

# 2023/2024 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

Schools have a central role to play in supporting all children and young people to live healthy active lives. This is particularly true of primary school where the foundations of positive and enjoyable participation in regular physical activity should be established.

Crucial to achieving this is ensuring that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities. PE and sport premium grant funding should be used by schools towards these aims.

**SCHOOL**

Hopping Hill Primary School

**HEAD TEACHER**

Jo Fantarrow

**PE COORDINATOR**

Cath Wardell

## PE & Sport Premium: Government intent

Schools should use their PE & Sport Premium funding to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as;

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities.
- providing or improving equal access to sport for boys and girls.

## PE & Sport Premium: School intent

**Hopping Hill believes that high quality physical education helps to embed our school values of collaboration, fairness, challenge and respect. We aim to deliver a positive and inclusive PE curriculum that develops children's skills in sport and promotes the health and wellbeing of our pupils. We will provide opportunities for children to compete in a variety of different sports, including competitive events and other physical activities. In addition, through PE we will strive to promote gender equality and encourage all children to participate whatever their ability. We will also deliver lessons, which allow children opportunities to take part in vigorous activities that get the heart rate racing and to experience the feeling of being out of breath.**

## Key outcome indicators

Schools can use the funding to secure improvements in the following indicators;

### Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.

### Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.
- providing targeted activities or support to involve and encourage the least active children.

### Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes).
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.

### Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils

- introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities.
- providing more and broadening the variety of extra-curricular activities after school in the 3:00pm to 6:00pm window, delivered by the school or other local sports organisations.

### Key outcome indicator 5: Increased participation in competitive sport

- increasing and actively encouraging pupils' participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.
- provide children and young people with adequate preparation to ensure they gain positive experiences to sustain their involvement.

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2024/2025?
<p><b>1. Increase confidence and skills of staff in teaching PE and Sport</b></p>	<p><b>Key ACHIEVEMENTS</b>                      All teachers attended staff training and meetings on School Games Mark, competition intent and Real PE scheme of work.                      SUBJECT LEADER supported members of staff regarding delivery of Jasmine PE, SUBJECT LEADER supported ECT's new to the scheme.                      All staff are confident with using the Jasmine app to support them in delivering high-quality PE lessons. Staff have had opportunities to observe trained professionals from Northamptonshire sport and other sports coaches including hockey, rugby and implement their knowledge and learned strategies from observations into their own practice.                      Through pupil voice, children enjoying their PE lessons and feel they are being challenged,</p> <p><b>Impact on PARTICIPATION</b>                      Children are able to show that they understand the school values and demonstrate this through participating in PE Lessons, inter and intra competitions.                      Children are inspired and motivated by a variety of sports and coaches, professional athletes that have come in and worked alongside staff.</p> <p><b>Impact on ATTAINMENT</b>                      All children have the opportunity through Real PE lessons to develop and progress their skills. Through personal challenges and following the key concepts of Real Pe children are able to challenge their own learning and skills.</p>	<ul style="list-style-type: none"> <li>• Continue CPD opportunities lead by Subject Leader in staff meetings,</li> <li>• Subject Leader to support ECT's with delivering high-quality PE lessons</li> </ul>
<p><b>2. Engagement of all pupils in regular physical activity</b></p>	<p><b>Key ACHIEVEMENTS</b>                      100% of school children have taken part in extra playtimes, Just Dance activities as part of our Whole School Dojo Reward System                      Term 5 and 6 Girls in years 3, 4, 5, 6 have participated in football activities led by our Sports Coach during lunchtimes,                      All girls in Yr 4, 5, 6 took part in the FFA Football event aimed at raising the profile of football for girls.                      Across the year, our sports coach engaged KS2 in directed sporting activities at lunchtime.                      Heat maps completed by subject leader and feedback given to staff regarding areas where they can make their timetable more active.                      Whole school subscription to Teach Active for both English and Maths, all children receiving 60 minutes of activity across the day.                      Year 5 classrooms continue to have their own 'movement monitors' where children have taken responsibility to monitor their own concentration &amp; activity levels .                      Through assessment, 95% of children enjoy taking part in physical activities.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor extra-curriculum clubs and ensure a broad range is offered as well as well-being clubs.</li> <li>• Sports Coach to continue to run directed activities at lunchtimes,</li> <li>• Forest school to continue to be developed across the whole school</li> <li>• Activate club to begin again in Spring term,</li> </ul>

	<p>PE training complete for KS2 children and there is now a consistency of teaching the progression of skills through the Jasmine Platform. Increased the number of extra-curriculum clubs across the school year. These have been delivered by Sports Coach and other teaching staff. Children in forest school have developed their fine and gross motor skills, they have developed cutting, joining, cooking skills. 18 Year 4 children took part in Activate Club targeting least active &amp; SEND children. For the final session, parents were invited to join in with their children to share successes. 18 Year 5 children took part in Activate Club targeting least active &amp; SEND children.</p> <p><b>Impact on PARTICIPATION</b> Children taking part in regular activity across the day and profile of the importance of regular exercise has been promoted, Girls' confidence to take part in football activities has increased &amp; girls motivated to engage in regular lunchtime exercise, from this the girls have asked if they can start a football team next academic year.</p> <p><b>Impact on ATTAINMENT</b> All children took part in 60 minutes of movement / activity a day, Using the Real PE platform has allowed all children to show progression in skills. Class teachers have access to formally assess children's progress through the Jasmine progress. Children's skills improved and x2 yearly assessments showing children understand the key vocabulary &amp; the benefits of exercise. Children are able to say where they are with their learning and areas for development.</p>	<ul style="list-style-type: none"> <li>Heat maps to be completed by Subject Leader</li> </ul>
<p>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p><b>Key ACHIEVEMENTS</b> Half termly Active Newsletter, Children's mental health week promoted exercise / activity as a method to support a healthy mind &amp; wellbeing. Main theme – getting out into nature, Sports Relief challenge – Each class across the school to complete a marathon, every class had 6 step counters to count their daily step totals. Children surpassed their original target. - walked 110 miles in total. Children took part in a Danceathon as part of Sports Relief / Red Nose day. Achieved Gold for School Games Mark – (previous year was Bronze) All children (including SEND and inactive) have participated in a variety of sports activities and extra-curricular clubs. Intra-school competitions and personal challenges completed in PE lessons 20 Year 5 children have been trained as Young Leaders and have supported younger children in a variety of clubs, sports events, Early Years &amp; KS1 sports days and PE lessons. Intra &amp; Inter-competitions have a clear intent &amp; School Games Values link to School Values, PE display</p> <p><b>Impact on PARTICIPATION</b></p>	<ul style="list-style-type: none"> <li>Different active events to be run across the academic year,</li> <li>Collect student voice / feedback</li> <li>Use charity events, Children well-being weeks to raise the importance of exercise,</li> <li>PE board changed &amp; updated,</li> </ul>

	<p>Sport Relief step challenge was a huge success and every child took on board the challenge with enthusiasm &amp; increased activity levels across the whole school, some children were eager to carry on the challenge at home.</p>	
	<p><b>Impact on ATTAINMENT</b> The achievements and participation outlined highlight that children have been successful in their sporting commitments and activities.</p>	
<p><b>4. Broader experience of a range of sports and activities offered to all pupils</b></p>	<p><b>Key ACHIEVEMENTS</b> All girls in Yr 4, 5, 6 took part in the FFA Football event aimed at raising the profile of football for girls Range of extra-curriculum clubs offered throughout the year, including dance, football, target games, hockey, Weekly club lead by Northampton Saints Hockey with link to their Saturday club – children who attended school club were offered 6 weeks of Saturday club for Northampton Saints All children have attended Forest school for 6 weeks units. 36 least active children took part in Get Active circuit club lead by subject leader. Golf pro from Chapel Brampton Gold club came to visit Year 6 and coach a session.</p> <p><b>Impact on PARTICIPATION</b> Good uptake of extra-curriculum clubs. KS1 football was very popular. Opportunities given for children to take part in a choice of extra-curriculum clubs, Through children feedback, children enjoy the clubs.</p> <p><b>Impact on ATTAINMENT</b> The children have developed their skills in a variety of sports led by the sports coach and other professionals who have motivated all classes to achieve their personal best.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor extra-curriculum clubs and ensure a broad range is offered as well as well-being clubs.</li> <li>• Parents questionnaire to survey clubs</li> <li>• Look at inviting in professionals, sports events, athletes etc,</li> <li>• Saints Rugby booked in to visit Class in Year 6 for September,</li> </ul>
<p><b>5. Increased participation in competitive sport</b></p>	<p><b>Key ACHIEVEMENTS</b> Year 6 intra- school Dance competition with a clear intent, Year 3 intra-school Dodgeball competition with a clear intent, Year 4 intra-school Hockey competition with a clear intent, Children attended Duston Cluster competitions, Inter-school timetable of competitions attended covering a variety of competitions, School Games mark focused competitions with a different value, School Sports Days for Nursery &amp; Reception, KS1 and KS2, Jasmine PE focus on different types of competition – personal best, 1v1 and against others, team v team. Children celebrated in Active Newsletter – both in school &amp; out of school events.</p> <p><b>Impact on PARTICIPATION</b> Children have participated in a variety of events and sports across the year including SEND children.</p> <p><b>Impact on ATTAINMENT</b> Children have been given opportunities to try their best and to do be proud of their achievements. These have been shared on our Whole School Dojo and celebrated in our newsletters and celebration assemblies. Children always show motivation and enthusiasm to broaden their skills and try competitive events.</p>	<ul style="list-style-type: none"> <li>• Ensure intra-competitions are completed by each year group with a clear intent.</li> <li>• Look at Newsletter – do parents interact with it? Is there a better way to communicate e.g. regular social media posts</li> </ul>

## Swimming: meeting the national curriculum requirements for swimming & water safety

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
- perform a safe self-rescue in different water-based situations.

You can use the PE and Sport Premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

### You can use your funding for:

- professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

### Schools are required to annually publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements

Outcome	% of pupils achieving outcome				
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Swim competently, confidently and proficiently over a distance of at least 25 metres	Did not complete swimming course due to school closure.	Swimming cancelled due to COVID restrictions	48% of year 6 able to swim 25m+ including those without efficient stroke	68% of year 6 able to swim 25+ including those without efficient stroke. <b>at end of top-up all children could swim 10m</b>	72% of year 6 able to swim 25+ including those without efficient stroke
Use a range of strokes effectively; front crawl, backstroke and breaststroke	See above	Swimming cancelled due to COVID restrictions	26% of year 6 able to confidently swim 25m+ with an identified stroke	45% of Year 6 able to confidently swim 25m+ with an identified stroke.	52% of Year 6 able to confidently swim 25m+ with an identified stroke.
Perform safe self-rescue in different water-based situations	See above	Swimming cancelled due to COVID restrictions	26% able to demonstrate lifesaving skills following personal survival stage 1	45% of Year 6 able to confidently swim 25m+ with an identified stroke.	52% of Year 6 able to confidently swim 25m+ with an identified stroke.
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. <b>Have you used any funding for this purpose?</b>				Yes, for Year 4 & Year 6 top up lessons.	

PE & Sport Premium: Development Plan					
<b>2023/2024 Funding</b> Must be allocated and spent in full by 31 <sup>st</sup> July 2024		<b>£16,000 + £10 per pupil (Year 1 – Year 6)</b>		<b>SUB TOTAL</b>	<b>£19,500</b>
<b>Key outcome indicator 1:</b> Increasing all staffs' confidence, knowledge and skills in teaching PE and sport	<b>Planned Expenditure:</b>	£1550	<b>Actual expenditure:</b>	£1716	
	<b>% of total allocation:</b>	8%	<b>% of total allocation:</b>	9%	
<b>Key outcome indicator 2:</b> Increasing engagement of all pupils in regular physical activity and sport	<b>Planned Expenditure:</b>	£13150	<b>Actual expenditure:</b>	£13256	
	<b>% of total allocation:</b>	67%	<b>% of total allocation:</b>	68%	
<b>Key outcome indicator 3:</b> Raising the profile of PE and sport across the school, to support whole school improvement	<b>Planned Expenditure:</b>	£1850	<b>Actual expenditure:</b>	£1849	
	<b>% of total allocation:</b>	9.5%	<b>% of total allocation:</b>	9.5%	
<b>Key outcome indicator 4:</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils	<b>Planned Expenditure:</b>	£2,250.00	<b>Actual expenditure:</b>	£2000	
	<b>% of total allocation:</b>	11.5%	<b>% of total allocation:</b>	10%	
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b>	£700	<b>Actual expenditure:</b>	£682	
	<b>% of total allocation:</b>	3.5%	<b>% of total allocation:</b>	3%	

Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2024/25?
Subject lead will continue to monitor and provide CPD opportunities / updates / training for staff during staff meetings across the year and will monitor lessons. Sports Coach will forward local training from the Duston Cluster for teachers to attend. £750 Jasmine PE subscription will continue. Cost will be £670					
Sports Leader will attend PE Conference to keep up to date with developments within her subject area and for CPD training, on 22 <sup>nd</sup> March 2024 Cost; £180					

Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2024/25?

				<i>What is the impact on pupils/whole school?</i>	
Have tailored opportunities that attract less active young children to participate in physical activity	<p>SUBJECT LEADER to plan, deliver and invite an identified cohort of pupils to access a regular physical activity club.</p> <ul style="list-style-type: none"> <li>Activate Club to begin in Spring 2 for identified Year 4 children, Summer 1 for identified Year 5 children and Summer Term for Year 6 children. Engage at least 15% of the least active pupils.</li> </ul> <p>SPORTS COACH will be directed to certain areas outside during lunchtime break to target identified children and to promote specific sports to girls.</p> <p>Year 5 daily Sensory Club for targeted children, including SEND children, has continued this year by DB. SUBJECT LEADER to investigate implementing this to other year groups &amp; support SEND.</p> <ul style="list-style-type: none"> <li>SUBJECT LEADER to meet with DB to review current sensory circuit success</li> <li>SUBJECT LEADER to meet with SENCO and EM to look at how this could support identified EYFS children &amp; other children across the school</li> </ul>	<p>Activate Club rewards and equipment £100</p> <p>Sensory Circuit equipment £100</p>	<p>£128</p> <p>£127</p>	<p>20% KS2 children have taken part in Activate Club. They came for a total of 7 weeks and then took part in a final session which parents were invited.</p> <p>The least active children have also been identified and have been targeted at lunchtimes to engage in adult led activities by the Sports Coach and Lunchtime supervisors.</p> <p>KS2 identified children have also taken part in sensory circuits.</p>	<ul style="list-style-type: none"> <li>Activate Club &amp; sessions to engage parents to continue</li> <li>New equipment for sensory circuits to continue engage less active children</li> </ul>
Ensure all pupils receive consistently high-quality curriculum PE lessons which allow each pupil to develop a good physical literacy	<p>Ensure all pupils have 2 hours of timetabled PE per week</p> <ul style="list-style-type: none"> <li>Ensure PE lessons are well structured and are progressive in their delivery.</li> <li>Ensure PE lessons are differentiated to enable all pupils to reach their potential &amp; are also inclusive.</li> <li>Ensure all KS2 pupils have the opportunity to 'Learn to Lead' on a regular basis within their PE lessons</li> </ul>	SUBJECT LEADER to update / train staff during staff meetings no extra cost		<p>SUBJECT LEADER has carried out staff meetings with staff to update teachers on Jasmine Platform, new features have been discussed and training on how to use them.</p>	<ul style="list-style-type: none"> <li>Subject leader to continue close monitoring</li> <li>Continue Saints Rugby sessions</li> </ul>



	<ul style="list-style-type: none"> <li>Regular check-ins with SUBJECT LEADER to ensure staff are happy with delivery of PE lessons and curriculum content.</li> </ul> <p>Ongoing audit and update of equipment needed especially for the delivery of REAL PE &amp; Intra-competitions by SUBJECT LEADER and SPORTS COACH.</p> <p>Saints Rugby Coach to carry out a coaching session with Year 6 children in September</p> <ul style="list-style-type: none"> <li>SUBJECT LEADER to collect feedback from SPORTS COACH on success of session.</li> <li>SUBJECT LEADER to contact Saints Rugby to investigate cost of them coming in to deliver 6 weeks of the PE curriculum to Year 6 or Year 5 children during Summer Term.</li> <li>CPD opportunity for Teachers.</li> </ul>	<p>Equipment and storage £250</p> <p>Saints Rugby Coach sessions £500</p>	<p>£260</p> <p>£480</p>	<p>PE equipment has been audited and new equipment ordered for Sports Days, Sports Clubs etc.</p> <p>Maude Sports voucher has been used to buy Sensory Circuits equipment.</p> <p>Pupil voice has been collected and due to the positive reaction of the Saints Sports Coach, they were booked to work with Year 5 children for the Spring Term. This also provided CPD training on tag rugby for Year 5 teachers.</p>	
<p>Review the physical activity intensity levels of core curriculum lessons</p>	<p>Use the Active School Planner to complete Heat Maps.</p> <ul style="list-style-type: none"> <li>Build on 2022-2023 Heat Maps</li> <li>Heat Maps created by SUBJECT LEADER for Years 3 to 6.</li> <li>Reviewed with staff &amp; ideas / targets implemented.</li> <li>SUBJECT LEADER to share successes across the school to engage children in 60 minutes of activity</li> </ul> <p>Continue subscription to Teach Active to increase physical activity levels across the school day.</p> <p>SUBJECT LEADER to collect pupil voice feedback across the year to monitor physical activity levels across the curriculum &amp; enjoyment.</p>	<p>No additional cost. Staff meetings used to feedback &amp; support staff</p> <p>Teach Active Subscription paid until December 2024</p>		<p>Heat maps no longer used to collect evidence – decision by School Marks – however Teachers have reviewed their timetables to ensure they are offering opportunities for active learning &amp; outdoor curriculum.</p> <p>SUBJECT LEADER collect Pupil voice information Spring Term / Summer Term.</p>	<ul style="list-style-type: none"> <li>Subject Leader to share good practice across school – develop use of active leaders within the classroom</li> </ul>

Engagement of pupils in regular physical activity to kick-start healthy active lifestyles	<p>Continuation &amp; development of Forest School called 'Wonder Wood' for all children across the school. Claire Underwood to plan and implement a Forest School for every year group for 6 weeks</p> <ul style="list-style-type: none"> <li>• Forest School activities to link to cross curriculum subjects e.g. Science and Geography.</li> <li>• Activities to support the development of fine motor and gross skills</li> <li>• 2 hours per week for 6 weeks in total.</li> </ul>	<p>Forest School Staffing £9,200</p> <p>Equipment and resources £200</p>	<p>£9114</p> <p>£164.00</p>	<p>Wonder Wood continues to be utilised by all children across the Year.</p> <p>Reception children have been given extra opportunities to engage in outdoor learning through Forest School, this was identified as a need for this cohort.</p>	<ul style="list-style-type: none"> <li>• Continue to develop use of Forest School for all children</li> <li>• Use of Forest School as a nurture based active learning intervention</li> </ul>
Engagement of pupils in regular physical activity to kick-start healthy active lifestyles	<p>SUBJECT LEADER to be part of Healthy School Award team and support Physical element of the award.</p> <p>As mentioned above; set up sensory circuits for children with SEN and social, emotional &amp; mental health needs.</p> <p>To offer a range of clubs &amp; activities across the school timetable</p> <ul style="list-style-type: none"> <li>• Cooking club for KS1 and KS2 children</li> <li>• Dance Club</li> <li>• Gardening Club</li> <li>• Target Sports</li> <li>• Basketball Club</li> <li>• Football club for both girls and boys</li> <li>• Hockey club – Northamptonshire Saints &amp; SPORTS COACH school club</li> <li>• Activate Club</li> <li>• Sewing Club</li> <li>• Lunchtime specific sport areas to target identified children.</li> <li>• Hot shots Basketball Club</li> </ul>	<p>Equipment purchase, Maintenance and free club place provision £2000</p>	<p>£2310</p>	<p>Huge range of clubs throughout the term offered to children.</p> <p>Outside agencies have been into school to do taster sessions; Hot Shots, Saints Rugby, Harlestone Golf, Carry a basketball not a blade campaign,</p> <p>During careers week, Saints Rugby Player came in to talk to Year 6 children and brought the Premiership Trophy,</p>	<ul style="list-style-type: none"> <li>• Continue to provide opportunities for active playtimes and lunchtimes</li> <li>• Pupil voice involvement</li> </ul>

	<p>A variety of clubs to be offered that are either physically active or well-being focused to engage a wider group of children.</p> <p>SUBJECT LEADER to liaise with PSHE leaders during Children Mental Health Week to engage children in physical activity as a means to a healthy mind and body.</p> <p>SLT to re-organise lunchtime areas of activity to ensure children are engaged in physical activity &amp; social, emotional &amp; mental health needs are met.</p> <ul style="list-style-type: none"> <li>Plan &amp; implement different areas across outside area that target physical activity and well-being,</li> <li>Purchase new equipment for playtimes</li> <li>Use Young Leaders to deliver activities to KS1 and EYFS children</li> <li>Review and monitor across the year.</li> <li>Pupil Voice Team to collect feedback from children across the school.</li> </ul>	<p>Playground equipment £800</p>	<p>£673</p>	<p>Olympics, Euros 2024 have been promoted to all children.</p> <p>Links to active lives / sport during Children's Mental Health Week</p> <p>Playground equipment timetable to encourage children to be more active during playtimes,</p> <p>Sports coach and designated lunchtime supervisors have run extra sessions during lunchtime to engage least active and target girls to engage in sport.</p>	
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**Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement**

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2024/25?</i>
Achieve Schools Games Mark Award	Use the 2020/2021 School Games Mark Criteria and SSP Action Plan to embed good practice and develop new initiatives and opportunities as a year-round programme.	Cover for SUBJECT LEADER to gather evidence,		Inter-school competitions taken part in, incl Cross country, Quad kids etc	Subject leader to ensure the School Games Mark Criteria remain fully embedded across the school

	<ul style="list-style-type: none"> <li>• Collect necessary evidence throughout the academic year</li> <li>• Identify pupils in advance of events who will represent the school –sports coach to ensure children across KS2 access events &amp; monitor who attends.</li> <li>• Share scheme and previous success of award with whole school staff and parents through staff meetings and social media</li> <li>• Create club links with local clubs and leisure centres.</li> </ul> <p>Take part in inter-school Competitions KS1, KS2 and SEND specific. Run intra-competitions – Classes / year group against other class / year groups.</p>	<p>complete action plan</p> <p>Transport to competitions £450 Cross Country Coach Taxi £350</p> <p>Sports partnership membership £400</p>	<p>£456</p> <p>£284</p> <p>£515</p>	<p>Intra-school competition completed by each year group, School games Mark form completed and collated by SUBJECT LEADER to ensure competitions have a clear intent.</p>	<p>Sports Coach to co-ordinate our programme of competitions to ensure we participate as fully as possible and links with other schools and clubs are made</p>
<p>Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme</p>	<p>SPORTS COACH to continue to lead existing Young Leaders and continue to upskill our young leaders who will be suitably trained to deliver lunchtime activities, support with extra-curricular clubs and intra school competitions</p> <ul style="list-style-type: none"> <li>• SUBJECT LEADER to contact Natalie Lawrence, Northamptonshire Sport to support the delivery of a new cohort of Young Leaders from Year 5.</li> <li>• SPORTS COACH to give Young Leaders ongoing support and training</li> <li>• SPORTS COACH to oversee the Young Leaders delivery.</li> <li>• Train young leaders to collect evidence of personal challenges to support Gold Award success.</li> <li>• Lunchtime supervisors to be trained to support Young Leaders and review with SUBJECT LEADER their impact on chn’s behaviour</li> <li>• Monitor participation of chn taking part in Young Leader activities</li> </ul>	<p>Cost of training new Young Leaders by Northamptonshire Sport £400</p> <p>Resources for Young Leaders to deliver lunchtimes activities, intra-competitions etc &amp; deliver successful activities for the school £250</p>	<p>£350</p> <p>£244</p>	<p>Natalie Lawrence has been in to school to train 30 new Young Leaders in Spring Term 2024.</p> <p>Previous Young Leaders from Year 6 have worked with Sports Coach across the year to support extra-curriculum clubs and Pe sessions.</p> <p>Young leaders supported KS1 &amp; EYFS Sports Days and have planned and led an Olympic themed sports event Summer 2024.</p>	<ul style="list-style-type: none"> <li>• Young Leaders to be supported by sports coach to ensure they are an integral part of keeping children active</li> <li>• Young leaders to share activities and ideas via social media posts (with subject leader and sports coach)</li> </ul>

	<ul style="list-style-type: none"> <li>Young leaders to support extra-curriculum School Sports Clubs across the year</li> </ul>				
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**Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils**

Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils					
INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2024/25?</i>
Engagement of all pupils in regular physical activity kick-starting health active lifestyles	<p>To provide an opportunity for all pupils in Key Stage 2 to swim over a year period including developing water safety skills</p> <ul style="list-style-type: none"> <li>To provide Year 4 children the opportunity to swim over a period of 10 weeks to develop water safety skills.</li> <li>10 weeks per class of swimming in years 4, (this will be the cost of the school as part of the KS2 curriculum)</li> <li>2 paid swimming teachers from Jan 2023</li> <li>School to sign up for school standard charter to support teaching of middle and more able swimmers</li> <li>Top-up swimming lessons will be provided for those</li> </ul>	<p>Total £2,250.00 To include pool hire, coach and transport The cost of year 4 swimming to be met through schools budget, sport premium to support additional teaching, exercise and water skills for life to be paid for by sports premium, top-up sessions for both Year</p>	£2000	<p>Year 4 and Year 6 children have completed Swimming lessons. Year 4 paid for through our curriculum budget, Sports premium used for booster sessions for Year 6 during Summer Term 2.</p>	<p>Swimming to continue in Year 4 (main curriculum) and catch up to continue in Year 6 Swimming to take place in the summer term</p>

	<p>Year 4 children who are still beginners until May 2024, after the Year 6 SAT's</p> <p>Year 6 children to be given the opportunity to take part in 'top up' swimming lessons from May 2024</p>	4 and Year 6 children			
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Key outcome indicator 5: Increased participation in competitive sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2024/25?
Provide opportunities SEND pupils to access appropriately levelled competitions	Identify SEND pupils and consider they abilities to access mainstream, inclusive or Project Ability competitions. Enter into SEND competitions Karen Risk to organise. E.g. Sit down Volley Ball.	Transport Costs to competitions Taxi £300	£295	SEND inter-school competitions taken part in by children across KS2.  SEND children take part in sensory circuits	Competitions planned across the year – ensure that as many children as possible have the opportunity to take part
Host a School Games Day (Sports Day) that culminates a year-round programme of PE and School Sport	Review current Sports Day activities for KS1 and KS2 to ensure format will engage all pupils within the Hopping Hill.  Adequately prepare a cohort of leaders to plan and deliver an additional School Games Day for Reception or Year 1. Young Leaders to deliver intra-competitions across the year.	Reward & Participation stickers / medals £200	£177	Competed 18 <sup>th</sup> June for KS1 and KS2 – great attendance from parents and lots of positive feedback received.  EYFS Sports Day 4 <sup>th</sup> of July, led by Young Leaders and again lots of parent engagement. A lovely day!	New subject leader to review format and add own ideas.

	Audit current resources for School Games Day and order new if needed.				
Provide all children the opportunity to experience healthy competition through intra-school competitions	<p>Teachers to plan and deliver intra-school competitions at least once per academic year</p> <ul style="list-style-type: none"> <li>• SUBJECT LEADER to set up logins for all teaching staff for School Games Website</li> <li>• Teachers to use the School Games Website for competition resources and play formats</li> <li>• All intra-competitions to have a clear intent.</li> <li>• Teachers to complete feedback form on Teams with pupil feedback &amp; School Game Values.</li> <li>• All staff to promote healthy competition and the School Game Values.</li> </ul>	<p>School Games Mark logins at no cost to school</p> <p>Promotion of School Game Values e.g. posters, stickers, displays £200</p>		<p>Staff logins updated and monitored</p> <p>School Games Mark website used to look for resources and play formats for intra-school competitions.</p> <p>Healthy competition promoted through whole school events, newsletters and pupil voice.</p> <p>School twitter feed promotes sporting events and high lights competitions.</p> <p>Post competition feedback collected by SUBJECT LEADER / SPORTS COACH</p>	<p>Subject leader to plan in competition opportunities</p> <p>Share via social media</p>

## Accountability

It is a statutory requirement of schools to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

<b>Document completed by:</b>	Catherine Wardell	<b>Date:</b>	December 2023
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<b>Document updated</b>	January 2024	March 2024	April 2024	July 2024				
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## How to use & not use the funding

**Schools must spend the PE and sport premium funding in full within the academic year it has been allocated for.** Funding should not be allocated to only benefit a certain year group. Schools cannot roll over any unused funding into the following academic year. They must spend the funding before 31<sup>st</sup> July 2024 so it can be accounted for in:

- the school's published online report
- the new digital PE and sport premium reporting tool (once in place)

Any use of the PE and sport premium must be in accordance with the terms outlined in the [conditions of grant](#) document. This means schools must use the PE and sport premium to:

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

### Continued professional development

Schools should see the continued professional development (CPD) of teachers as a key priority to make sure that the future quality of the teaching of PE, sport and physical activity is sustainable. This includes providing staff with:

- professional development
- mentoring
- appropriate training
- access to external resources

We recommend that schools use established quality assured local, regional and national subject-specific and suitably qualified CPD providers.

Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

### Other effective ways to use the premium

Schools can also:

- embed physical activity into the school day by encouraging active travel to and from school and having active break times.
- provide targeted activities or support to involve and encourage the least active children.
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers.

Schools can also use the PE and sport premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.

### Use of external coaches

Schools may wish to engage the expertise of external coaches to offer their pupils a wider variety of sports. Governing bodies, trustees or proprietors should seek assurance that providers have appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

We do not expect:

- these coaches to replace the need for the primary teaching staff.
- schools to use the grant to fund annually repeated coach-led initiatives.

### Sustainable improvements



Achieving sustainable outcomes is key to any spending of the PE and sport premium. Before making any decision on what the funding should be used for, schools (in particular, governors and trustees) should consider how the spending will benefit future pupils and what the lasting legacy of this spending will be. Schools should focus their efforts on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently.

#### **What your funding should not be used for**

You should not use your funding to:

- capital expenditure (except for goods within the de minimis value for purchases set by the school).
- employing coaches or specialist teachers to cover planning preparation and assessment arrangements (this should be funded from the school's core staffing budgets)
- teaching the minimum requirements of the national curriculum or, for academies, the existing PE curriculum – apart from top-up swimming lessons after pupils have completed core lessons. Teaching the curriculum should be funded through the school's core funding
- buying services that will be delivered or used in following academic years (this includes paying for invoices and subscriptions in advance)
- buying staff PE kit

#### **Examples of what comes under capital expenditure include:**

- multi-use games areas and Daily Mile tracks
- Forest School environments and Trim Trails
- buying vehicles
- fixed playground equipment, such as climbing frames
- trophy cabinets or similar

#### **Examples of what schools should pay for from their staffing budget include:**

- subsidising core staffing, such as PE subject leaders or external coaches who are engaged in repeated annual initiatives
- funding the cost of a teaching assistant or apprentice to deliver PE lessons instead of primary teaching staff

Schools receive separate funding for the national PE curriculum. An example that falls under this is swimming and water safety lessons and any associated costs, other than additional top-up lessons for pupils who have not been able to meet the national curriculum requirements.

### **Capital expenditure**

Schools can only use PE and sport premium funding for revenue expenditure. If you're not sure whether a particular cost can be classified as revenue expenditure, ask for local professional advice. We cannot provide individual advice on this.

Capital expenditure for the purposes of this grant funding is defined as: 'The purchase of an asset (tangible or intangible), or expenditure which adds to/enhances and not merely maintains the value of an existing asset.'

For expenditure to be treated as capital, the asset must:

- be used for more than one year
- be above the school's (local authority's or trust's) de minimis threshold for recognition of assets to its balance sheet - this can include:
  - i. individual assets worth over the de minimis threshold
  - ii. grouped assets, that is assets of a similar nature that the school buys at the same time, which cost more than the de minimis threshold
  - iii. bulked assets, for example a bulk purchase of equipment where the value of the individual item is below the set value, which cost more overall than the de minimis threshold

- increase the useful life, performance or value of the asset

If the spending would trigger asset recognition for the school or local authority, under your own local accounting policy, the spending would not be eligible to be funded through this grant.

Schools can use grant funds to maintain existing assets because the funding can be used towards maintenance costs. For example, repainting lines on the playground is allowable as the playground should already be recognised as an asset, and the cost of repainting lines on it is a revenue maintenance cost.

## Accountability

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided - that is to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor how the funding is being spent and determine how it fits into school improvement plans and assess the impact it is having on pupils.

Schools, local authorities and academy proprietors must follow the terms set out in the [conditions of grant](#) document. If a school, local authority or academy proprietor fails to comply with these terms, the Secretary of State may require the school to repay all or any part of the premium paid.

As part of the [conditions of grant](#), schools must publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31<sup>st</sup> July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred and describing:
  - i. the measurable impact that the school has seen on pupils' PE attainment, physical activity and sport participation due to the spending
  - ii. how the spend will be sustainable in the future

Schools must also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements. We collect this as part of a school's PE and sport premium reporting requirements even though the funding can only be used to provide additional support for pupils failing to meet the curriculum standards.

Schools should provide attainment data for year 6 pupils from their most recent swimming lessons. This may be data from previous years, depending on the swimming programme at the school. Schools must keep attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

To help schools plan, monitor and report on the impact of their spending, partners in the PE and school sport sector have developed a planning tool and a recording template. These are on the [Association for PE](#) and [Youth Sport Trust](#) websites. We recommend that schools use these to plan and record how they use the PE and sport premium throughout the year, to be ready to publish the report at the end of the school year.

## Online reporting

Schools **must** publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31 July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred
  - i. including the measurable impact that the school has seen on pupils' PE attainment, physical activity, and sport participation due to the spending; and
  - ii. showcasing how the spend will be sustainable in the future.

Schools **must** also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements.

The department will review the reports of a selection of schools to assess whether their PE and sport premium spending is compliant with the terms set out within this document.

### Review of online reports

DfE will continue to monitor published reports. They will look at a selection of reports to confirm that the use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

If the DfE identify concerns or discrepancies, we'll contact the school to address and investigate these fully. If any concerns are confirmed, we'll take appropriate and proportionate action against the school, which may include action to recover funding.

## Payment dates for 2023 to 2024

### Maintained schools

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

- 7/12 of your funding allocation on 31<sup>st</sup> October 2023
- 5/12 of your funding allocation on 30<sup>th</sup> April 2024

### Academies

We send academies (including free schools) and CTCs their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding allocation on 8<sup>th</sup> November 2023
- 5/12 of your funding allocation on 8<sup>th</sup> May 2024

### Non-maintained special schools

We send non-maintained special schools their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding with the first payment you have scheduled with us after 18<sup>th</sup> December 2023
- 5/12 of your funding with the first payment you have scheduled with us after 18<sup>th</sup> April 2024

## Further guidance

- [Gov.uk](#) - PE and sport premium for primary schools
- [Youth Sport Trust](#) - primary PE and sport premium
- [Association for PE](#) - advice on the PE premium
- [Sport England](#) - advice on using the PE and sport premium effectively
- [Swim England](#) - advice and resources on primary school swimming and water safety
- [DfE teacher blog](#) - best practice examples of how schools are using their premium effectively
- [National Governance Association guidance](#) - use of the PE and sport premium and how governing boards can influence and support the planning and delivery of PE, as well as physical activity and sport, and monitor the impact
- [Active Partnership](#) - further advice on how best to use the PE and sport premium