

# 2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

**SCHOOL**

**Hopping Hill Primary School**

**HEAD TEACHER**

**Mrs J Fantarrow**

**PE COORDINATOR**

**Mrs Catherine Wardell**

## PE AND SCHOOL SPORT PREMIUM: THE PURPOSE

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles.

## VISION: GOVERNMENT VISION

All pupils leaving primary school will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

## VISION: SCHOOL VISION

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.

## FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2021 to 2022 academic year, which must be spent by 31 March 2022.

This means that you should use the PE and sport premium to:

- i) Develop or add to the PE, physical activity and sport activities that your school already offers
- ii) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year
- iii) Raise the profile of PE and Sport across the school, raising aspiration as well as pupil awareness of our place in the wider community. Providing a range of opportunities for pupils to participate in sports competitions and physical activity.

## KEY OUTCOME INDICATORS: UPDATED 2020/02021

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

### Key outcome indicator 1: Engagement of all pupils in regular physical activity

For example, by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative

- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim (funding can only be used for 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, and should not be used for core swimming provision).

#### **Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement**

For example, by:

- 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 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

For example, by:

- 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
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

#### **Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils**

For example, by:

- 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
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

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

For example, by:

- 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

## EVIDENCING THE IMPACT: REVIEW OF PE AND SCHOOL SPORT PREMIUM EXPENDITURE 2021/2022

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2022/2023?
<p><b>1. 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 KR.            All girls in Yr 4, 5, 6 took part in the FFA Football event aimed at raising the profile of football for girls.            100 children have participated in a lunchtime football club, 13% of those are PP.            Staff feel more confident to deliver active breaks for children across the day and have a list of resources to use. Year 5 classrooms have their own 'movement monitors' where children have taken responsibility to monitor their own learning behaviour.            Through assessment, 95% of children enjoy taking part in physical activities.            KS1 children taking part in a daily run.            PE training complete for KS2 children and there is now a consistency of teaching the progression of skills through the Jasmine Platform.            Inspirational Athlete spent a day with children in September, again raised the profile of girls in professional sport and supported school values.            Natalie Lawrence from Northamptonshire Sport came in to school to team teach with KS2 teachers &amp; demonstrate Real PE / 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.</p> <p><b>Impact on PARTICIPATION</b>            Girls confidence to take part in football activities has increased &amp; more girls have participated as the lunchtime club took place.            Children's' activity level across the day has been raised            KS1 children's stamina has improved and children are running for longer, up to 10mins (from below 5) without stopping.            Children taking part in lessons that are inclusive and support the school's values.            Year 2 SEND child who took part in the Athlete Rugby day, has since gone on to join Bugbrooke Rugby Club and is playing every weekend.            Forest School 'Wonder Wood' huge success &amp; a favourite for both teachers and children to increase physical activity and link to school curriculum.</p>	<ul style="list-style-type: none"> <li>• KR to run clubs for children that have been identified as the least active.</li> <li>• Lunchtime club aimed at girls to continue to build their confidence to take part in physical activity</li> <li>• Heat maps to be created and implemented across Years 2 to 6.</li> </ul>

	<p>Impact on <b>ATTAINMENT</b>          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>	
<p><b>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p>	<p>Key <b>ACHIEVEMENTS</b>          Achieved Bronze School Games Mark          Children across the school have taken part in competitions and have won various competitions, their participation has been linked to the school values.          Fun run a great success, all children took part including SEND children.</p> <p>Impact on <b>PARTICIPATION</b>          SEND children taking part in fun run, 1 child with SEND ran many more laps than asked too and it gave her the confidence be much more physically active during playtimes and finally attempt the schools trim trail.          All lessons structured and delivered using the Jasmine Platform.          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          X20 Year 5 children have been trained as Young Leaders and have supported younger children in a variety of clubs, sports events and PE lessons.</p> <p>Impact on <b>ATTAINMENT</b>          The achievements and participation outlined highlight that children have been successful in their sporting commitments and activities.</p>	<ul style="list-style-type: none"> <li>• CW to monitor PE lessons and impact of Jasmine Platform,</li> <li>• Collect children’s voice on their enjoyment in PE</li> <li>• To ensure intra-competitions have a clear intent</li> </ul>
<p><b>3. Increase confidence and skills of staff in teaching PE and Sport</b></p>	<p>Key <b>ACHIEVEMENTS</b>          Real Pe training completed for KS2 and is being implemented now across the whole school. 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.</p> <p>Impact on <b>PARTICIPATION</b>          Children are used to the routine of a Real PE lesson and lessons are inclusive.          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>Impact on <b>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.  Children have been coached by professional coaches and have been able to increase their skills in a variety of sports including hockey &amp; rugby.</p>	
<p><b>4. Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Key <b>ACHIEVEMENTS</b>  ___% of children have taken part in extra-curriculum clubs,  ___% of KS2 children have participated in Hotshots Basketball Club  ___ children have participated in new cookery clubs and dance clubs ran by JB,  x15 Year 3 and 4 children have participated in a new Get Active Circuit Club ran by CW,  x20 Reception children have participated in a new Yoga club run by RM  x20 children in KS1 and Reception have participated in a new Get Fit club run by AM  All children have attended Forest school for 6 weeks at a time.</p> <p>Impact on <b>PARTICIPATION</b>  By children taking part in new extra clubs and their enjoyment of these new clubs has been easy to see. The new clubs for lower KS and Foundation have been very popular. Also, our cookery club is always over prescribed and it has been lovely to see children learning new skills, creating healthy dishes and cooking for school events for parents and siblings.  Year 6 children attended a one-day outward bounds day.  Forest School has allowed children to try new skills, increasing resilience and problem solving skills, cooking over a fire and large object building skills.</p> <p>Impact on <b>ATTAINMENT</b>  The children have developed their skills in a variety of sports led by trained coaches who have motivated all classes to achieve their personal best.</p>	<ul style="list-style-type: none"> <li>All children to have access to an extra-curricular club</li> </ul>
<p><b>5. Increased participation in competitive sport</b></p>	<p>Key <b>ACHIEVEMENTS</b>  Young Leaders have supported children in KS1 and Foundation Sports Days,  Children have attended inter-school competitions,  Other Events have been attended and children have received certificates and rewards.</p> <p>Impact on <b>PARTICIPATION</b>  Children have participated in a variety of events and sports across the year including SEND children.</p> <p>Impact on <b>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>Increase of the number of intra-curriculum events that have a clear intent.</li> </ul>

## EVIDENCING THE IMPACT: THE IMPACT OF COVID-19 ON THE PROVISION OF PE, SCHOOL SPORT & PHYSICAL ACTIVITY

	What has been the impact of Covid-19 on the provision of PE, School Sport and Physical activity within your school?	How have you utilised your PE & Sport Premium funding to overcome some of these challenges?
<b>Term 1</b> September to December 2020	<ul style="list-style-type: none"> <li>Children have had to stay within their year group bubbles and this has impacted on where the children can play during playtimes and lunch play.</li> <li>Children have not travelled to inter-competitions.</li> <li>After school clubs have been suspended for this term.</li> <li>Children have used outdoor space as much as possible so children come dressed in their outdoor PE clothes twice a week. This also avoids children bringing in extra bags from home.</li> <li>REAL PE training was cancelled for in the Spring / Summer Term of 2020 so even though it was paid for the KS2 teachers have been unable to complete their training.</li> </ul>	<ul style="list-style-type: none"> <li>Each bubble has been provided with their own box of playground equipment to engage the children in physical activity at playtimes but to also help build and develop their interaction &amp; social skills.</li> <li>KS1 children took part in a virtual competition at school.</li> <li>KR, sports coach has been used within Oscar afterschool club to provide KS2 children opportunities to develop their skills for particular sports, to raise activity levels &amp; engage the children.</li> </ul>
<b>Term 2</b> January – March 2021	Lockdown from January to 8 <sup>th</sup> March School open for keyworker children Chn returned on 8th of March to stay in class / yr group bubbles 8 <sup>th</sup> - 12 <sup>th</sup> March School Games Orienteering focus Yr 3 to Yr 6	<ul style="list-style-type: none"> <li>See above</li> <li>Children have been taking part in activities across the school day, including short HIIT or dance type activities to increase activity.</li> </ul>
<b>Term 3</b> April – July 2021	<ul style="list-style-type: none"> <li>Children have had to stay within their year group bubbles and this has impacted on where the children can play during playtimes and lunch play.</li> <li>Children have not travelled to inter-competitions.</li> <li>REAL PE and external coaches had to be cancelled due to an increase of COVID cases across the school.</li> <li>School closed a week early due to high covid cases across the school.</li> </ul>	<ul style="list-style-type: none"> <li>New playground equipment for each year group was purchased to develop physical skills during playtimes.</li> <li>Transport and staff to travel to competitions</li> <li>Real PE training complete for KS2 and external trainers have come into school to work alongside KS2 staff.</li> </ul>

## SWIMMING: MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

- Swimming is a national curriculum requirement
- The 3 requirements for swimming and water safety are 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 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
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	
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	
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	
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>				
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## PE & SCHOOL SPORT DEVELOPMENT PLAN

<b>2022/2023 Underspend</b> ✓ Section below must be completed any 2019/2020 funding is being carried forward ✓ Must be spent by 31 <sup>st</sup> March 2021		<b>SUB TOTAL</b>	
<b>2021/2022 Funding</b> ✓ Must be allocated and spent by 31 <sup>st</sup> July 2021	<b>£16,000 + £10 per pupil (Year 1 – Year 6)</b>	<b>SUB TOTAL</b>	<b>19500</b>
		<b>GRAND TOTAL</b>	<b>£</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 2:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>

### 2022/2023 Underspend: Use this section to detail how any underspend from 2021/2022 will be spent during the academic year 2022/2023

*It is a requirement, as a result of the Department of Education relaxing the ring-fencing arrangements due to Covid-19, that schools must declare any underspend they are carrying forward from the academic year 2019/2020. Any underspend MUST be spent in full by March 2023*

INTENT	IMPLEMENTATION			IMPACT	
	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 2021/2022?</i>
<b>Objective/intended impact</b> What do you want to achieve?					

## Key outcome indicator 1: Engagement of all pupils in regular physical activity

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 2023/2024?
<p>Have tailored opportunities that attract less active young people to participate in physical activity</p>	<p><i>Plan, deliver and invite an identified cohort of pupils to access a regular physical activity club</i></p> <ul style="list-style-type: none"> <li>- Sensory Circuits Club twice a week for identified children and SEND children</li> <li>- Survey of KS2 children that do not take part in an extra-curricular club</li> <li>- KR to focus on girls during lunch play. (twice weekly) She will engage them in physical activities, including football.</li> </ul> <p>Engage 15% of the least active pupils in year groups 4, 5, 6 in a Get Active Club Term 3, 4, 5</p>	<p>Incentives / rewards £500</p>		<ul style="list-style-type: none"> <li>- KR Term 1 x2 weekly, targeting girls at lunchtimes in football skills &amp; activities</li> <li>- Young Leaders have been used in Reception &amp; KS1 Pe lessons to engage/support the least active children &amp; also to support in extra-curriculum clubs.</li> </ul>	
<p>Review the physical activity intensity levels of core curriculum lessons</p>	<p>Use the Active School Planner to complete Heat Maps for a range of classes and year groups</p> <ul style="list-style-type: none"> <li>- Heat Map for Year 2, 3, 4 &amp; Year 5, 6 classes. (December to March)</li> <li>- PE Coordinator to continue to support on how to increase physical activities across the curriculum. CW to update staff at staff meeting &amp; to provide teachers a list of resources to increase the children's physical activities.</li> <li>- CW to gather pupils voice twice a year.</li> <li>- Explore and subscribe to Teach Active</li> <li>- Whole school reward system to include physical activity rewards e.g extra playtimes, Just Dance sessions, use of school scooters etc</li> </ul> <p>Explore resources available to help increase physical activity levels during wet play sessions if children indoors.</p>	<p>Go noodle Free registration,</p> <p>No additional cost for staff meetings or PE coordinator</p> <p>£600 For Wet Play resources e.g. stacking cups, table ping pong nets and bats,</p>		<ul style="list-style-type: none"> <li>- Staff meeting/training by CW on School Sport and PE Premium Action Plan, competitions and Active 60minutes. 25.9.2022</li> <li>- Money raised by the School for Sports Event has purchased a 2year subscription to Teach Active.</li> <li>- Logins created &amp; issued to staff end of November 2022</li> <li>- Heat Maps created and distributed to staff 23.10.22</li> <li>- Heat Maps Actions discussed in staff meeting 23.11.22</li> </ul>	

<p>Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy</p>	<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</li> <li>- Ensure all KS2 pupils have the opportunity to 'Learn to Lead' on a regular basis within their PE lessons</li> <li>- Regular check-ins with CW to ensure staff are happy with delivery of PE lessons and curriculum content.</li> <li>- CW</li> </ul> <p>Ongoing audit and update of equipment needed especially for the delivery of REAL PE &amp; Intra-competitions</p>	<p>Jasmine Registration costs for KS1 &amp; KS2 for next 3 years £1200</p> <p>Equipment and storage £1500</p>		<ul style="list-style-type: none"> <li>- <i>Staff meeting 20.10.22 to support staff in the delivery of a quality PE lesson &amp; to look again at Jasmine Platform.</i></li> </ul>	
<p>Engagement of all pupils in regular physical activity kick-starting health active lifestyles</p>	<p>To set up sensory circuits for children with SEN and social, emotional, mental health needs</p> <ul style="list-style-type: none"> <li>- To run 2 times a week by school SEND lead from 8:45-9:15 8 activities to stimulate senses for 45 seconds each. SEND 1:1 children to attend with support and further identified pupils.</li> </ul> <p>To offer a range of clubs and activities across the school timetable.</p> <ul style="list-style-type: none"> <li>- Cooking Club for KS1 chn delivered by JB,</li> <li>- Dance / Drama club</li> <li>- Target Sports</li> <li>- Basket Ball Club</li> <li>- Hockey Club</li> <li>- HIIT club</li> </ul> <p>A variety of different sports clubs that change regularly to engage a wider group of chn. Investigate investing in a bike / scooter shed to encourage &amp; promote active travel to school for pupils &amp; their families.</p>	<p>Sensory circuit equipment</p> <p>Cooking Club equipment £100</p> <p>Bike / Scooter shed £up to £2000</p>		<ul style="list-style-type: none"> <li>- <i>Term 1 Clubs</i></li> <li>- <i>Term 2 Clubs.</i></li> <li>- <i>School for Sports Event on the 5<sup>th</sup> of October a huge success, children were sponsored to take part in a fitness circuit and overall raised was £4800, school received 60% of this.</i></li> <li>- <i>£2000 spent on a subscription to Teach Active and still a £800 equipment voucher to spend.</i></li> </ul>	

<p>Engagement of all pupils in regular physical activity kick-starting health active lifestyles</p>	<p>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 be support the development of fine and gross motor skills</li> <li>- Children to wear outdoor all weather clothes so that it can always take place.</li> <li>- 2 hours per week</li> </ul>	<p>Forest School Staffing 7415</p> <p>Equipment / Resources 350</p>		-	
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**Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement**

INTENT	IMPLEMENTATION			IMPACT	
<p><b>Objective/intended impact</b> What do you want to achieve?</p>	<p><b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i></p>	<p><b>Planned funding</b></p>	<p><b>Actual funding</b></p>	<p><b>Outcome</b> <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i></p>	<p><b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2021/2022?</i></p>
<p><b>Achieve Schools Games Mark Award</b></p>	<p>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.</p> <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 – Karen Risk 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> </ul> <p>Create 3 club links with local clubs and leisure centres.</p> <p>Take part in virtual School Games Competitions KS1, KS2 and SEND specific.</p>	<p>Cover for CW to gather evidence, complete action plan</p> <p>No additional cost as cover in house whenever possible</p> <p>Contingency £180</p> <p>Transport to competitions</p>			

	Run intra-competitions – Classes / year group against other class / year groups.	£?			
Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme	<p>KR to continue to deliver REAL LEADERS scheme of work to continue to upskill a cohort of 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>- KR to give Young Leaders ongoing support and training Karen Risk to oversee the Young Leaders delivery. Train young leaders to collect evidence of personal challenges to support Silver Award success.</li> <li>- Lunchtime supervisors to be trained to support Young Leaders and review with CW their impact on chn’s behaviour</li> <li>- Monitor participation of chn taking part in Young Leader activities</li> </ul> <p>Young leaders to support extra-curriculum School Sports Clubs across the year</p>	<p>Resources for Young Leaders to deliver lunchtimes activities, intra-competitions etc £100.</p> <p>Incentives for Young Leaders to deliver successful activities for the school £100</p> <p>Young Play Leader bibs £300</p>		<p>– <i>Term 1 KR has continued to work alongside Young leaders and has utilised their skills to support Reception Children x1 weekly &amp; to support the younger children in extra-curriculum clubs..</i></p>	
<i>Bring together a cohort of pupils who will form the School Sport Organising Crew (SSOC) and who will influence provision and have a voice for pupils</i>	<p><i>Identify a cohort of pupils who can be the voice for the school on all matters PE and School Sport and can promote PE and School Sport in a positive manner</i></p> <p><i>Sports Crew / Ambassadors have been chosen and to work closely with _____. Plan &amp; deliver Intra-competitions for Spring &amp; Summer Term, create a termly newsletter on sport, health and wellbeing, promote activities lifestyles and celebrate physical activities / participation by pupils.</i></p> <p><i>They will be chosen through the Young Leaders scheme &amp; will work closely with them.</i></p>	<p><i>Rewards for competitions organised by Sports Crew £100</i></p>		<p><i>Sports Crew to be developed next academic Year.</i></p>	

<p>Share and celebrate the achievements of pupils and teams in PE and School Sport</p>	<ul style="list-style-type: none"> <li>- School noticeboard to share pupils and teams' successes.</li> <li>- Use Hopping Hill School / Class DOJO to promote and celebrate pupils physical activities / competitions etc</li> <li>- Termly 'Active News' newsletter created by CW and Sports Crew to promote the successes and achievements of teams and pupils through PE and School Sport.</li> <li>- Also use the newsletter to promote / encourage healthy lifestyles and wellbeing e.g. Healthy Recipes, teacher interviews etc.</li> <li>- CW to provide 'Home PE' opportunities through Class Dojo once a term for families to increase activity at home, utilise Young Leaders. #ThisisPE</li> </ul> <p>Consider using School Games Values and/or School values to rewards and recognise pupils' achievements – share with HH families.</p>	<p>No additional cost for school noticeboard.</p> <p>Newsletter sent out through parental mail.</p>		<ul style="list-style-type: none"> <li>- <i>Term 1 &amp; 2 Active Newsletter has been shared with parents / guardians of Hopping Hill children through Whole School Dojo</i></li> <li>- <i>Photos of competitions, events &amp; rewards shared with parents on class dojos</i></li> </ul>	
<p>To work with the charity Mintridge Foundation to inspire &amp; promote positive sporting role models (link to kick-starting healthy lifestyles &amp; raising the profile of PE &amp; Sport)</p> <p><a href="https://www.mintridgefoundation.org.uk/">https://www.mintridgefoundation.org.uk/</a></p>	<ul style="list-style-type: none"> <li>- To invite the Mintridge Foundation into school (or virtually) to provide chn with the opportunity to experience a new sport &amp; to be inspired by an Ambassador (professional sports athlete)</li> <li>- Full day or morning of workshops with professional sports person</li> <li>- To promote positive disabled role models</li> <li>- Inspiring assembly for all chn to access &amp; Q&amp;A session</li> </ul> <p>Use opportunity to promote own school values of good mental health &amp; fitness.</p>	<p>£500 to £1000</p>			

**Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	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>	
Promote high quality teaching and learning from all staff	Undertake a training needs analysis of all staff - Review and update Long Term Curriculum plan. Review x2 Yearly - Staff meeting to discuss Jasmine Platform and structure of quality PE lessons. Staff to give feedback & discuss any areas they need further development in. - CW will observe / participate in a PE lesson with each class across the Year.  CW to deliver in-house REAL PE training for Reception & KS1 staff and support with planning opportunities – see Laura Lloyd re this.	Jasmine Platform Subscription		- CW delivered staff meeting 25.10.22 on Jasmine Platform / structure of lesson. Feedback from staff is quite positive & no-one felt that they needed immediate support with delivering the lessons. CW to monitor & observe lessons across the yr. - CW has set up folders in Teacher Teams for staff to file photos of their PE lessons & celebration of chn successes.	
Develop staff confidence in teaching the fundamentals of sport	KS2 teachers to attend training opportunities put on by Secondary Schools & Northamptonshire Sport that focus on specific sports e.g. High 5 Netball, hockey, - Karen Risk to email staff regarding training opportunities at Duston School	Free training sessions run by Duston School			
Promote high quality teaching and learning from all staff – focus on outdoor PE / learning	CW to explore the positive impact exposure to natural environment has on pupils wellbeing and mental health; • JF, CD & CW look improvements for Hopping Hills physical environment that	To be explored – may use under spend from previous year.		-	

	<p>could better support outdoor learning and the promotion of physical activity.</p> <ul style="list-style-type: none"> <li>• Upskill staff on QAA or forest school initiative's</li> <li>• Teach Active outdoor lesson plans for English and Maths KS1 &amp; KS2.</li> </ul>				
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#### Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	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 2021/2022?</i>
Develop the provision of Forest School and Outdoor Learning across the school from Year 1 to Year 6.	<ul style="list-style-type: none"> <li>- Forest School Teacher appointed from staff team</li> <li>- Forest School Teacher to set up learning environment including resources</li> <li>- Each year group from Y1 to Y6 to have one term of Forest School. Class teacher and support staff to join in order to cascade the skills of outdoor teaching and learning across staff.</li> </ul>			–	
Offer a diverse and needs led extra-curricular School Sport programme	<ul style="list-style-type: none"> <li>- KR to Review 2021/2022 extra-curricular programme</li> <li>- Evaluate the cost of using external providers</li> <li>- Karen Risk to monitor clubs and deliver a variety of clubs that cover different sports</li> </ul>	Cost of new equipment to support the running of clubs £300		<i>New clubs up and running by KR and also</i> –	
Develop meaningful links to local sports clubs to develop a pathway for pupils to pursue their interest beyond the school day	<ul style="list-style-type: none"> <li>- Share flyers of local clubs</li> <li>- Evaluate links with clubs and re-establish relationships.</li> <li>- Invite Duston Trilogy to come in and deliver an assembly to promote local activities.</li> <li>- Understand parental involvement in local clubs</li> </ul>	Coaching sessions by external clubs £300		– <i>Link formed with Northampton Saints Hockey Club, they now deliver a hockey Wednesday club for KS1 chn. ___ of children attend.</i>	



	Only work with clubs who have their Club Mark Accreditation or are working towards it			<ul style="list-style-type: none"> <li>- Flyers sent out for local clubs</li> <li>- Promotion of local clubs on Termly Newsletter</li> </ul>	
Increase engagement of all pupils in regular physical activity – kick starting healthy lifestyles	<p>Continue to raise the profile of pupil’s well-being alongside physical health.</p> <ul style="list-style-type: none"> <li>- Active Lessons – school to aim that all children take part in 60mins of physical activity a day, through lessons, planned activities at playtimes and PE lessons.</li> <li>- CW to create</li> <li>- Support staff to deliver active opportunities across the day.</li> <li>- Audit playground equipment for lunchtimes &amp; invest in new equipment to enable children of all ages to be active.</li> <li>- Train &amp; support lunchtime supervisor to help engage children in physical activity.</li> </ul>	Playground equipment £1000		<ul style="list-style-type: none"> <li>- CW delivered a staff meeting on Active 60mins to teachers, Heat Maps discussed &amp; use of active monitors, websites, &amp; staff shared good practice.</li> <li>- 23.10.22 CW created a heat map for each class Yrs 2 to 6 with action points on how to increase physical activity across the school day.</li> <li>- December CW Teach Active logins created for teachers. CW will monitor use</li> </ul>	
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> <p><i>To provide Year 4 children the opportunity to swim over a period of 6 weeks to develop water safety skills.</i></p> <ul style="list-style-type: none"> <li>- <i>8 weeks per year school swimming in years 4,</i></li> <li>- <i>1 paid swimming teacher to teach lower ability, 2 swimming teachers from Jan 2023</i></li> <li>- <i>School to sign up for school standard charter to support teaching of middle and more able swimmers</i></li> <li>- <i>1 TA to be trained in teaching swimming</i></li> </ul>	<p>Total £1,860</p> <p>To include pool hire, coach and transport</p> <p>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</p>		<ul style="list-style-type: none"> <li>- <i>Pangolin Class swimming complete, Swimming data collated; 41% 25m of a clear stroke.</i></li> </ul>	

	<i>Year 6 children to be given the opportunity to take part in 'top up' swimming lessons</i>				
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Key outcome indicator 5: Increased participation in competitive sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	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 2021/2022?</i>
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 £100			
Host a School Games Day (Sports Day) that culminates a year-round programme of PE and School Sport	<ul style="list-style-type: none"> <li>- Review current Sports Day activities for KS1 and KS2 to ensure format will engage all pupils within the Hopping Hill. Liaise with SENCO.</li> <li>- Personal Challenge cards to be completed by each year group to encourage healthy competition</li> <li>- Adequately prepare a cohort of leaders to plan and deliver an additional School Games Day for Reception or Year 1. (Year 5 Young Leaders and Sports Crew)</li> <li>- Sports Crew and Leaders to deliver intra-competitions across the year.</li> </ul> Audit current resources for School Games Day and order new if needed.	Reward & Participation stickers / medals £100		-	
Provide opportunities for all pupils to access Personal Challenge activities	<b>Organise and deliver a series of Personal Challenge activities</b> <ul style="list-style-type: none"> <li>- Ensure activities are compliant with School Games formats</li> <li>- CT to set up personal challenge activities during morning play. CW to select a different challenge for each week.</li> </ul>				

	<ul style="list-style-type: none"> <li>- Deploy Young Leaders to plan and deliver competitions</li> </ul> <p>Each year group to complete a Personal Challenge 3 times a year.</p>				
Provide opportunities for all pupils to access Intra-School Competition	<p>Organise and deliver a series of Intra-School Competition on our school site</p> <ul style="list-style-type: none"> <li>- Ensure competitions are compliant with School Games formats</li> <li>- Deploy Young Leaders to plan and deliver competitions</li> <li>- Sports Crew to gather pupils voice on what activities they would like to compete in for House to House competitions.</li> </ul> <p>Explore Golf Competition year groups in KS1 and KS2. Karen Risk and Sports Ambassadors to lead.</p>	In house so no cost incurred		<ul style="list-style-type: none"> <li>- CW delivered a staff meeting 5.10.22 on intra-school competitions</li> <li>- Yr 2 multi-skills intra competition, updated on dashboard</li> <li>- Yr 6 have delivered a dance competition with a clear intent &amp; updated on dashboard.</li> <li>- Yr 3 Dodgeball competition in Jan 2023</li> </ul>	
Provide opportunities for pupils to access Inter School Competitions	<p>Access School Sport Partnership or Cluster organised virtual Inter School Competitions</p> <ul style="list-style-type: none"> <li>- Ensure competitions are compliant with School Games formats</li> <li>- KR to use some PE lessons to ensure pupils are adequately prepared for the competitions</li> <li>- Ensure teams meet the competition eligibility criteria</li> </ul> <p>Explore resources to support children in preparing for inter-competitions.</p>			<ul style="list-style-type: none"> <li>- Lots of successful and healthy competition participation.</li> </ul>	
Provide access to transport to enable pupils and staff to access opportunities	<p>Organise transport to and from competitions for pupils and teaching staff.</p> <p>Karen Risk to look ahead at upcoming competitions each term and liaise with Gill Newman to book transport.</p>	Coach cost £TBC			

## Accountability

It is a statutory requirement of Ofsted, under their Common Inspection Framework, 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>Completed by:</b>	Catherine Wardell			<b>Date:</b>	November 2022		
<b>Document updated</b>	November 2022	December 2023					

## Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2020

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government’s ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The School Sport Activity Action Plan set out government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the Chief Medical Officer guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and Sport Premium can help primary schools to achieve this aim, providing primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. The PE and Sport Premium survey highlighted the significant impact which PE and Sport has had in many primary schools across England.

### **Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.**

This means that you should use the premium to:

- Develop or add to the PE, physical activity and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

### **Schools can use the premium to secure improvements in the following indicators:**

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

### **What should your funding NOT be used for?**

*The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:*

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools’ core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure

## Active Miles

If schools choose to take part in an active mile, they should use existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

## Schools compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of the grant documents.

## Ofsted inspections

Ofsted's new [Inspection Framework](#), which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

## Online reporting

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2021 at the latest**. If you have any carried forward funding from academic year 2019 to 2020 you should show separately how this funding has been spent and confirm that it has been spent before 31 March 2021.

Online reporting must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2020 to 2021 academic year who met the national curriculum requirement 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 safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

## **Review of online reports**

Schools' online reporting is monitored through an annual sample of schools. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on PE and sport premium funding and swimming attainment. The results are then shared with DfE and help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

## **Payment dates for the 2020/2021**

### **Maintained schools, including PRU's and general hospitals**

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 30 October 2020
- 5/12 of your funding allocation on 30 April 2021

### **Academies, free schools and CTCs**

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

- 7/12 of your funding allocation on 2 November 2020
- 5/12 of your funding allocation on 4 May 2021

### **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 2 November 2020
- 5/12 of your funding with the first payment you have scheduled with us after 4 May 2021

## **Useful websites**

### **PE and sport Premium: guidance document**

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021>

### **PE and sport premium for primary schools**

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

### **Association for Physical Education**

<http://www.afpe.org.uk/physical-education/advice-on-sport-premium/>

### **Youth Sport Trust**

<https://www.youthsporttrust.org/PE-sport-premium>