

Hook Junior School Sports Premium Strategy (2022 - 2023)

DfE objectives concerning the use of the PE and Sport Premium:

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that you should use the premium to:

- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years
- develop or add to the PE, sport and physical activity that your school provides



1. Summary information

School	Hook Junior School, Hampshire		
Academic Year	2022 - 2023	Total SP budget	£20,580
Total number of pupils	482	Number of disadvantaged pupils	78

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school	-Sports leaders and staff on duty to be delivering break time and lunch time activities. -All classes to consistently use the Golden Run as an opportunity to be active, three times a week. -2x weekly PE lessons
B.	To raise the competitive profile of Hook Junior School in local, regional and national competitions through organised sporting tournaments throughout the academic year.	-Hook to be competing and achieving success in inter-school competitions across a range of sports within the local consortium.
C.	To raise the attainment of pupils identified as disadvantaged and SEND in PE and Sport.	-100% of disadvantaged children (excluding physical needs) assessed as 'Mastering' or higher in PE and Sport by the end of the year. -80% of SEN children will be assessed as 'Mastering' or higher in PE and Sport by the end of the year.

D.	To increase participation in extra-curricular sports activities for Pupil Premium children.	-85% of PP children participating in extra-curricular sporting activities by year end. Our aim is for 100% of disadvantaged pupils to engage in at least 1 extra- curricular club by the end of the year. -100% pupil premium children to be given the opportunity
E.	Increased confidence, knowledge and skills of all staff in teaching PE and sport	-100% of P.E lessons are good or better across the school. -100% of staff will have increased confidence with teaching outdoor PE and gymnastics/ dance and assessing these areas (based on staff survey).

3. Planned expenditure				
Academic Year	2022 - 2023			
A. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.				
Chosen action / approach	Intended Outcomes	Staff lead	Total Budgeted Cost	Reflection
To invest in additional playground sports equipment and equipment that will enable all pupils to participate in physical activity such as different shaped and sized balls etc.	<p>To ensure children have access to high quality PE resources during break and lunchtimes to encourage active play.</p> <p>To provide training to our new sports leaders and staff to provide them with the skills and range of activities in order to support active play.</p>	AB RE ES	£500	Range of equipment purchased which included foam frisbees to build on ultimate frisbee from lessons last year and more skipping ropes and basketballs to increase participation so all children can take part and be active throughout the break and not wait turns.
To have netball sockets built into the playground so that children can safely shoot at breaktimes, without the trip hazard of bases and the need to wheel bases in and out.	Children will be able to play netball and shoot balls during break and lunch times, as well as in PE lessons.	AB RE ES	£1700	Netball sockets and posts installed. This has enabled children to practise netball at lunchtime, as well as enabling greater shooting practise to be embedded into netball lessons with increased posts and sockets.
To purchase rhythmic gymnastics equipment, such as balls and ribbons.	To enrich and broaden experiences in gymnastics.	RE	£300	Balls and ribbons enabled rhythmic gymnastics to be taught during lessons, expanding and increasing challenge within lessons.
To provide Sports Leaders with appropriate training, resources and equipment.	For Sports Leaders to promote active play outside at lunch times to increase the participation of children actively playing outside both on the playground and field.	RE SH JC NB	£500	Sports Leaders played an active part at lunchtime to encourage physical activity and providing children to try new sports and activities that they may not experience in PE lessons, as well as building on sports they have experienced through the curriculum to build all pupil's skills. Sports Leaders were trained and

				monitored by staff and were proud to wear their Sports Leader t-shirts.
<p><i>Additional action added during the academic year using the contingency fund.</i></p> <p>To increase physical activity at lunchtime for all pupils through structured and supported activities.</p>			£2,120	A sports coach was employed to support and promote increasing physical activity and the development of sporting skills at lunchtimes. The coach introduced children to different sports and promoted all pupils to take part in different sports and activities. This was extremely popular with children when conferencing and observing lunch sessions.
B. To raise the competitive profile of Hook Junior School in local, regional and national competitions through organised sporting tournaments throughout the academic year.				
Chosen action / approach	Intended Outcomes	Staff lead	Total Budgeted Cost	Reflection
RE to attend PE leaders' network meetings to enter Hook into a variety of competitive environments, in a range of sports, for both the more able pupils and a number of friendly tournaments to encourage engagement. Support from additional Hook teaching staff to take teams.	'More able' children to be able to share their talents and represent the school, enabling them to apply and further develop their skills in a competitive environment against other schools within the local area.	RE Teaching Staff	Hart District Council Sports Partnership £1550	Meetings attended and school went to a variety of different competitive environments, ranging from ultimate frisbee to curling.
Competitive competitions in school year to include: Hockey, Football, Netball, Cross Country, Dance and Athletics. Friendly competitions to include basketball, curling, archery and handball across the three terms. (These competitions come from buying into the Hart District Council Sports Partnership). We will target our disadvantaged pupils to be part of these competitions.	For children to develop a passion and enthusiasm for a sport, to encourage them to take part in sports outside of school or as a future hobby.	RE Teaching Staff		Successful interhouse cross country, rugby and lacrosse. See above for outside school. Disadvantaged were asked first.

'B team' friendly matches to be arranged with other schools and less competitive events to be entered with children who wouldn't normally be chosen. These will be celebrated to promote involvement across the school.	For children who may not have the opportunity to take part in competitive competitions or teams outside of school to be given the chance to experience a competitive environment, to develop their skills in sportsmanship and fair play by competing against a range of other schools (e.g. Inclusion Festival/friendly matches arranged at end of year).	RE/JB Teaching Staff		
Team kits for pupils attending school sporting as branded t-shirts and track suits with the school name / logo and 'sports team' printed.	For children to feel a sense of pride and identity when attending sporting events, beyond football and netball kits, such as the children who attend festivals. For all pupils to be able to wear team kit, regardless of their ability when representing the school.	RE	£1200	Ordering is currently in progress.
C. To raise the attainment of pupils identified as disadvantaged and SEN in PE and Sport.				
Chosen action/approach	Intended Outcomes	Staff lead	Total Budgeted Cost	Reflection
PE Leaders to monitor all pupils' attainment and progress in PE on a termly basis. - Training to be built in by PE leader - Planning Support as needed - PE leaders to provide differentiation support/guidance for staff	100% of disadvantaged children (excluding physical needs) assessed as 'Mastering' or higher in PE and Sport by the end of the year.	RE JC ES NB	£350	The PE leader had release time to monitor and support members of staff who were less confident to teach PE and to work with ECTs. This involved modelling lessons, team teaching and feedback from observations to raise the quality of teaching and learning, therefore improving pupil outcomes. An inset for all teachers was delivered with a focus on supporting the lowest attaining pupils and pupils with SEND to achieve mastery in PE by reviewing
PE Leaders to monitor SEN attainment termly to identify potential need in year groups to offer support with differentiating activities.	80% of SEN children will be assessed as 'Mastering' or higher in PE and Sport by the end of the year.	RE JC ES NB		

				<p>appropriate adaptations, varying equipment use and examples of modelling.</p> <p>96.6 % of year group 4 achieved mastery+ compared to 90.5% in 2021-2022.</p> <p>93.3 % of year group 5 achieved mastery+ compared to 94.4% in 2021-2022. [increase in numbers of children in cohort between the 2 years].</p> <p>97.5 % of year group 6 achieved mastery+ compared to 93.1% in 2021-2022.</p> <p>Year 4: 89.4% of Disadvantaged children achieved Mastery+ compared to 77.8% in 2021-2022.</p> <p>Year 5: 90.9% of Disadvantaged children achieved Mastery+ compared to 80% in 2021-2022.</p> <p>Year 6: 100% of Disadvantaged children achieved Mastery+ compared to 100% in 2021-2022.</p> <p>Year 4: 94.1% of SEND children achieved Mastery+ compared to 75% in 2021-2022.</p> <p>Year 5: 65% of SEND children achieved Mastery+ compared to 85% in 2021-2022.</p>
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				Year 6: 86.7% of SEND children achieved Mastery+ compared to 75% in 2021-2022.
To have alternative PE equipment to allow SEND children with a physical need or lower attaining pupils an opportunity to be successful, such as larger balls, alternative striking equipment etc.			£500	Alternative PE equipment was ordered and has been used within lessons to support those pupils who benefit from this. This has enabled all pupils to work on the same lesson target and achieve success within this.
To invite SEND and Disadvantaged pupils to specifically designed friendly sporting events with other schools across the partnership for these pupil groups.	<p>To raise the engagement and enthusiasm of sport for SEND and Disadvantaged pupils and to support their attainment.</p> <p>To provide SEND and Disadvantaged pupils the opportunity to take part in inter-school competition.</p>	RE ES JC NB	Part of the Hart School Partnership.	<p>100% Disadvantaged pupils were offered the opportunity to take part in clubs.</p> <p>100% of Disadvantaged and SEND pupils took part in at least one inter-house competition.</p> <p>In addition to the league matches and competitive competitions, the school attended archery, frisbee, curling, dodgeball, targeting SEND and Disadvantaged pupils.</p>
To provide additional 'catch up' swimming lessons to the Disadvantaged children who have not reached the National Curriculum standard for swimming.	Increased attainment for Disadvantaged pupils who have not met the national curriculum requirement for swimming.	RE JC NB	£3650	<p>A total of 24 Year 6 pupils attended catch up swimming lessons who had not achieved 25m+ in Y5. 3 of these children were Disadvantaged (100% of Disadvantaged pupils who did not meet the standard in Y5).</p> <p>Following the catch-up lessons, all pupils were able to swim a greater distance. Some of these pupils missed their final assessments due to their residential trip</p>

				but have been offered the opportunity to attend a lesson to complete this.
D. To increase participation in extra-curricular sports activities for Pupil Premium children.				
Chosen action/approach	Intended Outcomes	Staff lead	Total Budgeted Cost	Reflection
Teaching Staff and external agencies to run a range of clubs across the year.	Across the school week, we will ensure there are a range of sporting clubs offered to children either from external agencies or teaching staff.	Admin Teaching staff External agencies	£1000	83 clubs were offered last year. 65% of pupils attended a club through the academic year.
To target those identified as PP children directly each term to invite them to take part in extra-curricular activities and remove barriers to promote the importance of a healthy lifestyle.	100% of PP children participating in extra-curricular sporting activities by year end (some PP children may select a non-sporting club) By approaching PP children face to face to promote available sports clubs at lunchtimes and after school and the offer of free places, children are more likely to choose a club that they may not have been aware of or would not have chosen for financial reasons.	JC ES VS		Disadvantaged children were approached and personally invited to attend clubs. Financial barriers to attend clubs was removed. 71% of Disadvantaged pupils attended a club. This is 6% higher than the whole school.

To introduce a dodgeball club.	To broaden experiences in a range of sports for pupils and to provide pupils with experience of a different team game. To introduce a sport that children have found popular at festivals to encourage children who may not have attended a club involving physical activity, to try something new.	RE JC	£300	Dodgeball was not offered as a club. Instead, Ultimate Frisbee was embedded as part of the lunchtime activities as an alternative for all pupils to have the opportunity to participate in. Children had the opportunity to attend a range of sporting clubs: football, netball, tennis, athletics.
E. Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Chosen action/approach	Intended Outcomes	Staff lead	Total Budgeted Cost	Reflection
<p>To provide additional CPD for all staff (from the PE leader, HIAS and external providers) to improve the confidence, skills and knowledge to ensure quality first PE teaching.</p> <p>To use the staff audit to inform our CPD for all staff to improve confidence, knowledge and skills.</p> <p>PE leader to undertake lesson observations and identify strengths and weaknesses to inform required CPD.</p> <p>CPD to involve team teaching alongside staff and specialist teachers and staff inset sessions and courses.</p>	-100% of P.E lessons are good or better across the school.	RE NB	£6000	<p>PE leader attended Hampshire network meetings termly to support with the leadership and development of PE and Sport across the school as well as networking and sharing good practice with local schools.</p> <p>The National College subscription was used to support with quality of teaching and learning in PE as well as PE leadership.</p> <p>Team teaching and modelling provided for teachers, including ECTs, who lacked confidence or subject knowledge in a specific sport. The PE leader was covered to deliver this.</p> <p>Inset sessions to raise staff knowledge and skills in gymnastics (see below) as</p>

				well as an inset session to support staff with teaching SEND children in PE.
To develop the progression of skills across the PE curriculum alongside specialist support (HIAS).	<p>-Dance and gymnastics progression to be updated to reflect appropriate progression of skills and knowledge for all abilities.</p> <p>-PE leader to attend cluster meetings to share best practice across the county to support with development of the PE curriculum and teaching and learning.</p>	RE NB	£360	<p>RE completed a complete revision of the progression of skills to embed the head, heart, hands to help children to differentiate the different skills and to help teachers with terminology.</p> <p>Skills review to ensure adequate challenge and targeting of areas of need.</p>
To train all teaching staff in gymnastics so that they are confident and competent to teach the range of skills to both support and challenge all pupils, including inversions.	<p>100% of gymnastics lessons are good or better across the school.</p> <p>Evidence of progression across the key stage within outcomes – through photos, videos and observations of pupils work.</p>	RE NB	£550	<p>All class teachers trained to a high standard, enabling teachers to have a deeper understanding of progression within gymnastics across KS2 and to be able to teach inversion.</p> <p>Gymnastics observed demonstrated progression in terms of routines being developed and children beginning to retain more language. Teachers taking on board feedback was evident, including video.</p> <p>Pupil attainment in gymnastics was across the school an average of 91.4% M+, an improvement from 88.9% in 2021-2022.</p>
Total budgeted cost			£20,580	

Meeting national curriculum requirements for swimming and water safety	Please see below:
Percentage of the current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25m, use a range of strokes effectively and perform a safe self-rescue (based on swimming lessons in Y5)	<p>51%</p> <p>Some of the Sports Premium this year will be used to send children who have not achieved this standard on extra lessons.</p>
In 2022-2023, following catch up lessons, 68.4% of the Y6 pupils could swim competently, confidently and proficiently over a distance of at least 25m, use a range of strokes effectively and perform a safe self-rescue	