



Hungerford Primary Academy
learn to love and love to learn

Hungerford Primary Academy

Evidencing the Impact of Primary PE and Sports Premium 2022/23



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • We continued to participate in inter school competitions. • We achieved the Golds Award Mark with Games for All and CNSSP. • We continue to be a part of the CNSSP scheme ensuring that all children are being given opportunities to take part in Physical Activity and represent the school. • We still implement an active curriculum. • All pupils had access to a wide range of virtual sporting extra-curricular clubs during Covid. • Maintained the MUGA so children can use the area in PE lessons and during playtimes. • Children’s love for PE has increased as evidenced by pupil voice. • We continued to target younger children and children who would benefit from additional exercise. • We maintained our football pitches. • A Sports themed House system has been continued to encourage participation. • After school clubs to give the children extra opportunities for physical activity. • We maintained and purchased to replace outdoor play equipment to encourage children to be more active during play and lunch times which is due to be completed next academic year due to COVID. • We continue to take part in the play leaders scheme with CNSSP. • PE resources were purchased to provide better quality lessons and extracurricular clubs. • Each Year group have a sporting display to share achievements. 	<ul style="list-style-type: none"> • Continue to participate in inter school completion to county level • To achieve CNSSP School Games Gold Standard award to keep us on track to apply for the platinum award in two years time. • Increase Motivation/ participation and sportsmanship within lessons and clubs. • To continue to carry out CPD for teachers for assessment and lesson planning. • To provide excellent planning resources. • To purchase more high-quality PE/Sport equipment to allow a more in-depth curriculum and active playtimes. • To create a whole school approach to encourage all children to take part in Physical Activity. • Target children (MAT, SEN and Focus Groups) and provide them extra opportunities. • To deliver CPD opportunities based on staff audit. • To engage parental involvement to encourage Physical Activity. • To invest in children’s PE kit for each class for when children do not have any/correct/safe kit. • To look into PE Assessments compared to our current assessment policy. • Attend the St Barts league events – across the year groups where possible as we were unable last year due to Covid. • To develop use of feedback within lessons to support PE progress. • To develop use of technology within lessons to support PE progress. • Encourage Self-assessment throughout PE units more. • Promote healthy lifestyles across the school

Current Year 6's Swimming Results (22/23 cohort)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92.5%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Year 6 End of Year Swimming data (2022/23)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2022-2023	Total fund allocated: £19,540 for 2022-23	Date Updated: September 2022, November 2022, January 23, May 23, July 23		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To offer a broad range of activities to increase/promote Physical Activity within the school and for the children to understand why this is important.</p> <p>To enhance a structured lunchtime where all children are active.</p> <p>To ensure all children take part in the recommended 30 minutes of Physical Activity a day in school.</p> <p>Purchase equipment to replace, enhance and upgrade existing equipment and to purchase new equipment to encourage new activities for the children to take part in.</p>	<p>Increase amount of lunchtime activities and after school clubs to encourage children to take part in as many Physical Activities as possible.</p> <p>Implement active lessons with tasks that link to the subject they are learning.</p> <p>Purchase lunchtime resources for the children.</p> <p>House System in which the children will be awarded for participation and effort in any sporting activity.</p> <p>Regularly maintain the MUGA pitch to play different class sports in any weather.</p> <p>Identify children who meet certain criteria (SEN, RP and Less active children) for opportunities to take part in extra coaching/PE lessons with the PE leader 3x per year.</p> <p>Take part in CNSSP competitions with other schools.</p> <p>School leaders course via CNSSP to improve children's confidence and ability to lead activities.</p>	<p>£2000</p> <p>£1000</p> <p>£600</p> <p>£600</p>	<p>INTENDED IMPACT:</p> <p>The children have stated in a recent pupil voice that they want more things to do at lunchtimes when it's not their turn on the MUGA. More playtime equipment will allow the children more active things to do and stop them sitting and walking around. It will also improve behaviour during these times. Providing the school leaders programme also allows the children less confident in physical activity to use their skills and coach the younger children in KS1.</p> <p>Active lessons will ensure that the children stay alert in their lessons and provide them with more Physical Activity throughout the school day.</p> <p>The House system provides the children with a no pressure system that motivates them to get involved in physical activity and PE.</p> <p>The school MUGA is used throughout the year to encourage the children at playtimes as well as in lessons. The MUGA provides a safer space to undergo lessons when conditions aren't safe on the playground or field.</p> <p>In a PE review last year, certain groups of children were identified as being in extra need for encouragement in PE/PA.</p>	<p>Increase engagement of parents to raise the amount of CNSSP events we take part in and broaden the amount of children who are going to attend.</p> <p>Increase children's understanding of why we do PE and learn the skills we learn in lessons.</p>

	<p>Purchase high quality PE resources.</p> <p>Purchase high quality PE planning.</p>	<p>£9000</p> <p>£800</p>	<p>During a PE review last year, school staff identified they key areas needed to improve in the subject were planning and equipment. Providing these allows better lessons and therefore better learning for the children.</p> <p><u>Evidence and Impact:</u></p> <p>Playtime equipment has been a massive success (Pupil Voice). There has been a significant decrease in arguments, injuries and an increase in children getting active and enjoyment. School leaders has also allowed the less confident children to get involved and allow the current KS1 children to get active and learn new skills. The MUGA was maintained and was used to support these leaders and Physical Education lessons. We had an increase in active lessons and brain breaks allowing the children to get more active, used to physical activity and stay more alert throughout the day. Taking part in the CNSSP programme allowed us the opportunity to get as many children involved in different sporting activities and even the less confident children were taking part. We had several girls whom don't usually take part in sporting activity join after school clubs and want to join local sports teams because of these events. New PE planning and equipment alongside it has allowed us to widen the sports we can offer to the children, and have enough equipment to make the lessons enjoyable and engaging enough to learn. Several staff members and pupils (Pupil and staff voice) have expressed their delight in the new planning and resources on offer. We have also had an increase of SEN, targeted children and RP children join extra-curricular sporting clubs when compared to the previous 3 years.</p>	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To promote Physical Education, School Sports and Physical Activity within the school and parents.</p> <p>Increase children's enjoyment of physical activity.</p> <p>Increase opportunities for children to take part in physical activities</p>	<p>Maintain House System to encourage the children to take part in Physical Education not related to results and reward for effort in PE lessons and clubs.</p> <p>PE leader to deliver staff training.</p> <p>Release PE lead to deliver CPD to staff for certain areas of the curriculum based on a needs audit if needed.</p> <p>Imbed a self-assessment mentality across all pupils.</p> <p>A number of children who met certain criteria such as SEN, PP and Less active children to have opportunities to take part in extra coaching/PE lessons.</p> <p>Have a wide range of extra-curricular clubs to suit all children's wants and needs.</p> <p>Host sports week to encourage the use of Physical Activities.</p> <p>Host a healthy lifestyle week.</p> <p>Purchase spare PE kits to enable all children to actively take part in PE lessons.</p> <p>Take part in any competitions via the trust and CNSSP.</p> <p>Cycle training to be implemented to Year 5 & 6.</p> <p>Sporting achievements shout outs in whole school assemblies.</p> <p>Purchase play equipment and playtime activities.</p>	<p>£1800</p> <p>See Indicator 1</p> <p>£1000</p> <p>See</p>	<p>INTENDED IMPACT:</p> <p>The House system provides the children with a no pressure system that motivates them to get involved in physical activity and PE.</p> <p>Allowing the PE lead to deliver CPD and staff training allows the teachers to strengthen their knowledge in the subject and produce stronger lessons allowing the children to benefit more. Imbedding a self-assessment mentality will motivate the children to be always providing internal feedback and seeing how they can improve.</p> <p>Certain groups of children were identified as being in extra need for encouragement in PE/PA and providing these as extra sessions in a more relaxed environment will motivate the children within the subject.</p> <p>Host focus weeks such as healthy lifestyle and sports allows us to show the children the need for these aspects in our lives.</p> <p>Purchasing PE kits will imbed the right mentality with the children that PE is still a school subject and we must look smart for it.</p> <p>Using assemblies to shout out sporting achievements inside and outside of school will motivate the children to try and get recognized more no matter how big or small.</p> <p>Evidence and Impact:</p> <p>Staff voice showed that staff were happy with the training given and the insight to PE lessons for our school. They stated they felt more confident going to teach the lessons for this academic year. The children were introduced to self-assessment throughout the year and have used this tool more often this year, however the wording of the assessment tools are an area to focus on. Children were targeted and we had an increase in RP, SEN and less active children taking part in extra-curricular clubs and representing.</p> <p>PE kits were purchased and collected from parents whom no</p>	<p>Ensure the profile of PE is continued to be raised amongst staff, children and parents.</p> <p>Continue taking part in the CNSSP programme and events.</p> <p>Take as many different children to different sporting events.</p> <p>Continue Sports Week next year.</p> <p>Allow the class to discuss which sport they would like to try in their competitive games unit.</p> <p>Roll out PE kit programme to ensure correct standards are issued.</p>

	<p>Have a wide range of activities for PE lessons and outside of lessons.</p>	<p>Indicator 1</p>	<p>longer need it, and these will be ready to roll out in the next academic year.</p> <p>We took part in CNSSP events and this allowed us to take as many children as possible to represent the school in a wide range of events and this resulted in us gaining the Gold award for showing a true dedication to the subject of Physical Education.</p> <p>Cycle training was provided for all Upper KS2 children with a bike and helmet, this allowed us to safely train them to use the streets and roads independently.</p> <p>Playtime equipment has been a massive success (Pupil Voice).</p> <p>There has been a significant decrease in arguments, injuries and an increase in children getting active and enjoyment. School leaders has also allowed the less confident children to get involved and allow the current KS1 children to get active and learn new skills.</p> <p>A recent OFSTED showed that PE was developing well and they were happy with how the subject was developing.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To have all staff delivering PE and Clubs confidently and effectively.</p> <p>To revamp the subject and the curriculum to ensure it is ambitious to include a wider range of sports and mix skills.</p> <p>Quality PE lessons delivered consistently across all year groups.</p>	<p>New PE planning to be researched and embedded.</p> <p>The PE subject Lead to research and undertake CPD on how to include SEN children in more Physical Activity.</p> <p>PE subject lead to delegate roles to the other teachers to take responsibility over certain clubs and inter school games.</p> <p>To enter as many different children as possible in school related sporting activities.</p> <p>Pupil voice to be carried out as usual every year.</p> <p>Ensure teachers have adequate training within the subject.</p> <p>Differentiate lessons to encourage all pupils.</p> <p>New resources for both Key stages to be purchased.</p> <p>CPD on delivering new planning and scheme of work.</p>	<p>£599</p> <p>See Indicator 2</p> <p>See Indicator 2</p> <p>See Indicator 2</p>	<p>INTENDED IMPACT:</p> <p>New planning and adequate training installs confidence in staff, allows staff a wider range of sports they're comfortable with and therefore they can deliver higher quality PE lessons.</p> <p>Delegating roles allows more focus on certain areas instead of multitasking everywhere and gives them more confidence within the subject.</p> <p>High quality resources and having enough of the equipment will provide more confidence for staff and they do not have to adjust their lessons on the spot.</p> <p>Evidence and Impact:</p> <p>New PE planning and equipment alongside it has allowed us to widen the sports we can offer to the children, and have enough equipment to make the lessons enjoyable and engaging enough to learn. Several staff members and pupils (Pupil and staff voice) have expressed their delight in the new planning and resources on offer.</p> <p>Staff voice showed that staff were happy with the training given and the insight to PE lessons for our school. They stated they felt more confident going to teach the lessons for this academic year. Delegating roles allowed the subject lead to focus more on the subject of PE, rather than just the extra-curricular side of the subject. PE lead still played a major role in the organisation of clubs and sporting events, but allowing him extra time to focus on the subject has allowed it to develop further and get as many children involved as possible. A recent OFSTED showed that PE was developing well and they were happy with how the subject was developing.</p>	<p>Continue CPD training to staff on a regular basis to ensure confidence and secure knowledge.</p> <p>Continue to increase the confidence of the children within the subject.</p> <p>Increase understanding of the subject within the children.</p>

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Wide range of sports to be continued offered within and outside the curriculum.</p> <p>A large variety of after school sports clubs to be available throughout the year to promote PESSPA.</p>	<p>All staff follow the PE curriculum map.</p> <p>All staff to teach a different sport in one unit to show the crossing over of skills and therefore more sports are available to the children in their PE units.</p> <p>Have a broad range of clubs and ensure that there are mainly sports clubs available to the children to offer a wider and broader range of clubs and sports to engage more children.</p> <p>Enter as many inter school events as possible to give the children a wider range of competitive games to take part in and have temporary training clubs for these sports so more sports are made available as the year goes on.</p> <p>The school and sports council to be involved in many decisions throughout the year on equipment and clubs.</p> <p>Swimming top ups for children to be given.</p> <p>Play leaders to be trained in a wide range of sports.</p>	<p>£200</p>	<p><u>INTENDED IMPACT:</u></p> <p>Allowing a different sport to be played will allow the children to see how the skills they have learnt in one sport, can be transferred into other sports.</p> <p>Children having their say will motivate them to get involved and allow their classmates to have their say in what sports they want to play in their units.</p> <p>Entering a wide range of competitions will give more children the opportunity to select a different sport they wish to represent the school in.</p> <p>Having play leaders trained in a range of sports allows the younger children more opportunities to take part in a wide range of sports.</p> <p><u>Evidence and Impact:</u></p> <p>New planning rolled out, along with the new resources purchased, allowed a wide range of sports to be carried out within PE lessons and extra-curricular clubs in which a pupil voice has shown that children have enjoyed their PE lessons more than years before.</p> <p>Usually inactive children experienced new sports as part of the CNSSP programme and this has allowed them to try new sports and they have expressed interest in joining clubs in or outside of school.</p> <p>Play leaders have had training to carry out a wide range of sport which was delivered to KS1 pupils, who expressed their enjoyment at lunch times.</p> <p>School council were used as a voice of each class, each expressed concern or need or want was listened to by the PE lead and SLT.</p>	<p>Ensure as many children as possible take part in extra-curricular clubs or school sporting events.</p> <p>Offer a wide range of sporting clubs.</p> <p>Offer a wide range of sports within PE lessons.</p> <p>Ensure the children have a say in their PE lessons next year.</p> <p>To carry on and train the new year 6's as part of the play leaders programme.</p>

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the number opportunities for individual children to enter competitions</p> <p>Enable school sports teams compete against other local schools.</p> <p>In house and trust based sports competitions should extend opportunities for collaboration and competition in order to support the development of pupils' confidence and resilience.</p>	<p>Partake in Inter and intra School events across a wide range of sports including both KS1 to KS2 children.</p> <p>A number of children who met certain criteria such as SEN, PP and Less active children to have opportunities to take part in extra coaching/PE lessons with the PE leader.</p> <p>Reward commitment to clubs by being selected for school teams.</p> <p>The house system to offer the children different roles in sports, allowing them to either coach, play or officiate.</p> <p>Apply annually for the School Games Mark which will support us in strategically planning and delivering the range of competitive sporting opportunities.</p> <p>Provide cover for staff attending events.</p> <p>Enter as many CNSSP events as possible.</p>	<p>See Indicator 1</p> <p>£2500</p>	<p>INTENDED IMPACT:</p> <p>Overall, we want to motivate all the children to put their names forward for as many clubs and competitions as possible. With teams being picked by whom attend clubs, this will motivate more children to attend these clubs and undertake more physical activity.</p> <p>Having entered as many CNSSP events as possible, it provides as many children as possible chances to represent the school, even if they don't usually enjoy or partake in physical activity.</p> <p>Evidence and Impact:</p> <p>Usually inactive children experienced new sports as part of the CNSSP programme and this has allowed them to try new sports and they have expressed interest in joining clubs in or outside of school.</p> <p>The school games mark allowed us to view heat maps and an active diary to see where improvements were needed to be made. We acted upon these with the play equipment and this has dramatically increased how active the children are throughout the day.</p>	<p>Continue to take part in the CNSSP programme of events.</p> <p>Encourage a wide range of children to take part in Inspire events.</p> <p>Engage parents regarding sporting events.</p> <p>Reintroduce intra-sporting events.</p> <p>Rewards for athletes whom are representing the school.</p> <p>Rewards for athletes whom are trying hard in PE lessons.</p>