



Hall Green Primary School.

Review of PE Premium spend from 21-22.

Planned spend of PE Premium 2022-23

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



**YOUTH
SPORT
TRUST**

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](https://www.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 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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	£ 0
Total amount allocated for 2022-23	£19570
How much (if any) do you intend to carry over from this total fund into 2023-24	£0
Total amount allocated for 2022-23	£19570
Total amount of funding for 2022-23. To be spent and reported on by 31st July 2023.	£19570 + £606 from additional budgets to supplement.

Swimming Data

Please report on your Swimming Data below.

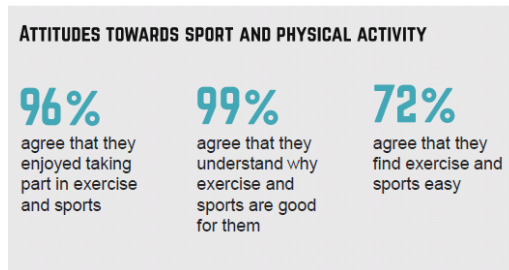
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional 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 2022.</p> <p>Please see note above</p>	(32/60) 53.3%
<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>	(25/60) 41.7%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	(18/60) 30%
<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>	Yes - £6000 to double the amount of time that Y4 spend in the water (brings cumulative total to 20hrs – recommended by Swim England as sufficient to bring a non-swimmer up to 25m.

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.

Academic Year: 2022-23		Total fund allocated:£19560		Date Updated: July 2022	
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:
					4.6%
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>Give all children, including the least active, the opportunity to take part in a range of physical activities during school hours and out of hours that promote leading an active and healthy lifestyle.</p> <ul style="list-style-type: none">support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubsintroduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities <p>The number of pupils who attend less than 1 club will be targeted to ensure that there is the opportunity for 100% of pupils to attend and therefore receive an additional 1 hour of physical</p>	<ul style="list-style-type: none">Super Movers Activity in school on a daily throughout key stage 1Whole school took part in a phased sports dayHouse Sports competitions i.e.:<ul style="list-style-type: none">House dodgeball competition5-a-side football competitionKeepy ups competitionSpeed bounce competitionSports DayFund Raising Sports events i.e.:<ul style="list-style-type: none">Red Nose Day – Penalty ShootoutCommonwealth competitionsSwimming (weekly sessions) with an additional swimming	<p>£4300 (Additional swimming teacher for 35 weeks at £122 per session)</p> <p>Other costs include extra-curricular clubs but have been accounted for in other KPIs.</p>	<p>Increase in total participation in clubs. Variety of children entering club and accessing the sports that are available.</p> <p>Children have equipment readily accessible during lunchtimes.</p> <p>Children know that they have an opportunity to use our multi-purpose facility.</p> <p>Children have a specifically trained sports coach delivering, planning and upskilling staff.</p> <p>Children know that there is plentiful opportunity to participate in tournaments.</p> <p>Children are clear of role models within school linking to sports and</p>		<ul style="list-style-type: none">Continue to provide a range of after school clubs and in school activities which aim to meet the needs of all pupils.This remains a priority for 2022/23 as a result of increased hours of sports coach.There is strong evidence of pupils having access to a range of sporting and active clubs right throughout the day.This is in addition to the in-school national curriculum PE and swimming where most year groups are having 1

activity through extra-curricular provision.	instructor for all children in Year 4 to provide extra support and progress.		extra-curricular activities. Children are becoming more aware of a range of activities.	hour of PE a week too. <ul style="list-style-type: none"> Leaders will continue this plan through 22-23 based on the success
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 54.6%
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>The profile of PE is on the rise within the school and this needs to continue. With a sports co-ordinator and specific sports coaches, there are clear identified roles that raise the profile.</p> <p>The profile also needs to be raised with updating of the sports equipment and areas in which they can engage in physical activity.</p> <p>Fund children's participation in extra-curricular activities and clubs. (allocated for another KPI)</p>	<p>Purchase new equipment for within the classroom environment, the outdoors, mark out appropriate areas, and provide equipment for out of class hours.</p> <p>Provide lunchtime clubs for four days a week minimum through specially trained midday supervisors and specially trained buddies.</p> <p>Increase participation in competitions</p> <p>Modernise equipment</p>	<p>£10,680 (£10180 on PE specific equipment, outdoor markings and outdoor orienteering and £500 on Lunchtime equipment)</p>	<p>Pupils are now thoroughly engaged in the profile of physical activity inside lesson and when utilising the outdoors. The outdoor orienteering has been embedded into our PE curriculum and our wider curriculum.</p> <p>Children are becoming more focused when off timetable and having down time engaging in physical activity and games.</p>	<ul style="list-style-type: none"> There is strong evidence of impact because of the attitudes to sport that pupils hold, notably enjoyment in taking part and the understanding of the importance of this for a healthy life. This is embedding future life skills and may well contribute to pupils' mental health and attitudes to exercise as adults. Practical resources/equipment and planning publications purchased to set up physical activities and clubs that the children can attend throughout the school day and after



- school including additional spare kits.
- Incentives and celebrations of achievement began to be implemented via use of rewards of charts within lessons, as well as consistent deployment of school policies i.e. house points
 - Incentives to be continued and more specific for each year group next year.
 - Investigate school gym equipment for the outdoors.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.2%
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>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p> <p>To develop the consistency and quality of teaching and learning of PE so that all teaching is rated at least GOOD.</p> <p>80% of pupils reach ARE against the school's curriculum; 18% reach</p>	<ul style="list-style-type: none"> • PE coach provides CPD to staff members through team teaching, planning support and observations. (1/2 a day a week for 36 weeks) • PE coach offers children ample opportunity to model • Coach and co-ordinator provide CPD through planning resources. 	£2772	<p>Staff report:</p> <ul style="list-style-type: none"> • Increased confidence • Improved knowledge of curriculum • Link between INTENT & IMPLEMENTATION (seeing the plan in action) • Increased subject knowledge – knowing WAGOLL • Improved questioning by using key vocabulary 	<p>In addition to the staff impact statements, there is a good evidence of impact in terms of the proportion of pupils attaining ARE or above in PE. Sample YR PD, Y2 & Y6 assessment information in the middle column.</p> <p>Due to the success of this aspect on outcomes, this will</p>

<p>above ARE against the school's curriculum.</p> <p>90% of pupils make good or better progress against the school's assessment system; 20% of pupils make better than expected progress against the school's assessment system.</p> <p>Give all children including SEN and GT pupil the opportunity to develop key skills through specific PE intervention</p>			<ul style="list-style-type: none"> Inclusion of soft skills – linked to head, heart hands. <ul style="list-style-type: none"> In addition to the staff impact statements, there is a good evidence of impact in terms of the proportion of pupils attaining ARE or above in PE. . 	<p>continue into 23.</p> <p>Due to the impact of the sports coach on EYFS outcomes, additional support though PE coach will be deployed through 2023 to catch pupils who fall behind with their gross-motor and core strength. Currently 65% GLD.</p> <p>Next year more emphasis to be put on intervention of a greater number of pupils.</p> <p>There will be a focus on EYFS and any individual pupils that have any specific motor skills needs via focused interventions.</p> <p>Opportunity to develop GD provision throughout the school with extra sessions on a Friday.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
12.4%

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>Increase participation in sport across the whole school, including EYFS. Focus on using the outdoors, in all weathers, making the most of what we have.</p> <p>Participate in numerous competitions, in numerous sports.</p> <p>Make children aware of minority sports.</p> <p>Additional achievements: Making the play-offs in the league due to new training facilities and coaching available.</p>	<ul style="list-style-type: none"> After school club for all year groups available WBA Foundation coach employed to deliver curriculum across the school YR-Y6. WBA Foundation coach delivered interventions to individual based on specific needs. Each year group to have a designated half term for outdoor learning. 	<p>£140 travel for extra matches and tournaments.</p> <p>£1584 for extra Sports coach funding</p> <p>£700 orienteering subscription</p> <p>£2424 in total</p> <p>Also equipment that is mentioned in other KPIs</p>	<p>Children ASCs are at full capacity.</p> <p>Children are able to attend multiple clubs for free due to funding.</p> <p>Children are able to attend clubs during school time also.</p> <p>Children do not have to shell out for travel due to use of some funding.</p> <p>Children have sessions available where they focus on sports such as Goalball, seated volleyball, judo and etc.</p> <p>Continue to use the outdoors for all areas of the curriculum, wherever possible hence the subscription to the outdoor orienteering ENRICH.</p>	<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Further our variety of clubs available in school.</p> <p>Investigate school gym equipment for the outdoors.</p>
Academic Year: 2022-23	Total fund allocated:£19560	Date Updated: July 2022		
<p>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</p>				Percentage of total allocation:
				4.6%
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>Give all children, including the least active, the opportunity to take part in a range of physical activities during school hours and out of hours that promote leading an active and healthy lifestyle.</p> <ul style="list-style-type: none"> support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities <p>The number of pupils who attend less than 1 club will be targeted to ensure that there is the opportunity for 100% of pupils to attend and therefore receive an additional 1 hour of physical activity through extra-curricular provision.</p>	<ul style="list-style-type: none"> Super Movers Activity in school on a daily throughout key stage 1 Whole school took part in a phased sports day House Sports competitions i.e.: <ul style="list-style-type: none"> House dodgeball competition 5-a-side football competition Keepy ups competition Speed bounce competition Sports Day Fund Raising Sports events i.e.: <ul style="list-style-type: none"> Red Nose Day – Penalty Shootout Commonwealth competitions Swimming (weekly sessions) with an additional swimming instructor for all children in Year 4 to provide extra support and progress. 	<p>£4300 (Additional swimming teacher for 35 weeks at £122 per session)</p> <p>Other costs include extra-curricular clubs but have been accounted for in other KPIs.</p>	<p>Increase in total participation in clubs. Variety of children entering club and accessing the sports that are available.</p> <p>Children have equipment readily accessible during lunchtimes.</p> <p>Children know that they have an opportunity to use our multi-purpose facility.</p> <p>Children have a specifically trained sports coach delivering, planning and upskilling staff.</p> <p>Children know that there is plentiful opportunity to participate in tournaments.</p> <p>Children are clear of role models within school linking to sports and extra-curricular activities.</p> <p>Children are becoming more aware of a range of activities.</p>	<ul style="list-style-type: none"> Continue to provide a range of after school clubs and in school activities which aim to meet the needs of all pupils. This remains a priority for 2022/23 as a result of increased hours of sports coach. There is strong evidence of pupils having access to a range of sporting and active clubs right throughout the day. This is in addition to the in-school national curriculum PE and swimming where most year groups are having 1 hour of PE a week too. Leaders will continue this plan through 22-23 based on the success
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>54.6%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>The profile of PE is on the rise within the school and this needs to continue. With a sports co-ordinator and specific sports coaches, there are clear identified roles that raise the profile.</p> <p>The profile also needs to be raised with updating of the sports equipment and areas in which they can engage in physical activity.</p> <p>Fund children's participation in extra-curricular activities and clubs. (allocated for another KPI)</p>	<p>Purchase new equipment for within the classroom environment, the outdoors, mark out appropriate areas, and provide equipment for out of class hours.</p> <p>Provide lunchtime clubs for four days a week minimum through specially trained midday supervisors and specially trained buddies.</p> <p>Increase participation in competitions</p> <p>Modernise equipment</p>	<p>£10,680 (£10180 on PE specific equipment, outdoor markings and outdoor orienteering and £500 on Lunchtime equipment)</p>	<p>Pupils are now thoroughly engaged in the profile of physical activity inside lesson and when utilising the outdoors. The outdoor orienteering has been embedded into our PE curriculum and our wider curriculum.</p> <p>Children are becoming more focused when off timetable and having down time engaging in physical activity and games.</p>	<ul style="list-style-type: none"> • There is strong evidence of impact because of the attitudes to sport that pupils hold, notably enjoyment in taking part and the understanding of the importance of this for a healthy life. • This is embedding future life skills and may well contribute to pupils' mental health and attitudes to exercise as adults. • Practical resources/equipment and planning publications purchased to set up physical activities and clubs that the children can attend throughout the school day and after school including additional spare kits. • Incentives and celebrations of achievement began to be implemented via use of rewards of charts within lessons, as well as consistent deployment of school policies i.e. house points • Incentives to be continued and more specific for each year group next year. • Investigate school gym equipment for the outdoors.
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ATTITUDES TOWARDS SPORT AND PHYSICAL ACTIVITY

96%

agree that they enjoyed taking part in exercise and sports

99%

agree that they understand why exercise and sports are good for them

72%

agree that they find exercise and sports easy

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.2%
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>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p> <p>To develop the consistency and quality of teaching and learning of PE so that all teaching is rated at least GOOD.</p> <p>80% of pupils reach ARE against the school's curriculum; 18% reach above ARE against the school's curriculum.</p> <p>90% of pupils make good or better progress against the school's assessment system; 20% of pupils make better than expected progress against the school's assessment system.</p> <p>Give all children including SEN and GT pupil the opportunity to develop key skills through specific PE intervention</p>	<ul style="list-style-type: none"> PE coach provides CPD to staff members through team teaching, planning support and observations. (1/2 a day a week for 36 weeks) PE coach offers children ample opportunity to model Coach and co-ordinator provide CPD through planning resources. 	£2772	<p>Staff report:</p> <ul style="list-style-type: none"> Increased confidence Improved knowledge of curriculum Link between INTENT & IMPLEMENTATION (seeing the plan in action) Increased subject knowledge – knowing WAGOLL Improved questioning by using key vocabulary Inclusion of soft skills – linked to head, heart hands. In addition to the staff impact statements, there is a good evidence of impact in terms of the proportion of pupils attaining ARE or above in PE. . 	<p>In addition to the staff impact statements, there is a good evidence of impact in terms of the proportion of pupils attaining ARE or above in PE. Sample YR PD, Y2 & Y6 assessment information in the middle column.</p> <p>Due to the success of this aspect on outcomes, this will continue into 23.</p> <p>Due to the impact of the sports coach on EYFS outcomes, additional support through PE coach will be deployed through 2023 to catch pupils who fall behind with their gross-motor and core strength. Currently 65% GLD.</p> <p>Next year more emphasis to be put on intervention of a greater number of pupils.</p>

				<p>There will be a focus on EYFS and any individual pupils that have any specific motor skills needs via focused interventions.</p> <p>Opportunity to develop GD provision throughout the school with extra sessions on a Friday.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12.4%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Increase participation in sport across the whole school, including EYFS. Focus on using the outdoors, in all weathers, making the most of what we have.</p> <p>Participate in numerous competitions, in numerous sports.</p> <p>Make children aware of minority sports.</p> <p>Additional achievements: Making the play-offs in the league due to new training facilities and coaching available.</p>	<ul style="list-style-type: none"> • After school club for all year groups available • WBA Foundation coach employed to deliver curriculum across the school YR-Y6. • WBA Foundation coach delivered interventions to individual based on specific needs. • Each year group to have a designated half term for outdoor learning. 	<p>£140 travel for extra matches and tournaments.</p> <p>£1584 for extra Sports coach funding</p> <p>£700 orienteering subscription</p> <p>£2424 in total</p>	<p>Children ASCs are at full capacity.</p> <p>Children are able to attend multiple clubs for free due to funding.</p> <p>Children are able to attend clubs during school time also.</p> <p>Children do not have to shell out for travel due to use of some funding.</p> <p>Children have sessions available where they focus on sports such as Goalball, seated volleyball, judo</p>	<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Further our variety of clubs available in school.</p> <p>Investigate school gym equipment for the outdoors.</p>

		Also equipment that is mentioned in other KPIs	and etc. Continue to use the outdoors for all areas of the curriculum, wherever possible hence the subscription to the outdoor orienteering ENRICH.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>To provide appropriate facilities for competitive sport</p> <p>Engage more KS1 pupils in inter/intra school teams.</p> <p>Increase the participation in house competitions within school</p> <p>All pupils enter an annual sports day</p>	<p>Children entered into both gender, upper KS2, football leagues. Home and away.</p> <p>Children participated in multiple competitions, including dodgeball and archery.</p> <p>School sports day hosted for whole school, including EYFS.</p> <p>Increase in competitions in school to half termly minimum.</p>	<p>£140 for travel.</p> <p>Other indicators referenced in other KPIs</p>	<p>Children now have clear affiliation to a house. Sense of competition with involvement of teachers also.</p> <p>Children are actively looking to participate in school teams.</p> <p>Children transfer competitions to outside of school teams.</p>	<p>External competitions are strong at KS2. Maintain this, especially with the permanent employment of the sports coach.</p> <p>There are few opportunities for KS1 competitions. Investigate opportunities for this, even if it means hosting events as a school.</p> <p>Place an increased emphasis on intra-school competition whilst still maintaining inter-school competition so that KS1 benefit more widely and wider numbers in KS2</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	