

Henry Hinde Infant School- Primary PE and Sport Premium Report 2023-24

Rationale: The government provides additional funding to support PE and school sport in primary schools. This funding is provided by the Departments for Education, Health and Culture, Media and Sport and is called the PE and Sport Premium Grant. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport on offer. The premium should be used to develop or add to the PE and sport activities in school and to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that schools should expect to see improvement in the following:

1. The engagement of all pupils in regular physical activity
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. There is increased confidence, knowledge and skills of all staff in teaching PE and sport
4. A broader experience of a range of sports and activities is offered to all pupils
5. Increased participation in competitive sport.



PE and Sport Premium Funding

In the academic year 2022-23 we received £16,910. This academic year (2023-24) we have been allocated £16,960. At Henry Hinde School (Grenville Site), we aim to provide our children with a positive experience of physical activity, a strong understanding of health and well-being and opportunities to take part in competitive sport. This is achieved through a wide range of sports and physical activity as part of our carefully planned PE curriculum and an extensive extra-curricular club program. We believe that a combination of high-quality physical education, active participation in clubs and carefully managed and modelled competitive sport can benefit every child. It improves children's health and fitness, builds character and confidence, embeds values such as problem-solving, teamwork and respect and ultimately develops essential life skills.



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.

Key achievements to date:	Areas for further Improvement
<ul style="list-style-type: none">• Year groups to have access to brain breaks to support higher quality focus during learning times. Attainment in Year 2 has risen since last year across all subjects at end of KS1• Wider range of PE/Sports and Health equipment available• Links with School Sports Partnership are strong and have enriched the provision and experiences across the school• Increased attendance at clubs- wider range of active clubs.(see club analysis)- Girls participation is higher, PPG and SEND• All staff received a high quality resources and sessions in the teaching of PE from 'Create Development'• Teachers are more confident in using 'Jasmine' to deliver high quality PE lessons including ECT and new staff<ul style="list-style-type: none">• Support and resources available to teachers to support deliverance of PE.• Children having access to real PE at home.• Real Dance Training has increased staff confidence in teaching dance	<ul style="list-style-type: none">• Continue to raise the profile of PE across the school through visitors and other enrichment events• Visitors/role model into school- Continue to enhance links with the community.• Monitor impact of Real Dance Training• Improving children's cycling skills• Girls and SEND participation in clubs to continue to improve• Increase participation of competitive sport- (We have attended Kurling and Boccia Competitions, Sports day, Football session in school, dodgeball competition, Agility skills inter school competition)• Continue to explore ways in which our support staff can enhance the teaching of PE• Explore different ways of measuring the impact of the enhanced sports provision e.g. class portfolios

- Children's views on PE has improved through pupil questionnaires
- Children attending school in PE uniform has increased participation and raised the profile of PE across the school.
- ECT specific training on using Real PE- Observations have shown confidence in teaching high quality PE lessons.
- New staff feel supported

- Increased physical activity in children across the

School-

Taster sessions have been delivered in school-Cricket, Tennis, Golf and Tae Kwon Do, Musical Theatre- Impact some children have taken up these activities outside of school

Increase in girl's participation in clubs

Increase in SEND having accessed at least 1 club per half term

Increase in children taking part in sports outside of school- Including girls- trampolining, horse riding, swimming, gymnastics, dance etc.- Known through parent questionnaires

Increased SEND participation in PE lessons with adult support.

- A focus on children's well-being to support their physical and mental health due to qualified coaches and brain break activities.- planned brain breaks.
- Lunchtime equipment- increased engagement of all pupils in regular physical activity.

- Lunchtime staff training- Staff have been equipped with different games to play- Lunchtimes include 2 x 15 different structured activities, which children can join if they wish, whilst another midday supervisor is facilitating the other children.
-
- Outdoor areas have equipment that promote healthy lifestyles and encourage physical activity- building children's gross motor skills.
- Implementation of play leaders has encouraged children to be more active at play and lunchtimes.
- Increased participation in competitive sport.- (We have attended Kurling and Boccia Competitions, Sports day, Football session in

- New staff will be joining so ensuring all staff have up to date training
- SEND provision during PE and ensuring 75% of SEND children achieve ARE in PE
- Increase use of Real PE at home

school, dodgeball competition, Agility skills inter school competition)

- Ensuring 2 PE sessions weekly (The profile of PE and sport being raised across the school.)

- Forest school club to improve children's love of the outdoors and encourage the daily active 60minutes.
- Enhanced staff confidence in delivering Real dance due to Real Dance Training
- Clear assessments with progression of skills
- Broader experience of a range of sports and activities offered to all pupils

Football, Yoga, Forest School Club, Dance, Tae Kwon Do, Athletics, Multiskills, outdoor adventure, Gymnastics, dodgeball, (see club analysis for %)

- Children took part in a range of World Cup activities- watched the England match- played a penalty shoot out against their teacher and activities for home.
- Subject lead release time- ensuring the teaching of high-quality PE lessons, networking opportunities and closer monitoring.

Key priorities and Planning

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

This academic year we will receive funding of £16,960

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
<p>Subscribe to realPE as a Legacy school.</p> <ul style="list-style-type: none"> • Use the realPE platform as a planning tool for one PE lesson per week throughout the school. • Use the realPE assessment wheel to assess all children's fundamental movement skills and inform planning. • EYFS staff to train in realPlay and invite parents and children to become involved in physical activity at home. • Selected Year 2 children to receive realLeader training. 	<p>Teaching staff • All children throughout school (Rec – Yr2) • EYFS parents and children • Selected year 2 children and lunchtime supervisors</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <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>Teaching staff will have increased confidence and subject knowledge. • Teachers and children will know where they are in their learning and what their next steps are. • Parents and children in EYFS will have the opportunity to take part in games at home to encourage more physical activity. • Selected year 6 children will have further training in sports leadership and can help lunchtime supervisors play games with other children. • Future support tailored to individual needs and areas for development as required</p>	<p>£834 – realPE yearly subscription</p>
<ul style="list-style-type: none"> • Subscribe to Harris Schools Sports Partnership • Attend subject leader network meetings and conferences • Plan a 	<p>Subject Leader • Staff in school that require training • Year 1 and 2 children</p>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PE and sport being raised across the school as</p>	<p>The school will maintain the participation in competitive sporting activities run within our cluster of schools • More disaffected children from key groups e.g. girls/children from disadvantaged</p>	<p>£3,039 – yearly subscription</p> <p><i>£2268 out of school provision (Coaches to deliver extra curricular clubs)</i></p>

<p>timetable of coaching</p> <ul style="list-style-type: none"> • Participate in festivals and competitive events against other schools in the area • Identify members of staff for CPD and attend training <p>Selected Year 2 children to receive play leader training.</p>		a tool for whole school improvement	backgrounds/SEND will be encourage to increase participation in competitive sports	
<p>Organise well-being/health events throughout the year</p> <ul style="list-style-type: none"> • Invite coaches and instructors to introduce new activities. • Organise timetables of activities • Make contact with coaches/instructors • Promote positive mental well-being through yoga/mindfulness, life coaching, etc. • Ensure opportunities are available to all pupils 	All children throughout school	Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement	<p>Increased attitudes to learning across all areas of the curriculum</p> <ul style="list-style-type: none"> • Children introduced to new activities • Promoting health and fitness for life. • Pupils and families sign posted to activities, clubs and support 	£2500
<p>Offer a wide range of activities both within and outside the curriculum in order to get more children involved in sporting activities</p> <ul style="list-style-type: none"> • Develop and increase the range of activities offered within the curriculum and as extra-curriculum activities • Focus on children who do not take 	<ul style="list-style-type: none"> • PE Lead • Teaching staff • Coaches • Children 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <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>	<ul style="list-style-type: none"> • Children excited and motivated to take part in further sports <p>More children being active and achieving the 60minutes a day government target.</p>	<p>Harris SSP- £2268 out of school provision (Coaches to deliver extra curricular clubs) 2 hours per week for the year.</p>

up the offer of additional PE/sport activities to encourage them • Audit provision for PE both inside and outside the curriculum • Organise and book lunchtime and after school sports and dance clubs				
Purchase new equipment to support PE curriculum as required • Continue the rolling programme of maintenance and repair of existing equipment	PE Lead • Teaching staff Children	Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement	Sports equipment in school is up-to date, in full working order and is fully used to maximize involvement in PE curriculum activities • Children have the equipment that they need in order to engage in exciting and new sporting activities	£1500
Look at developing lunchtime provision - Scheme - Equipment	All staff and all children	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. Key Indicator 4- A broader experience of a range of sports and activities is offered to all pupils	Improved behaviour at lunchtime – leads to improved learning in the afternoon	£2500

Transport Costs to transport pupils to competitive events	Teaching staff Children	<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 5: Increased participation in competitive sport</p>	To support children attending the competitive events and allowing all children the opportunity to attend a competitive event across the year.	<i>£1000</i>
CDP for new staff and cover for PE to support and monitor PE in school	Teaching staff PE lead	<p>Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Teaching staff will have increased confidence and subject knowledge. •</p> <p>Teachers and children will know where they are in their learning and what their next steps are.</p>	£1000

<p>Buy resources to support more active lessons and brain breaks (5 a day fitness)</p> <p>Total- £15,041.80</p>	<p>Teaching staff and children</p>	<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>Improve children’s concentration and focus in lesson time to enhance their progress.</p>	<p>£400.80 (Due May 2024)</p>
---	------------------------------------	---	---	-------------------------------

Key achievements 2023-2024

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

Activity/Action	Impact	Comments
Happy Lunchtime	<ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity 4. A broader experience of a range of sports and activities is offered to all pupils 	The children are more active at lunchtimes.
Equipment	<ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity 4. A broader experience of a range of sports and activities is offered to all pupils 	The children have a wider range of equipment at lunchtimes which they can access. This encourages them to be more active. They also are exposed to a range of resources they haven't used before.
Festivals	<ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity 5. Increased participation in competitive sport. 	Children in Year 2 attended a cricket festival which exposed them to a sport many had not played before
Real PE	<ol style="list-style-type: none"> 3. There is increased confidence, knowledge and skills of all staff in teaching PE and sport 	This scheme has a great progression from Reception to Year 2. It helps staff with their confidence of teaching PE. It builds and develops children's fundamental movement skills.

Harris SSP	<p>3 There is increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>5. Increased participation in competitive sport.</p> <p>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	Being part of Harris SSP has allowed the sports lead to network to develop own CPD. (see additional sheet about SSP)
Extra Curricular clubs	<p>1. The engagement of all pupils in regular physical activity</p>	<p>Children have been able to access a wide range of clubs after school. We have offered</p> <p>Yoga</p> <p>Disney sports club for girls (to increase girl's participation)</p> <p>Taekwondo Do- Children have been able to access competitions outside of school and to take part in Gradings to earn their belts.</p>
5 A day	<p>1. The engagement of all pupils in regular physical activity</p> <p>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>This has helped to increase children's opportunities to be active in the classroom contributing to their active 60 minutes.</p>
Maintain equipment	<p>Children have access to high quality equipment to support their learning. It also provides children with the opportunity to set their own challenge.</p>	

New teaching staff CPD	3. There is increased confidence, knowledge and skills of all staff in teaching PE and sport	Teaching staff new to the school have felt more confident teaching PE and using the Real Pe schemes
------------------------	--	---

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

Children learn to swim at the Henry Hinde Cornwallis Site currently Year 4 and any top up lessons for Year 6.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., 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 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>
<p>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?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Fleur Edwards</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kylie Coulson, PE lead</i>
Governor:	<i>(Name and Role)</i>
Date:	