HODDLESDEN ST PAUL'S CE PRIMARY

As God's family, together we achieve







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 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.

Swimming Data

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

Question	**Stats:**	**Further context Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	96.5%	*1 child was unable to achieve this due to severe physical disability.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	96.5%	*1 child was unable to achieve this due to severe physical disability.*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	*All children were able to achieve this.*
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~~	PE subject lead fully qualified as Swim England Level 1 and 2 swimming teacher.

Key achievements 2023-2024

Academic Year: 2023/2024	**Total fund allocated (predicted):** £18,100	**Date Updated: July 2023, then May 2024 and evaluated July 2024**	
Number of pupils on roll: 210 Amount carried forward from 2022/2023 : £0			
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: **£5950 32.8%**
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 ensure staff are provided with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. • To ensure active learning across the curriculum using specialists, resources and active strategies. • To develop staff confidence in team games in particular invasion games. • To ensure all staff are using assessment tools effectively to allow pupil self and peer assessment through video footage.	• Continue with IPEP and provide training for new staff and updated CPD for existing staff. • Develop online area to upload assessment videos to allow staff and pupils to self and peer assess work. • Qualified sports coaches to work alongside teachers to enhance or extend current opportunities and enhance curriculum development with cultural experiences.	iPEP subscription: **£450** Gymnastics coach for 2 terms **£3100** Invasion games coach (TAG) for 1 term **£1200** Sports coach for 2 terms (multi skills): **£1200**	• Children have access to high quality PE lessons which are planned and sequenced on iPEP and teachers can use this to support CPD and assessment. Staff use the online area to upload evidence and use this for teacher assessment and also for peer and self-assessment. • Specialist gymnastics teacher has provided CPD across different classes modelling high expectations and technique. She has also provided excellent training for the KS2 competitions showing the sports lead how to break down and build up routines for the event. • Children have accessed team games and multi skills sessions which has provided high quality CPD for staff and developed team work and communication skills within cohorts.	• Continue with iPEP across school and update staff for any new staff – continue to evaluate sequence of lessons and edit overview to match children's needs across the cohort. • Continue with gymnastics coaching for children to access across the year. Staff to use this as CPD and then implement this when they deliver the sequence of lessons. • Staff team to implement team games CPD in lessons across school and look at using team work and communication skills developed inside and outside of the classroom – continue to monitor and evaluate again if needed.
Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that				Percentage of total

primary school pupils undertake at least 30 minutes of physical activity a day in school				allocation: **£4070 22%**
Inten t	**Implementation**		**Impac t**	
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:	Predicted funding allocation:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
• To address the physical needs of identified children not just those on the SEND register. • To provide heavy work activities with sensory development to self regulate. • To develop core strength and posture across school due to covid legacy. • To encourage the use of sports leaders with new year 6 children. • To maintain outdoor equipment. • To promote OAA within the curriculum. • To ensure every child leaves Primary School being able to swim.	• Providing targeted activities for pupils in KS1 and KS2 who require gross and fine motor development with a TA. • Providing targeted activities to identified children across school with additional sensory and physical needs as a result of COVID legacy. Work alongside TA and sports coach throughout the school day. • TA to encourage active play during break times and lunchtimes with a range of sporting equipment. • Promoting the role of 'Sports Leaders' supported	TA for PD and PSED development at breaks and lunches £11 per hour. 5x37 = **£2035** Plus during the school day for interventions - £11 per hour. 5x37 = **£2035**	• All children's PD/PSED targets are being met. Staff in classrooms are meeting their needs as the strategies from interventions are being shared, meaning the impact of these is brilliant. • All children are active at breaks and lunch. They use the equipment to its full potential and undertake at least 30 minutes of physical activity a day in school. • Children continue to access the trim trail on the playground and use this to develop gross motor skills to support regulations and development in physical literacy.	• Continue to address the PD needs of those children identified, not just those on the SEND register. • Heavy work to self-regulate with identified children. • Core strength and posture weaknesses across school due to COVID legacy. Staff to build this into every day school life and movement breaks. • Encourage the further use of sports leaders with the new Year 6 children. • All staff to access sensory circuit training to develop this for children with additional social communication sensory and physical needs to support development.

• All children to have access to extra-curricular provision promoting PE and Sport free of charge.	by support staff at breaks and lunches and use existing equipment to support this. • Continue to raise attainment or Year 5 & 6 pupils to attend additional school swimming sessions to meet requirements of the National Curriculum before the end of key stage 2 with identified children.			
Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: **£4040 21%**
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 ensure the opportunities we are providing to promote PESSPA are linked to the wider curriculum. • To provide enrichment activities inked to Olympics and Euros 2024.	• Active break and lunchtimes with a range of equipment available for pupils to enjoy using. • Continue to implementation of 'The Daily Mile' and use this to	Curriculum Enrichment including Wild Ones Adventures: **£2500** Sporting NRG (water sports): **£1040**	• Daily mile is implemented across school and used as an excellent tool to promote PESSPA, our goal is for children to use physical activity as a habitual activity and also as a tool to self-regulate. This has also enabled the children to	• To ensure the opportunities we are providing to promote PESSPA are linked to the wider curriculum- they aren't just a one off treat. Are they explored within class? Are the links to the curriculum explicit? They certainly

• To improve pupil stamina • For children to have OAA incorporated in their curriculum learning through forest schools experiences (Wild Ones Adventures) • Children to have access to adventure activities including water sports • To provide staff with equipment and skill set to provide OAL activities.	develop stamina and resilience within all pupils. • Use of visitors to provide curriculum enrichment activities which advocate and promote PESSPA as part of our CUBE curriculum • Accessing a range of competitions and other sporting opportunities linked to pupil interests. • Wild Ones Adventures to support implementation of the bespoke curriculum, focusing on year groups with new teaching staff as CPD. • Additional adventure activities for COVID legacy children with water sports activities to develop mental wellbeing and communication and team work skills.	A1 wheelchair sports- **£500**	build their stamina to become more physically competent. • The PE enrichment days have promoted PESSPA within our school setting and linked it to the wider community through major international events such as the Olympics and Euros. • Children to access OAL each half term and some half terms with OAL specialist to develop the more riskier skills. Raise awareness of this across the curriculum and encourage children to participate in these activities outside of school. • Children in Y4 and Y5 accessed water sports in addition to this and experience a wider range of OAL activities especially in areas which they do not normally view as PE. • Raise the profile of inclusivity and diversity within PE and the classroom through wheelchair sports to promote access for all and promote the British	promote PESSPA within PE but is that link coming through across the wider curriculum? • Continuation of OAL in some classes, however more as a CPD/specialist role. As well as to provide the children with the high risk activities we are not risk assessed to do. • Continue with water sports for Y4 and Y5 to allow children access a wider range of sports. • Ensuring staff within school have the equipment and skill set to provide OAL opportunities. Continue to monitor this and give staff more opportunity to use this equipment in additional sessions to use the skills learnt in CPD. • Continue to develop access for all children through inclusive events and use this understanding to promote BV across school and in the wider community.

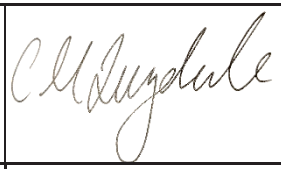
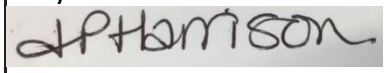
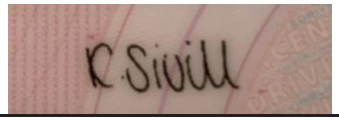
			Values.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: **£2751.15 15%**
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 develop a wider range of adventure activities including water sports. • To build local links within the community. • To encourage more pupils to take up sport and physical activities during and after school and celebrate out of school activities. • To provide children across KS1 with a wider range of activities similar to KS2. • To give children a variety of opportunities to participate in a wide range of extra curricular activities, both on site and also at different places.	• To introduce new sports and physical activities through the curriculum enhancements and taster sessions. • Provide sport clubs following pupil interests broadening the variety of extra-curricular activities across KS1 and KS2. These will provide CPD to staff alongside this to allow it to continue further throughout the academic year and future years. • Enter a range of intra school activities for all children across school to ensure all children can experience these. • Use links within the community to develop children's experiences in a range of sports based on interests both during and after school.	DPSSA- **£426.15** SLA Premium Package- **£950** Dance (Michelle Faux): **£420** Balance Bike festival and awards: **£955**	• Children have thoroughly enjoyed the range of sports we have been able to offer them due to the Sports Premium Grant. We have been able to access a wider range of sporting opportunities which we have not done so before, such as balance biking and cheerleading. This has further broadened the children's experience of a range of sport. Transport has been arranged for them to access this. • Children have thoroughly enjoyed these events and it has encouraged some children to participate in some of these sports outside of school. This is evidenced on the Sports Newsletter.	• Continue with new water sport opportunities which have arisen in the area and promote this further for all children. • Continue to build local links which were damaged (COVID legacy.) • Encouraging children to participate in more sports outside of school – celebrating their achievements. • Ensure we are giving KS1 as many broader opportunities as KS2 by using the SLA to support this through additional sporting festivals and events. • Pupil voice- What would the children like to see in their curriculum? What sports would they like to try? What do they think they would enjoy? – continue to monitor this and use children's interests to lead curricular and extra-curricular opportunities..

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: **£1287.98 7.1%**
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 increase pupils' participation in the School Games competitions. • To develop skills in team games through practise and consistent friendly competition to develop resilience within these games. • Children have had the opportunity to participate in a wide variety of Sports and Competitions through the SLA and DPSSA. • To provide children with the opportunity to identify key sporting events and participate in similar smaller events.	• Sign up to the Sport Partnership SLA to be able to enter more sport competitions or tournaments. (see above) • DPSSA membership and leagues / festivals through this. (see above) • Provide additional sports clubs for children to practise specific sports prior to the competitions. This will allow the sports lead to understand how the competition specific skills can be broken down to develop more complex skills. • Additional visitors into school to promote competition within sports, links to the European Cup and Paris Olympics.	Transport to and from events **£100** Additional equipment **£1003.85** Blackburn Rovers (GT football and Girls football) **£185**	• The SLA agreement has provided children with opportunities for a wide range of competitions with a wide range of different schools. This also aids the children's cultural capital development and exposes them to diverse communities within BwD. • We have been extremely successful in many competitions with particular strengths being the swimming gala and gymnastics. • Children are keen to participate and their confidence is building with regard to this. Children who usually lack confidence are keen to join in and be a part of a team. • Girls sporting profile has been raised and continues to develop across school. Girls has positive experiences of sport and are more willing to join in additional opportunities.	• We tend to achieve better in individual sports or team sports where we perform as individuals. Why? Why are we not achieving as well in netball/football etc. This needs exploring. Is it the skill set of staff? Is it the COVID legacy of that age group who are now competing (Y4,5,6) who as a result missed out on team work activities etc? How are we going to improve this? This is still an area of development but the children have made great progress and continue to be supported with additional practices to develop game skills. • Tri – kids and other opportunities where we can promote inter school competitions and children to experience the more competitive side of sport. • Continue paying for transport or other means of ensuring as many children as possible are able to participate in a variety

				of competitions. • Continue to purchase sporting equipment to ensure all children have the opportunity to access these wide range of sports.

Amount spent - £18,100

Signed off by	
Head Teacher:	
Date:	July 2024
Subject Leader:	Kelly Sivill and Jen Harrison  
Date:	July 2024
Governor:	
Date:	July 2024

3