



**Hungerford Primary Academy**  
learn to love and love to learn

# Hungerford Primary Academy

## Evidencing the Impact of Primary PE and Sports Premium





## Details with regard to funding

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,540
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,540
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£19,540

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>We continued to participate in inter school competitions.</li> <li>We achieved the Golds Award Mark for two years running, with Games for All and CNSSP; being the first time the school has done so.</li> <li>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.</li> <li>We still implement an active curriculum.</li> <li>The MUGA continues to be in use so children can use the area in PE lessons and during playtimes.</li> <li>Children's love for PE has increased as evidenced by pupil voice.</li> <li>Children's knowledge of PE has increased evidence by pupil voice.</li> <li>We continued to target younger children and children who would benefit from additional exercise.</li> <li>We maintained our football pitches.</li> <li>A Sports themed House system has been continued to encourage participation.</li> <li>After school clubs to give the children extra opportunities for physical activity.</li> <li>We continue to take part in the play leaders scheme with CNSSP.</li> <li>PE resources were purchased to provide better quality lessons and extracurricular clubs.</li> <li>Each Year group have a sporting display to share achievements.</li> <li>Playtime equipment was purchased to encourage a more active playtime.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to participate in inter school completion to county level</li> <li>To achieve CNSSP School Games Gold Standard award to keep us on track to apply for the platinum award in one years time.</li> <li>Develop the children's fundamental skills throughout their time in the school.</li> <li>Increase Motivation/ participation and sportsmanship within lessons and clubs.</li> <li>To continue to carry out CPD for teachers for assessment and lesson planning.</li> <li>To purchase more high-quality PE/Sport equipment to allow a more in-depth curriculum and active playtimes.</li> <li>Maintain Physical Education equipment better.</li> <li>To create a whole school approach to encourage all children to take part in Physical Activity.</li> <li>Encourage more children to learn about having a healthy lifestyle, with physical activity occurring at home to engage parental involvement.</li> <li>Target children (MAT, SEN and Focus Groups) and provide them extra opportunities.</li> <li>To deliver external and internal CPD opportunities based on staff audit.</li> <li>To invest in children's PE kit for each class for when children do not have any/correct/safe kit.</li> <li>To look into PE Assessments compared to our current assessment policy.</li> <li>To develop use of technology within lessons to support PE progress.</li> <li>Encourage Self-assessment throughout PE units more.</li> <li>Promote healthy lifestyles across the school.</li> </ul>

## Swimming Data

### Year 6 Start of Year Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	<b>78%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>78%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>78%</b>
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>No</b>

### Year 6 End of Year Swimming data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	<b>81%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>81%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>81%</b>
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>No</b>

## Action Plan and Budget Tracking

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

Academic Year: 2023/24		Total fund allocated: £19,540		Date Updated: 9 <sup>th</sup> July 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To have all staff delivering PE and Clubs confidently and effectively.  To revamp the subject and the curriculum to ensure it is ambitious to include a wider range of sports and mix skills.  Quality PE lessons delivered consistently across all year groups.  To have all staff confidently and correctly assess the children in Physical Education.	Purchase PE Passport planning to ensure staff have access to the wide range of resources available including diagrams, CPD opportunities and videos.		£480	<b>INTENDED IMPACT:</b> CPD from either the subject lead or outside agencies, on the back of a staff voice, along with PE Passport, will install confidence in staff, allow staff a wider range of sports that they're comfortable with delivering and therefore they can deliver higher quality Physical Education lessons. Delegating roles allows different staff members the opportunity to focus and deliver a wide range of sports without the pressure of assessment and therefore they can carry this forward into their Physical Education lessons. As a result of this, the subject lead can focus on certain areas instead of multitasking all sports and clubs. 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.  <b>Evidence and Impact:</b>  Staff voice has shown that confidence, knowledge and skills have all increased across all areas of the PE curriculum as a result of the CPD carried out by subject lead and outside agencies. Continued use of the planning scheme has also allowed teachers to upskill themselves in the subject with easy-to-understand lesson plans, diagrams and examples of each skill. Allowing the PE subject lead to go on CPD days has allowed the vital information for updates of the curriculum, training in each area of the curriculum and assessment has	To continue to offer CPD opportunities for staff in all areas of the PE curriculum.
	CPD for the PE subject Lead to research and undertake how to include SEN children in more Physical Activity, subject lead will then deliver training to all staff who teach Physical Education		£226.80		Continue use of new planning scheme.
	PE subject lead to delegate roles to the other teachers to take responsibility over certain clubs and inter school games via the school and CNSSP.				Enhance the curriculum to upskill the staff and therefore the curriculum.
	Staff voice to be carried out and CPD delivered based on the results to individual staff members from either the subject lead or outside agencies.		£2445		CPD on assessment
	New resources for both Key stages to be purchased. Twilight sessions, staff meetings and inset days, delivered by Subject Lead, on how to				CPD on SEN within PE

Created by:



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	effectively and confidently deliver Physical Education in the school.  New Physical Education curriculum to be researched and rolled out by subject lead, with CPD opportunities for staff.  Subject Lead CPD to go on subject leader course and deliver this back to staff.	£907.20	allowed the staff to receive this CPD from the subject lead in staff meetings and twilights and all staff members have stated that they really felt the benefits from the training. Upon monitoring, PE lessons in the school have improved and pupil voice has shown that the children are enjoying their lessons more than ever, are retaining vital information from their lessons including vocabulary used and are performing better within their skills and lessons.	
<b>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To 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 focus on the skills involved in certain sports and how these can be transferred into a range of sports.</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>Encourage more active lessons with tasks that link to the subject they are learning, with CPD provided to implement this.</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.</p> <p>Take part in as many CNSSP competitions with other schools as possible and encourage a wide range of children to</p>	<p>£</p> <p>£200</p> <p>£800</p>	<p><b>INTENDED IMPACT:</b> Providing the school leaders programme allows the children less confident in physical activity to use their skills and coach the younger children in KS1, whilst giving valuable physical activity to out lower aged children. Active lessons will ensure that the children stay alert in their lessons and provide them with more Physical Activity throughout the school day. 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, allowing more opportunities for physical activity. Entering as many CNSSP competitions allows many children the chance to represent their school, in settings where they are aiming at just having fun (inspire events) and without the fear of losing, this will allow them to gain confidence, try new sports/clubs and gain confidence. Staff have identified that they need extra support with SEN and their less active children, providing CPD opportunities for these will allow these children more chances to gain their confidence, and be more active.</p>	<p>Continue to engage the children in their 30 minutes daily activity and 2 hours a week PE.</p> <p>Focus on SEND within PE.</p> <p>Continue to take part in CNSSP activities and CPD courses.</p> <p>Upskill next year's Year 6 for play leaders.</p>

	<p>participate.</p> <p>School leaders course via CNSSP to improve children's confidence and ability to lead activities.</p> <p>Purchase high quality PE resources.</p>	£3525.17	<p><b>Evidence and Impact:</b></p> <p>This year has seen an increase in lesson participation and a wider range of children have represented the school in a wide range of sports. More SEND children are actively taking part in lessons and physical activity throughout the day and staff have expressed their confidence has risen in that area as well. All classes are taking part in their 2 hours of PE a week and children are taking part in their daily 30 minutes more regularly as well. Children are more active during lunch times with lunch clubs and playground equipment being used and pupil voice has shown that they are enjoying their playtimes a lot more. New PE equipment allows the children more opportunities to be active throughout the day. Using the CNSSP trust has allowed us to enter many events and give the children something to strive for to represent the school.</p>	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To 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>Imbed a self-assessment mentality across all pupils.</p> <p>Imbed a knowledge of skills to the children throughout lessons.</p> <p>Increase subject vocabulary throughout the year.</p> <p>Purchase appropriate storage for Physical Education equipment to maintain its use and make lessons more fluent.</p>	£799.75	<p><b>INTENDED IMPACT:</b></p> <p>As a school, we want to promote Physical Education as much as possible to produce healthy and active members of society when they leave us. Allowing the PE lead or other agencies 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. Using assemblies to shout out sporting achievements inside and outside of school and sportsperson of the term will motivate the children to try and get recognized more no matter how big or small. Imbedding a self-assessment mentality will motivate the children to be always providing internal feedback and seeing how they can improve. 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>Increase CPD for all staff across the curriculum.</p> <p>Focus on retainment within the subject.</p> <p>Continue to purchase PE equipment</p> <p>Continue with Sports Week.</p> <p>Include sportsperson of a term.</p> <p>More awards for</p>

	<p>Roll out of a physically active program for home.</p> <p>PE leader to deliver staff training in insets, twilights and staff meetings.</p> <p>Release PE lead to deliver CPD to staff for certain areas of the curriculum based on a needs.</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 / sport 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 &amp; 6.</p> <p>Have a wide range of activities for PE lessons and outside of lessons.</p> <p>To enter as many different children as possible in school related sporting</p>	<p>£875</p> <p>See Indicator 1</p> <p>See Indicator 1</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. 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><b><u>Evidence and Impact:</u></b></p> <p>The children across the school are now self and peer assessing more than ever in their lessons and this is evident from the pupil voice, work on Showbie and monitoring of lessons. Allowing the PE subject lead to go on CPD days has allowed the vital information for updates of the curriculum, training in each area of the curriculum and assessment has allowed the staff to receive this CPD from the subject lead in staff meetings and twilights and all staff members have stated that they really felt the benefits from the training. Extracurricular clubs have been hugely successful with many sports clubs being ran and all clubs being oversubscribed in every year group. The storage bought has helped maintain equipment for lessons and playtimes and allows extra equipment on hand mid-way through lessons should the lesson need it suddenly. Sports week was a huge success with outside agencies coming into school to deliver sessions and children have gone outside of school and joined these clubs as a result of the week. Years 5 and 6 can confidently ride their bikes and more so are doing so on their way to and from school. A wider range of children have represented the school in a wide range of sports. More SEND children are actively taking part in lessons and physical activity throughout the day and at different sporting events.</p>	<p>sporting activities.</p>
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	activities.			
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Wide range of sports to be continued to be offered within and outside the curriculum.  A large variety of after school sports clubs to be available throughout the year to promote PESSPA.	<p>All staff follow the PE curriculum map.</p> <p>CPD for staff across various sports so they can confidently teach the transfers of skills between sports.</p> <p>Continue to purchase and use PE Passport planning.</p> <p>Subject lead to update the curriculum to include more fundamental skills so children can access a wider range of sports.</p> <p>All staff to teach different sports 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</p>	<p>See Indicator 1</p> <p>See Indicator 1</p>	<p><b>INTENDED IMPACT:</b> 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, allowing them to access a wider range of sports confidently and discover which sports they'd like to progress with. 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. Entering a wide range of competitions will give more children the opportunity to select a different sport they wish to represent the school in and try without the fear of failure. Having play leaders trained in a range of sports allows the younger children more opportunities to take part in a wide range of sports, whilst allowing the older children to learn about new sports.</p> <p><b>Evidence and Impact:</b>  This year has seen an increase in lesson participation and a wider range of children have represented the school in a wide range of sports. More equipment has been purchased and therefore a wider range of sports has been used in PE lessons and extracurricular clubs in which the children have stated</p>	<p>Enhance PE curriculum map.</p> <p>More focus on foundation subjects within PE.</p> <p>CPD given to staff across all subject and sports.</p> <p>CPD on assessment.</p> <p>Purchase more high quality equipment.</p>



	<p>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>their enjoyment at. We have had a 100% participation rate in our virtual athletics with other trust schools in which we came second overall with two Year 2 champions and one Year 6 champion. Play leaders have delivered a wide range of sporting activities to younger children every lunch time since the start of the academic year which has seen a massive uptake in physical activity.</p>	
		See indicator 2		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>To increase the number opportunities for individual children to enter competitions</p> <p>Enable school sports teams compete against other local schools.</p> <p>In school 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>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>A wide range of after school clubs to be carried out for the children to try.</p>	<p>£</p> <p>See Indicator 2</p> <p>£907.20</p> <p>See Indicator 2</p>	<p><b>INTENDED IMPACT:</b></p> <p>Overall, we want to motivate all the children to put their names forward for as many clubs and competitions as possible. We want to produce as many healthy children as possible and having increased participation is a good place to start. With teams being picked by whom attend clubs, this will motivate more children to attend these clubs and undertake more physical activity. 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. We are entering as many competitions aimed at inactive children as possible to increase confidence and fitness. Sportsperson of the term will encourage children to try their best in all sports and clubs and lessons.</p> <p><b>Evidence and Impact:</b></p> <p>This year has seen an increase in lesson participation and a wider range of children have represented the school in a wide range of sports. More SEND children are actively taking part in lessons and physical activity throughout the day and staff have expressed their confidence has risen in that area as well.</p> <p>TBC – School Games Mark</p>	<p>More awards given to those who represent the school.</p> <p>More clubs made available.</p> <p>Apply for school games mark once again.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	T. Capewell

Date:	9.7.24
Governor:	
Date:	