



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/Success Criteria | Comments/Review |
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| <p>1. 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.</p> | <ul style="list-style-type: none"> • 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. <p style="margin-left: 40px;">- 2x weekly PE lessons</p> | <ul style="list-style-type: none"> • 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. • Netball sockets and posts installed. This has enabled children to practice netball at lunchtime, as well as enabling greater shooting practice to be embedded into netball lessons with increased posts and sockets. • Balls and ribbons enabled rhythmic gymnastics to be taught during lessons, expanding and increasing challenge within lessons. • 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 |

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| | | <p>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> <ul style="list-style-type: none"> • 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. |
| <p>2. To raise the competitive profile of Hook Junior School in local, regional and national competitions through organised sporting tournaments throughout the academic year.</p> | <ul style="list-style-type: none"> • Hook to be competing and achieving success in inter-school competitions across a range of sports within the local consortium. | <ul style="list-style-type: none"> • Meetings attended and school went to a variety of different competitive environments, ranging from ultimate frisbee to curling. • Successful interhouse cross country, rugby and lacrosse. See above for outside school. Disadvantaged were asked first. • Team sports kit purchased for children taking part in sporting events when representing the school. |
| <p>3. To raise the attainment of pupils identified as disadvantaged and SEND in PE and Sport.</p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 appropriate adaptations, varying equipment use and examples of modelling. |

- 96.6 % of year group 4 achieved mastery+ compared to 90.5% in 2021-2022.
- 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].
- 97.5 % of year group 6 achieved mastery+ compared to 93.1% in 2021-2022.
- Year 4: 89.4% of Disadvantaged children achieved Mastery+ compared to 77.8% in 2021-2022.
- Year 5: 90.9% of Disadvantaged children achieved Mastery+ compared to 80% in 2021-2022.
- Year 6: 100% of Disadvantaged children achieved Mastery+ compared to 100% in 2021-2022.
- Year 4: 94.1% of SEND children achieved Mastery+ compared to 75% in 2021-2022.
- Year 5: 65% of SEND children achieved Mastery+ compared to 85% in 2021-2022.
- Year 6: 86.7% of SEND children achieved Mastery+ compared to 75% in 2021-2022.
- 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.
- 100% Disadvantaged pupils were offered the opportunity to take part in clubs.
- 100% of Disadvantaged and SEND pupils took part in at least one inter-house competition.
- In addition to the league matches and

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| | | <p>competitive competitions, the school attended archery, frisbee, curling, dodgeball, targeting SEND and Disadvantaged pupils.</p> <ul style="list-style-type: none"> • 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). • 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 but have been offered the opportunity to attend a lesson to complete this. |
| <p>4. To increase participation in extra-curricular sports activities for Pupil Premium children.</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 83 clubs were offered to children last year. • 65% of pupils attended a club through the academic year. • 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. • 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. |
| <p>5. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> | <ul style="list-style-type: none"> • -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). | <ul style="list-style-type: none"> • 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. • The National College subscription was used to support with quality of teaching and |

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| | | <p>learning in PE as well as PE leadership.</p> <ul style="list-style-type: none"> • 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. • Inset sessions to raise staff knowledge and skills in gymnastics (see below) as well as an inset session to support staff with teaching SEND children in PE. • 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. • Skills review to ensure adequate challenge and targeting of areas of need. • 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. • 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. • Pupil attainment in gymnastics was across the school an average of 91.4% M+, an improvement from 88.9% in 2021-2022. |
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| Meeting national curriculum requirements for swimming and water safety 2022-2023 | 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) | 51% Some of the Sports Premium this year will be used to send children who have not achieved this standard on extra lessons. |

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| 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 | |

Key priorities and Planning

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

| 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 |
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| <p>1) Maintain and improve-on the success of active engagement for all pupils in regular physical activity zoned playgrounds with a range of sporting activities available, engaging the maximum number of pupils each lunchtime. This can be achieved by increasing the playground space to increase the area children have to be physically active at playtimes/ lunchtimes/ during PE and to facilitate increased area for zones to be safely set up.</p> <p>1.1 – Remove fencing and condemned play frame, then tarmac this area to increase the space for children to take part in physical activity in all weathers</p> <p>1.2 - Conduct an audit to resupply lunchtime equipment to improve active playtimes.</p> <p>1.3 - Sports leader responsible for equipment provision, setup and engagement of playground leaders and buddy committees. Increased play space to enable all children to</p> | <ul style="list-style-type: none"> • P.E Subject Leaders • Sports Leaders • Lunchtime supervisors | <p>Key Indicator 2: 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 per day, of which 30 minutes should be in school.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>1. -Sporting area / area for physical activity to increase for usage now and in future years, since the school has expanded, to enable all children to be able to safely take part in physical activity during lesson time, playtimes and lunchtimes.</p> <p>2. -More pupils to meet their daily physical activity goal with larger zones for sports and fitness activities, enabling more children to participate</p> <p>-Sports coach to support children to try new sports such as Dodgeball, as well as building on sports in the PE curriculum such as handball, basketball, football</p> | <p>£5400 cost for additional coach to support daily lunchtime sessions.</p> <p>£800 on equipment for fitness / lunch activities.</p> <p>£17,000 for removal of fencing and condemned play frame and to lay surface for increased playground space.</p> |

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| <p>now be able to participate with increased space.</p> <p>1.4 - Continued promotion of 'Fitness Thursday' at lunchtime to optimise children's activity during their playtime to enhance children's physical and mental wellbeing.</p> <p>1.5 – Monitor participation with lunchtime activities to adapt equipment/provision accordingly.</p> <p>2) Raise the profile of PE, school sport and physical activity (PESSPA) within school, by recognising the value of physical lifestyle opportunities and achievements.</p> <ul style="list-style-type: none"> • 2.1 - Celebration assemblies to recognise perseverance and/or improvement alongside recognized 'qualifications' obtained by children. Eg. Karate belts. • 2.2 - Achievements acknowledged through parent newsletters. • 2.3 - Invite a range of coaches/local sporting personalities into school to host inspirational talks/activities to inspire children and provide insight into the sporting opportunities | <ul style="list-style-type: none"> • SLT • P.E Subject Leaders • Teaching staff • Office team • Sports Leaders • Lunchtime supervisors | <p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 3:The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sports.</p> | <ul style="list-style-type: none"> • Children feel valued for their sporting contributions made outside of school; as a result, more children are encouraged to participate in wider sporting opportunities in the future. • Children are able to aspire to real-life sporting personalities and may be motivated to aim for a similar pathway in later life. • Talents of pupils, which may not be widely known, are shared and can be utilised within sporting lessons. | <p>£500 for visitors and theme day</p> |
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| <p>available to them and the growth mindset of professional athletes.</p> <ul style="list-style-type: none"> • 2.4 - Host theme day – E.g. Paris 2024 Olympics. Sports leaders to help organise and run. • 2.5 - Children have the opportunity to take part in Olympics 2024 workshops and events. Children participate in opening and closing ceremonies plus other sporting events <p>3) Continue to raise the profile of activities outside of the school curriculum, to encourage a wider range of pupil engagement in sport and physical activity – particularly in less active groups or for pupils who would not otherwise have the opportunity (Disadvantaged and SEND).</p> <ul style="list-style-type: none"> • 3.1 – Identify less active groups/individuals and ensure they have the opportunity to attend events to raise interest in sports and activities. E.g. access to after school clubs. • 3.2 – Release PE leaders to facilitate inter-school competitions and events, especially surrounding the Olympics in 2024. | <ul style="list-style-type: none"> • P.E Subject Leaders • Sports Leaders • Parents • Lunchtime supervisors • Club leaders | <p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <ul style="list-style-type: none"> • Children recognise the sporting accomplishments/ grandeur of the Olympics 2024 and may aspire to participate themselves one day. • Children inspired to try new sports or activities based around the Olympics or visitors • Children who are at risk of health complications due to obesity and lack of exercise are identified and positively encouraged to participate in sports that interest them. • Inter-school competitions are viewed positively by children, with events being fairly pitched allowing all children the chance to succeed. • Efforts to see a decrease in the number of children who are obese/overweight. • Opportunities for Disadvantaged pupils to | <p>£300 equipment for new sports such as dodgeball.</p> <p>£500 for release time to cover teachers to host inter-house competitions.</p> |
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| <ul style="list-style-type: none"> 3.3 – In order to increase regular physical activity, offer pupils a catalogue of after-school activities to broaden their experiences in a wide range of sports, not always possible to deliver within the school curriculum. Target key pupils and pupil groups to attend these. | | | <p>take part in competitive sport who may not have this opportunity outside of school.</p> | |
| <p>4) Ensure that children have the correct clothing and equipment to participate positively with all sporting activities within school.</p> <ul style="list-style-type: none"> 4.1 - Parents informed about correct sporting attire for lessons at the start of the school year. School to procure spare PE kit for children in all year groups, so that children are not missing out on lessons. 4.2 – Children representing the school to wear HJS sports kit | <ul style="list-style-type: none"> P.E Subject Leaders Pupils Parents Staff leading after school clubs | <p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> | <ul style="list-style-type: none"> Engagement with PE and aspiration for PE sporting futures increases as a result. Children engage with a healthy lifestyle by partaking sporting events. | <p>£1100 on team kits £400 on PE kit</p> |

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| <p>5) Teaching staff are supported with planning, assessment and pedagogy with the aim of ensuring the teaching of PE is at least 'good' in the majority of classes by the Summer Term for all pupils.</p> <ul style="list-style-type: none"> • 5.1 – PE lead will regularly review and update the PE curriculum to bring it in line with the whole school focus. • 5.2 – Release PE leader and teachers to engage in reflective practice, in order to identify strengths and areas of development. Where practice is strong, this is shared to strengthen the schools offer for PE. • 5.3 – PE lead to develop an adaptive curriculum for PE to suit the needs of all learners (SEND). PE lead to observe impact of this and provide further coaching and mentoring when necessary. • 5.4 – PE lead to be released to model lessons/ team teach to support with improvement in subject knowledge and pedagogy • 5.5 – PE lead to be released to work alongside teaching staff in the last lesson of each unit, to support and validate assessments. • 5.6 – staff training to support with subject knowledge and pedagogy in sports where staff may lack some confidence such as hockey. | <ul style="list-style-type: none"> • SLT • P.E Subject Leaders • Teaching staff | <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <ul style="list-style-type: none"> • PE Leads are up to date with developments in PE and able to disseminate knowledge accordingly to upskill staff. | <p>£6000 for release time, team teaching and training from specialist coaches.</p> <p>£1500 for PE leaders to attend county network meetings and local partnership meetings to support with successful PE leadership</p> |
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| <p>6) All children to participate in competitive sports.</p> <ul style="list-style-type: none"> 6.1 – All children participate in inter-school competitions: create a timetable of inter-school competitions for each term, and a programme of competitions surrounding the Olympics 2024. 6.2 – Organise and host annual Sports Day for the whole school. Children take part in a carousel of sporting events, so that each child has the opportunity to participate in each event. 6.3 - Work alongside local schools and leagues to enter competitive sport in a range of sports including, but not limited to, tennis, football, netball and dodgeball. 6.4 – Work alongside local schools and partake in local festivals for SEND and Disadvantaged pupils to experience competitive sport against similar abilities. | <ul style="list-style-type: none"> P.E Subject Leaders Pupils Parents Staff leading after school clubs | <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <ul style="list-style-type: none"> Increase in positive sportsmanship around competitive sport. A wider range of pupils partake in school competitions and are pitched fairly against each other. | |
| <p>7) All children to make progress and for all children to achieve age related expectations (unless there is a physical need that would prevent this)</p> <ul style="list-style-type: none"> 7.1- equipment will be purchased to support all pupils to achieve the learning target | <ul style="list-style-type: none"> P.E Subject Leaders Teachers | | | <p>£500 for adaptive equipment to support pupils who may be SEND or struggle with motor skills.</p> <p>£1000 for additional swimming catch up</p> |

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| <ul style="list-style-type: none">• 7.2 – staff CPD time (stated above) to develop pedagogy and subject knowledge on how to support pupils who are off track to achieve age related expectations• 7.3 – Pupils who have not achieved 25m swimming will receive an extra block of swimming lessons to support them to achieve the national curriculum expectations at the end of Key Stage Two | | | | sessions |
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Signed off by:

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| Head Teacher: | <i>L. Powell</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>R . Ellwood</i> |
| Governor: | <i>Bruce Anderson</i> |
| Date: | <i>28th November 2023</i> |