



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

| Activity/Action | Impact | Comments |
|--|---|--|
| <p>There are 5 key indicators that schools should work towards were:</p> <ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity. 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement. 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport, to support sustainable improvements. 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sport. | <ul style="list-style-type: none"> ● See Sports Premium Development Plan 2023 23 for impact and progress against these 5 indicators (On our website) | <ul style="list-style-type: none"> ● Ongoing actions have been prioritized in this plan for 2023 24 |

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

The [Childhood Obesity Plan](#) says that at least 30 minutes of daily activity should take place in schools. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities.

Schools should use the PE and sport premium funding to help achieve these aims. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities and providing or improving equal access to sport for boys and girls

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas:

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

Schools can also:

- embed physical activity into the school day by encouraging active travel to and from school and having active break times
- provide targeted activities or support to involve and encourage the least active children
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers
- schools can also use the PE and sport premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons
- schools should consider how the spending will benefit future pupils and what the lasting legacy of this spending will be
- schools should focus their efforts on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently
- schools may wish to engage the expertise of external coaches to offer their pupils a wider variety of sports

| Action – what are you planning to do | Who does this action impact? | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost linked to the action |
|--|---|-----------------------|--|--|
| Deliver a vibrant PE curriculum that is resourced and supports all children to progress towards year group and key stage end points. | Staff- delivering and reviewing the curriculum to ensure 2 hours of PE weekly Pupils- accessing and participating Parents- ensuring children are in kit and supported to learn basic skills (e.g. through the newsletter) SLT & PE lead- Monitoring resourcing and PPG/ gender access and participation- to ensure least active children are engaged | 2 3 | Termly curriculum reviews Pupil and parent feedback | |
| Provide additional sporting events and opportunities for children across the school that encourage participation and celebrate effort and achievement- e.g. swim teams, sport days, borough sports, squad matches, dance events and workshops... | Team-mates squads- ensuring all squad children get chance to represent the school Children- participating in new opportunities representing the school | 4 5 | Teammate reviews Pupil and parent feedback School diary events- spread across the year | Parent voluntary donation £20 per squad |
| Promote positive and healthy messages through a range of activities- residential school journeys, JTAS/ STAs and safe travel (Walk to school week), cycle training, dig day... | Children and families- participating in healthy community behaviours | 2 | School Travel Award Feedback from trips and residential journeys | |
| Provide a lunchtime rota of activities for all children to access as part of their daily schedule- with Daily Mile to supplement this. | Children- accessing 30 minutes plus of daily resourced activity Pupil leaders- enjoying roles (sport leaders/ MHC & Friendship buddies) Lunch leader team- seeing improved engagement and enjoyment | 4 2 | Pupil voice and leadership Feedback- shared in assembly Lunch leader team feedback | |

| | | | | |
|--|---|--------|--|--|
| <p>Improve swimming outcomes (following reduced pool access post CV19). Introduce badges to assess and motivate pupils. Encourage all children to participate in our end of year swim gala.</p> | <p>Children- improved engagement and raised attainment Staff- improved awareness of pupil progress</p> | 2 | <p>Improved end of key stage swimming data and participation in events (gala)</p> | |
| <p>Subject leader to lead PE across the school- monitoring resourcing and providing CPD as identified. Highlighting leadership priorities via "At a Glance" grid. Investigating the Sports-mark Award. Resourcing kit for children to represent the school with pride.</p> | <p>PE lead- leading on school priorities Colleagues- upskilled for sustainability Children- accessing a high-quality curriculum</p> | 1 | <p>Curriculum reviews PE observations and pupil voice Sports-mark Award progress</p> | |
| <p>Arrange for external coaches and speakers to work with and inspire pupils and support professional development across our staff team e.g. Royal Ballet & Hampton School coaches.</p> | <p>Our staff team- supportive to their CPD Pupils- working with inspirational visitors</p> | 1 3 | <p>Pupil voice Curriculum reviews</p> | |
| <p>Offer access to extra-curricular clubs and opportunities for individual pupils- including staff run clubs at a reduced fee.</p> | <p>PPG funded and identified children</p> | 2 4 | <p>Individual pupil feedback and participation Monitoring of the PPG Grant</p> | |

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

| Activity/Action | Impact | Comments |
|---|--|----------|
| <p>Deliver a vibrant PE curriculum that is resourced and supports all children to progress towards year group and key stage end points.</p> | <p>The delivery of a vibrant, well-resourced PE curriculum has significantly enhanced pupil engagement and skill development at Hampton Hill Junior School. With staff ensuring two hours of weekly PE, pupils actively participate and progress towards key stage end points. Parental support, facilitated through newsletters, has ensured children come prepared and learn essential skills. The Senior Leadership Team and PE lead effectively monitor participation, particularly among the least active pupils, fostering an inclusive environment that promotes physical activity for all.</p> | |
| <p>Provide additional sporting events and opportunities for children across the school that encourage participation and celebrate effort and achievement- e.g. swim teams, sport days, borough sports, squad matches, dance events and workshops.</p> | <p>The inclusion of additional sporting events and opportunities has significantly enhanced pupil participation and fostered a culture of achievement. By providing diverse activities such as swim teams, sports days, and dance workshops, all pupils have had the chance to represent the school and showcase their efforts. Feedback from pupils and parents indicated increased enthusiasm for physical activity, while the inclusive approach ensures that every child feels valued and motivated to engage in school sports throughout the year.</p> | |
| <p>Promote positive and healthy messages through a range of activities- residential school journeys, JTAS/ STAs and safe travel (Walk to school week), cycle training, dig day.</p> | <p>Promoting positive and healthy messages through various activities has significantly encouraged children and families to engage in healthy community behaviours. Initiatives such as residential school journeys, Walk to School Week, and cycle training have fostered a culture of active living and safe travel. Feedback from these events indicates increased participation and awareness of healthy habits among pupils and their families, reinforcing the importance of well-being and community involvement in daily life.</p> | |
| <p>Provide a lunchtime rota of activities for all children to access as part of their daily schedule- with Daily Mile to supplement this.</p> | <p>The implementation of a structured lunchtime rota of activities, complemented by the Daily Mile, has significantly enhanced pupil engagement and enjoyment during breaks.</p> | |

| | | |
|--|---|--|
| | <p>With over 30 minutes of daily resourced activities, pupils actively participate in various sports and games, fostering a sense of community and teamwork. The involvement of pupil leaders, including sport leaders and friendship buddies, has further enriched the experience, leading to positive feedback shared in assemblies and improved overall satisfaction among the lunch leader team.</p> | |
| <p>Improve swimming outcomes (following reduced pool access post CV19). Introduce badges to assess and motivate pupils. Encourage all children to participate in our end of year swim gala.</p> | <p>The initiatives to enhance swimming outcomes at Hampton Hill Junior School have successfully increased pupil engagement and attainment following reduced pool access post-COVID-19. The introduction of assessment badges and encouragement for participation in the end-of-year swim gala has motivated pupils, while staff have gained improved awareness of individual progress and achievement.</p> | |
| <p>Subject leader to lead PE across the school- monitoring resourcing and providing CPD as identified. Highlighting leadership priorities via "At a Glance" grid. Investigating the Sports-mark Award. Resourcing kit for children to represent the school with pride.</p> | <p>The PE subject leader has enhanced the quality of physical education. By monitoring resources and providing targeted CPD, colleagues have been upskilled, ensuring sustainability. Children now access a high-quality curriculum and take pride in representing the school, evidenced by positive feedback from curriculum reviews and pupil voice.</p> | |
| <p>Arrange for external coaches and speakers to work with and inspire pupils and support professional development across our staff team e.g. Royal Ballet & Hampton School coaches.</p> | <p>The collaboration with external coaches and speakers, such as those from the Royal Ballet and Hampton School, has significantly enriched the educational experience. This initiative has inspired pupils through exposure to diverse expertise while providing valuable CPD opportunities for staff, enhancing their teaching practices and professional growth.</p> | |
| <p>Offer access to extra-curricular clubs and opportunities for individual pupils- including staff run clubs at a reduced fee.</p> | <p>Providing access to extra-curricular clubs at a reduced fee for pupils funded by the Pupil Premium Grant has significantly increased participation rates. Individual feedback indicates enhanced engagement and enjoyment, fostering a sense of belonging and community. This initiative has effectively supported the holistic development of identified children, promoting their social and emotional well-being.</p> | |

Swimming Data 2023-24

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

| <u>Question</u> | <u>Stats:</u> | <u>Further context</u> <u>Relative to local challenges</u> |
|---|---------------|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | % | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | % | |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes/No | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | |

Signed off by:

| | |
|--|------------------|
| Head Teacher: | Alan Went |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Jason Richardson |
| Governor: | A& F Committee |
| Date: | October 2023 |