition packages and staff release.</p>	<p>Increased competitive sport participation so that 60%+ of the academy represent their academy. Regular competitions introduced – across all 6 terms. Range of sports broadened and ensure that girls teams are entered for cricket, football and hockey. Increased pupil awareness of the importance of physical wellbeing through curriculum, signposting and outside coaches.</p>	<p>Building links with Lincoln University sports faculty further. Invite member to see us at work and play. Working closely with UAH PE and sports departments.</p>
<p>Use high profile sporting events to inspire competitions within the academy/inter school competitions and events such as the Commonwealth Games further promoting school games mark.</p>	<p>Signpost parents and carers to information and sporting events to engage pupils further through Academy Facebook page – linking to website.</p>			<p>Developing further links with community projects and local Olympic linked individuals.</p>
<p>Promote events and access to clubs and activities through the academy website and FB page.</p>	<p>Feedback from community clubs. Parent/carer feedback. Purchase more sporting equipment</p>		<p>Increase in pupils joining sporting clubs outside of school time.</p>	
<p>Develop effective year 5 and 6 sports leaders/playground leaders.</p>	<p>Increase in engagement from Year 5 and 6 pupils taking in responsibility as playground leaders.</p>			
<p>Further develop competitive elements for sports day opportunities.</p>	<p>Inter network participation in playing as part of a team and playing to win.</p>		<p>Increased competitive spirit and keenness to win particularly across upper key stage 2.</p>	<p>Inter network participation in playing as part of a team and playing to win.</p>
<p>Maintain holiday time sporting activities</p>	<p>Increased numbers participating in holiday provision to further develop skills and knowledge.</p>		<p>Planned timetable of events and tournaments participated in. Increased time to be spent outside to encourage active sport participation.</p>	<p>Promoting use of the academy grounds by local sporting clubs and HAF activity clubs.</p>

Signed off by Miss Nicola Kenyon	
Head Teacher:	Mrs Sue Boor
Date:	10/7/23
Subject Leader:	Mr Clive Green
Date:	10/7/23
Governor:	Mrs Patricia Eccles
Date:	10/7/23