

HUNSLEY PRIMARY

Evidencing the Impact of the Primary PE and Sport Premium 2022-23

**HUNSLEY
PRIMARY**
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Created by:  association for Physical Education  Active Partnerships Engaging Communities, Transforming Lives  YOUTH SPORT TRUST

Supported by:



Our Vision for Sport and Physical Education at Hunsley Primary

The school believes that the opportunity to take part in sports and physical activities is the right of every child, regardless of age, gender, ability or interest. It is the school's obligation to ensure all children are offered regular, meaningful opportunities to participate in physical sports and that all children are encouraged to do so, and their achievements celebrated, both as individuals and as a team. The school's motto is 'We are a Team!' which is fitting in all areas of the curriculum, but especially team sports and physical activities, and we extend this team ethos to our teaching colleagues at the secondary school by engaging as often as possible with whole school sports clubs and events at South Hunsley and working closely with the PE staff and Sports Leaders to provide our pupils with engaging activities and role models to deliver them. Such activities raise the levels of engagement in sports in our young children and consequently raise the sense of wellbeing and involvement, as well as, more broadly, their overall achievement academically: we identify there is a link between full engagement in sports, a sense of wellbeing and good levels of attendance.

Hunsley Primary has three continuing priorities for the development of Physical Education and Sports in 2022-23, and these form our INTENT:

INTENT 1)

To create a broad, engaging and challenging PE curriculum, where teaching staff can model skilled teaching approaches, coach in a range of sports and activities, support specific additional needs, and enable personalised, differentiated delivery of PE sessions which can stretch and challenge children of all levels of skill, ability and potential, in an exciting range of sports and activities.

- Develop the curriculum provision and resource to work with children in large and smaller groups in order to meet all needs
- To coach primary staff in specific skills in order for them to be able to then coach the pupils who need support and those who need challenge
- To create, through the more specialised curriculum, a point of comparison between sports, so that children might find areas of specialism and also might develop preferences and specific interests which they go on to further as they move through the school in order to develop at a higher level of sport performance, e.g. competitively
- We have fewer girls than boys in school, however we are focused on engaging girls in mixed sports, sports leadership and girls-only sports activities too, to ensure participation is encouraged: 40% of the qualifying pupils identify as girls and 60% as boys which does affect the proportions of girls taking place in comparison to boys – we aim to ensure that participation in extra-curricular sports organized by school at least reflects the ratios of girls to boys on the school register and actively aims to go beyond this ratio in the marketing of school activities to potential girl participants.

INTENT 2)

To increase opportunities for all children to have at least 45 minutes of varied physical activity every day. They will do this by easily accessing a wide range of resources and equipment from the school's fixed and mobile PE, games and sports resources, including outdoor play resources for playtimes and lunchtimes, as well as access to activities such as the active mile, orienteering and free, inclusive games:

- Provision of a wider range of physical equipment and outdoor play resources, and play leadership opportunities, which the children would otherwise not access, using the Sports Premium funding.
- Encouragement of leadership and responsibility within the class, for the upkeep and use of play resources on a daily basis
- Modelling in the playground of creative, inclusive and fair play from adults
- To establish Hunsley Primary Sports and Play Leaders, which will provide role model structures for younger years in school
- Promote the link between activity, mental health, community contribution and wellbeing through assemblies, displays and in-school promotions.
- Take regular feedback from the children to establish what they enjoy and how they wish to get involved
- Give pupils responsibility for managing their play equipment

INTENT 3)

To identify talent and support the development of competitive school teams through a culture of involvement and teamwork:

- Establish a school-based staff team for organising and leading on extra-curricular sports events, teams and trials, led by key members of the school staff – give time to achieve this
- Build a culture which encourages girls in particular to participate in extra-curricular sports competitions and teams
- Liaise with other local providers, ex-pupils, and local sports figures to act as role models to the school children
- Liaise with North Cave and Howden Juniors to build in inter-Trust sports meetings
- Maintain active involvement in the South Hunsley Partnership competitions
- Celebrate achievements in sports through school displays, photographs and assemblies

Measuring the IMPACT of the Sport Premium

Impact can be measured in the following ways:

- Progress of individual pupils in PE (SIMS records of summative assessments)
- Progress of groups of pupils in PE, e.g. girls, boys, SEND (SIMS records of summative assessments)
- Engagement of pupils in extra-curricular sports
- Achievement of pupils in PSHE Health and Wellbeing (SIMS records of summative assessments)
- Achievement of pupils against the Hunsley Primary Characteristics of Learning across the year
- Feedback from staff members regarding the effectiveness of CPD (M&E: Staff CPD feedback forms)
- Feedback of pupils about enjoyment of activities in school (playtime, lunchtime, PE lessons) as part of Curriculum Review
- Quality Assurance activities related to Teaching, Learning and Assessment in PE lessons (M&E: lesson observations, Governor monitoring, and zoning)
- Feedback from secondary Community Sports Leaders involved, parents and pupils (M&E)
- Attendance figures for all children, especially on PE curriculum days
- The further development and longevity of partnerships with external agencies and how well these can evolve to meet school's priorities and needs
- Participation in activities and competitions organised by school (including those organised by South Hunsley Partnership)
- Participation in clubs and activities organised at home – engagement of pupils in an active lifestyle
- Numbers of children achieving the Key Stage 2 statutory swimming standard in Y6
- Engagement of pupils in Walk to School Weeks, Bikeability, Pedestrian Safety training

NEXT STEPS AND WAYS TO BUILD ON IMPACT AND SUSTAINABILITY How we will continue to make the impact of the Sport Premium sustainable and how will the children benefit from the funding in 2023-24 and beyond:

- Adding to and developing existing sports equipment and activities, including introducing further participation in sports competitions as part of the Educational Alliance Trust primary school shared objectives
- Planning out our longer-term use of the funding for the benefit of pupils joining the school in the future, especially developing spaces in school for play, sports and competition – to give models for healthy engagement in sport for our youngest children in EYFS, who do not qualify for the Premium but do base their engagement and interest on the models they see day-to-day all around them in school and out, so that the school's children and staff embrace physical activity, competitive and non-competitive sports and develop a team ethos across the Trust partnership of sharing expertise between staff
- Further development of a culture of confident sports leadership in our staff and our pupils to build capacity for leadership at all levels, including TAs and support staff
- Embedding the good practice we have begun around the Active Mile with pupil-led engagement, to help pupils model to pupils what an active lifestyle is
- Developing the pupil leadership of playtimes with organized activities and pupil records of engagement celebrated whole school
- Consolidating the information and support we provide for mental health and wellbeing by making a direct link between the development of physical and mental health priorities in the school improvement cycle
- Creating a 'register of participation' to track where there are children who do not access any (or access very limited) physical activity outside of the school offer so that targeted intervention can take place using the PE and Sports Funding – 'Activity for All' agenda
- Submitting a successful application for the School Games Mark 2023-24
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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0 – Fully spent
Total amount allocated for 2021/22	£17,190 (plus carry forward from 2020-21 of £6120 - fully spent)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0 – Fully spent
Total amount allocated for 2022/23	£17,850.00 (for 185 qualifying pupils)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,840.00 (actual spend: £21,067.50)

Swimming Data

Please report on your Swimming Data below.

	2021-22	2022-23
Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. 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. 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	77%	77%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	83%	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	87%	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%	87%
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?	Yes	Yes

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: 2022/23		Total fund allocated:	Date Updated: Final update July 2023	
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation: Planned: 6% / Actual: 7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
INTENT (see also Key Indicator 4) To increase opportunities for all children to have at least 45 minutes of varied physical activity every day. They will do this by easily accessing a wide range of resources and equipment from the school's fixed and mobile PE, games and sports resources, including outdoor play resources for playtimes and lunchtimes, as well as access to activities such as the active mile, orienteering and free, inclusive games: <ul style="list-style-type: none"> Provision of a wider range of physical equipment and outdoor play resources, and play leadership opportunities, which the children would otherwise not access, using the Sports Premium funding. 	<ol style="list-style-type: none"> Appoint a dedicated Sports Co-Ordinator - member of staff to lead on Active Agenda for school and allocate timetabled time for this staff member to address the targets of the PESSPA Sports Co-Ordinator to access training, e.g. PE Conference and New PE Coordinator training Raise profile of playtimes and lunchtimes as an active opportunity in the daytime through in-school promotion (e.g. Sports Week, Active Mile, House Team Development Days / Week) Buddy Bus Stops in place on playground 	Planned: Approx. £1000 for Sports Co-Ordinator time (0.5 day per half term plus additional training, liaison and communication costs as appropriate) Actual Cost: 31.5 hours of development time covered £1,222.91	<ul style="list-style-type: none"> Pupils recognise the Sports Co-Ordinator role in school and understand that this member of staff leads on active lifestyles and school sports activities Sports Leaders have been selected in 22-23 and have had initial training – other pupils recognise this as a visible role and know to record their participation in the Active Mile with the Sports Leaders Sports Leaders operate in the playground at playtimes and lunchtimes to lead on activities, e.g. the daily 	<ol style="list-style-type: none"> Role of School Sports Co-Ordinator to continue into 2023-24 (seek to establish a 'shadow' staff member toward the end of the year for future-proofing the role) Sports Leaders across Key Stage 2 to have dedicated training time in 2023-24 to further develop and implement the role Promotional material for the work of the Sports Leaders to be shared with Parents / Carers in a structured and routine way, so regular sharing leads to greater uptake of activities Promotional information about the achievement of Activity Targets (e.g. number

<ul style="list-style-type: none"> • Encouragement of leadership and responsibility within the class, for the upkeep and use of play resources on a daily basis • Modelling in the playground of creative, inclusive and fair play from adults • To establish Hunsley Primary Sports and Play Leaders, which will provide role model structures for younger years in school • Promote the link between activity, mental health, community contribution and wellbeing through assemblies, displays and in-school promotions. • Take regular feedback from the children to establish what they enjoy and how they wish to get involved • Give pupils responsibility for managing their play equipment 	<ol style="list-style-type: none"> 5. Wellbeing Board displays strategies for keeping well and promotional leaflets are available for pupils 6. Renew sports and play resources for each class 7. Sports Leaders vote for preferred active playtime resources to be purchased 8. Sports Leaders receive training on management of active playtimes 9. Weekly celebration in Assembly and competitive House Team charts displays managed by Sports Co-Ordinator 10. Promotion through internal display / school website and weekly Newsletter of active lifestyle and wellbeing agenda for all pupils and adults, including wider initiatives such as Walk to School Week, Outdoor Classroom Day, 30 Days Wild 		<p>active mile – this is a new role which now can further develop</p> <ul style="list-style-type: none"> • The Sports Co-Ordinator is trained and has an established role in school • Pupils know where to find the two Sports display boards in school and the Wellbeing board (Hall and Corridor) and actively track the performance of teams on the board for participation in the active mile, Football Week (6-12 February), House Team challenges • Daily participation in the Active Mile during the summer term has taken place across the whole school (including EYFS), led by Sports Leaders and tracked by this team. 	<p>of children taking part in the Active Mile each term) to be clearly shared with the wider school community</p> <ol style="list-style-type: none"> 5) Involvement of Parents / Carers / Governors in supporting the Active Agenda in school via the Hunsley Primary Parent Partners – potential to support organized playtime activities, such as Parent/Staff V Pupil rounders games 6) Further train a new local governor in leading on the active agenda / health and wellbeing
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: Planned: 11% / Actual: 11%</p>
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Intent	Implementation		Imp act	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>INTENT (see also Key indicator 3) To create a broad, engaging and challenging PE curriculum, where teaching staff can model skilled teaching approaches, coach in a range of sports and activities, support specific additional needs, and enable personalised, differentiated delivery of PE sessions which can stretch and challenge children of all levels of skill, ability and potential, in an exciting range of sports and activities.</p> <ul style="list-style-type: none"> Develop the curriculum provision and resource to work with children in large and smaller groups in order to meet all needs We have fewer girls than boys in school, however we are focused on engaging girls in mixed sports, sports leadership and girls-only sports activities too, to ensure participation is encouraged: 40% of the qualifying pupils identify as girls and 60% as boys which does affect the proportions of girls taking place in comparison to boys 	<ol style="list-style-type: none"> 1. Improve all school pupil and staff participation in and awareness of the importance of PE and Sports & Activities for pupils through school membership of the East Riding Schools Sports Partnership ERSSP (West) and the Youth Sports Trust, e.g. through after-school clubs and competitions 2. Annual subscription to partnership package to enable staff access to curriculum materials, expertise (i.e. O Denovan) and resources such as posters for display boards and stickers for rewards 3. Support for senior staff for effective targeted spending of PPE&SP (e.g. through training) 4. Support for inclusion and SEND engagement in the curriculum offer of sports and PE activities in school 5. Support to evaluate and target female sports activity, including activity in football for girls 6. Support to promote local league participation for talent-spotted pupils, e.g. East Riding football teams 7. Engagement with partners in terms of KS2/3 transition to review the curriculum offer in terms of 4-16 years with South Hunsley School (EHe) and primary partner schools, e.g. through the Y6 Festival of Sport (30 June) 	<p>Planned: Approx £2000 for membership of the East Riding Schools' Sports Partnership (ERSSP) West and the Youth Sports Trust (YST) plus additional training costs as required.</p> <p>Actual Cost: £1750.00 + £160.00 = £1910.00 (plus cost of training) £1986.52</p>	<ul style="list-style-type: none"> The curriculum has been reviewed with ERSSP experts (ODE) and the secondary school PE link, EHe, and updated to build in continuity and challenge in the progression map Leaders have taken part in training on the best application of the PE and Sports Premium, which can now be applied to 23-24 as well Curriculum Review processes have enabled leaders to take feedback from pupils and staff about engagement and participation – pupils broadly enjoy their sports and PE activities in school and are aware of the school offer and how they can take part in it Through engagement with the ERSSP, school leaders have been able to connect with wider initiatives, such as working towards the Games Mark and have the school's progress evaluated externally Y5 and 6 HP pupils have accessed East Riding regional teams trials and school representatives have been chosen in 	<ol style="list-style-type: none"> 1) Hunsley Primary staff to aim for collaboration in cross-trust initiatives for 23-24, to involve wider extra-curricular sports activity for all pupils to access, e.g. shared sports days for trust primaries and collaboration of Sports Co-Ordinators from each trust primary 2) Review how best to target girls for participation in sports and physical activity by carrying out focused feedback sessions with girls in school. Establish: 3) What are the barriers to girls' participation 4) How can barriers potentially be removed to encourage girls to take part 5) How can we develop positive role models for girls to take part in sports and physical activity 6) Set up a shadow member of staff to work closely with the Sports Co-Ordinator, so that there is a plan for continuity and capacity-building moving forward 7) Involvement of Parents / Carers / Governors in supporting the Active Agenda in school via the
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			2022-23 to represent the East Riding in league football teams (both girls' and boys' teams) <ul style="list-style-type: none"> Pupils have been able to participate in a wider range of team and competitive sports through the offer of the ERSP and the South Hunsley Primary Partnership 	Hunsley Primary Parent Partners – potential to support organized playtime activities, such as Parent/Staff V Pupil rounders games 8) Further train a new local governor in leading on the active agenda / health and wellbeing
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Planned: 60% / Actual: 64%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
INTENT (see also Key Indicator 2) To create a broad, engaging and challenging PE curriculum, where teaching staff can model skilled teaching approaches, coach in a range of sports and activities, support specific additional needs, and enable personalised, differentiated delivery of PE sessions which can stretch and challenge children of all levels of skill, ability and potential, in an exciting range of sports and activities. <ul style="list-style-type: none"> Develop the curriculum provision and resource to work with 	<ol style="list-style-type: none"> South Hunsley PE team-teaching coach (specialist PE teacher - EHe) offering coaching, planning and delivery support with Year 1, 2, 3, 4, 5 and 6 PE for the full year All HP children have 2 hours of PE a week for the full year One hour per week per year group delivered in a team-taught model with SHS specialist (EHe) and HP teachers together (Tuesdays/Wednesdays) One hour per week delivered by HP teacher as lead, to implement 	Planned: £9,966.00 for the SLA with SHS to provide the expert coach. £1000 for additional costings for external coaches to be added where appropriate. Actual Cost:	<ul style="list-style-type: none"> All children at Hunsley Primary take part in 2 hours of PE each week, including EYFS, with teaching staff working collaboratively as a team to review provision and report the impact of curriculum review to the LGB The additional staff involved in teaching one of two PE lessons per week (specialist coach, HP team teaching and HP support staff) has allowed for all pupils to access focused coaching throughout the year – for 	<ol style="list-style-type: none"> Team teaching to embed ongoing high-quality CPD for Hunsley Primary teachers and TAs with the sustainable view of then reversing the team-taught elements in 2023-24. The SLA will likely continue now on a fortnightly basis into 2023-24, to maintain the CPD and team-teaching elements, but to also enable HP teaching staff to independently apply

<p>children in large and smaller groups in order to meet all needs</p> <ul style="list-style-type: none"> • To coach primary staff in specific skills in order for them to be able to then coach the pupils who need support and those who need challenge • To create, through the more specialised curriculum, a point of comparison between sports, so that children might find areas of specialism and also might develop preferences and specific interests which they go on to further as they move through the school in order to develop at a higher level of sport performance, e.g. competitively 	<p>the curriculum and apply the training accordingly</p> <ol style="list-style-type: none"> 5. SHS and HP teaching team work together to deliver focussed coaching for all abilities and small group support, stretch and challenge as appropriate. 6. Access to South Hunsley resources for Sports Days and sports events (gazebos, PA systems, specialist sports equipment) 7. Access to trained SHS Sixth Form Community Sports Leaders to facilitate HP sports events 8. SHS specialist teacher (EHe) to support HP Sports Co-Ordinator and curriculum leaders in curriculum planning and review, including targeted use of appropriate external coaches to support delivery of the key skills for progression in the curriculum from KS1 to KS3: <ul style="list-style-type: none"> - Teo's Tennis - Fit4Fun Athletics 9. Team teaching to embed ongoing high-quality CPD for Hunsley Primary teachers and Tas with the sustainable view of then reversing the team-taught elements in 2023-24. 	<p>£11,490.78</p>	<p>stretch and challenge, as well as for inclusion. Staff model skills in small groups within the lesson.</p> <ul style="list-style-type: none"> • Teacher feedback states that teachers now feel confident to teach the 'team-taught' lessons of the timetable and will now swap to share the delivery of the other half of the curriculum, so that CPD is implemented and areas hitherto not covered become the team-taught areas • Athletics and tennis have been the focus of external coaching. Dance and gymnastics have been the focus of team teaching. Staff confidence to teach in these areas proves the impact of team-teaching with coaches and specialists. • Children feed back that they enjoy their PE lessons and are observed applying their learning to wider play, activity in the playground and extra-curricular engagement – the numbers of pupils taking part in school competitions and teams is the highest it has been to date • The Curriculum Review Group has reviewed the curriculum progression map from EYFS to 	<p>the skills with reduced involvement from the expert SHS coach</p> <ol style="list-style-type: none"> 3) Focus of funding to move to provision of new equipment and resources to better deliver the now-established curriculum and to enable more effective inclusion where needed, for example, by purchasing more accessible equipment for SEND children to have opportunities to practise core skills; or by purchasing apps to enable peer-to-peer coaching to take place between pupils
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			Y6 to ensure there are more opportunities for pupils to take part in a wider range of sports and to learn and build skills in those sports	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Planned: 17% / Actual: 24%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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>INTENT (see also Key Indicator 1) To increase opportunities for all children to have at least 45 minutes of varied physical activity every day. They will do this by easily accessing a wide range of resources and equipment from the school's fixed and mobile PE, games and sports resources, including outdoor play resources for playtimes and lunchtimes, as well as access to activities such as the active mile, orienteering and free, inclusive games:</p> <ul style="list-style-type: none"> Provision of a wider range of physical equipment and outdoor play resources, and play leadership opportunities, which 	<ol style="list-style-type: none"> Provide safe, engaging and varied physical resources, including areas on the physical site (playing fields and equipment) which engage children to try a range of physical sports, games and activities, ie. <ul style="list-style-type: none"> Safe maintenance Field markings (ie. sports lanes, football pitch, rounders pitch) Provision of new play and sports equipment and resources to replace old ones Management of storage and organization of equipment 	<p>Planned: Approx £3000</p> <p>Actual Cost:</p> <p>£1563.09 (play and sports resources)</p> <p>£2622.40 (catch-up costs for swimming where not met in curriculum time)</p> <p>Total: £4185.49</p>	<ul style="list-style-type: none"> The school PE curriculum covers a wide range of sports and games which enable the children to increasingly gain and develop skills and knowledge All KS1 and 2 children have 30 minutes of lunchtime play and 15 minutes of breaktime play per day – sports and active resources taken out for playtimes daily – classes monitor and manage own designated box of resources Pupil feedback has introduced new 'dream' playtime resources 	<ol style="list-style-type: none"> To create a 'register of participation' which enables school leaders to track which children take part in activity and sport inside and outside of school, so that we can effectively target which children are not experiencing regular activity and are not getting involved – this register will then enable targeted focus on those children to enable them, remove barriers and use

<p>the children would otherwise not access, using the Sports Premium funding.</p> <ul style="list-style-type: none"> Promote the link between activity, mental health, community contribution and wellbeing through assemblies, displays and in-school promotions. Take regular feedback from the children to establish what they enjoy and how they wish to get involved 	<ol style="list-style-type: none"> Provide access to the site / host building for external sports clubs to operate exclusively for Hunsley Primary pupils and to enable all pupils who wish to attend to be able to do so, where costs might be prohibitive) To enable Key Stage 2 pupils who did not pass the statutory Key Stage 2 standards for swimming to revisit and be reassessed for the programme of swimming (this is in addition to the core statutory swimming curriculum which is paid for through the curriculum budget, <i>not</i> the PPESSP) – January 2023 (34 Y5 and 6 pupils attended additional catch-up swimming – 10 days intensive course at Haltemprice Leisure Centre with ER swimming teachers) <ul style="list-style-type: none"> Additional staffing and backfill Coach travel costs Insurance costs To provide drop-down days of additional curriculum content, providing pupils with opportunities to take part in wider sports and PE during the school day, e.g. skateboarding To provide staffing which enables children to take part in road safety activity, e.g. Bikeability, 		<p>this year, including swingball</p> <ul style="list-style-type: none"> KS2 pupils model to EYFS and KS1 pupils as lunchtime play leaders, supporting younger children in their play activity The school site offers facilities which enable us to host four sports clubs run by external providers and these clubs provide to almost 100 pupils with approx. a third being girls: <ul style="list-style-type: none"> Judo (Thursday am) Dodgeball (Monday pm) Dodgeball (Tuesday pm) Gymnastics (Friday am) A consistent 77% of pupils passed the Key Stage 2 swimming standards in 2022 and 2023 	<p>the PESSP strategically to make sure all Hunsley Primary pupils are participating weekly in activity in addition to their core curriculum lessons</p> <ol style="list-style-type: none"> Sports Co-Ordinator to apply for School Games Mark 2023-24 Improve the take-up of external sports club provision where parents would like their child to take part but finance is a barrier to participation – e.g. explore how best to give open access to sports clubs and activities through use of the PE and Sports Premium funding Focus of funding to move to alternative specialist coaches (e.g. cricket, football, netball) from external providers School leaders to look for opportunities for pupils to showcase skills acquired in PE lessons through specialist teams, e.g. a school football or netball team, and through performances, e.g. dance
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	Pedestrian Safety Training 6. Whole school subscription to active resources, e.g. Jump Start Jonny, for active lifestyle 7. Provision of replacement sports shirts for House Team Competitive Sports 8. Organisation of whole school Sports Day (EYFS-Y6) in collaboration with South Hunsley PE staff and Sixth Form Sports Leaders (27 June) 9. Organisation of Year 6 Residential at Kingswood Dearne Valley – to engage all Year 6 pupils in organized physical activity (climbing, team-building, archery, problem-solving)			showcase to parents / carers
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: Planned: 9% / Actual: 12%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what 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>INTENT To identify talent and support the development of competitive school teams through a culture of involvement and teamwork</p> <ul style="list-style-type: none"> Establish a school-based staff team for organising and leading on extra-curricular sports events, teams and trials, led by key members of the school staff – give time to achieve this Build a culture which encourages girls, in particular, to participate in extra-curricular sports competitions and teams Liaise with other local providers, ex-pupils, and local sports figures to act as role models to the school children Maintain active involvement in the South Hunsley Partnership competitions Celebrate achievements in sports through school displays, photographs and assemblies Provide access to the site / host building for external sports clubs to operate exclusively for Hunsley Primary pupils and to enable all pupils who wish to attend to be able to do so, where costs might be prohibitive) 	<ol style="list-style-type: none"> Provide staffing time and capacity to organize, train for and attend school teams for a range of inter-school primary competitions (taking place at South Hunsley School from 3.30-5.30pm). Teams should be: <ul style="list-style-type: none"> Inclusive and open to all pupils wanting to be considered for the team (where appropriate, a draw for the team will take place) Inclusive of SEND pupils Inclusive of girls Inclusive of all Key Stage 2 years Offering a taste of a range of sports, including new sports <p>Sports include:</p> <ul style="list-style-type: none"> Cross country Football (inc. girls only) Benchball Dodgeball Athletics Futsal Quadkids Kwik Cricket Netball The provision of morning pre-school practice sessions which enable teams to meet and practise prior to events and to develop as a team Attendance at South Hunsley Festivals of Sport 	<p>Planned: Approx. £1500</p> <p>Cost against staff time to deliver the activities including practice sessions:</p> <p>Planned: Approx. Costs for insurance: £100</p> <p>Total £1600</p> <p>Actual Cost: £2181.80 (including costs against staff time to run the after-school competition sessions)</p>	<ul style="list-style-type: none"> 12 competitive events have been participated in by HP teams across the year Participation in events for 10/12 has been mixed boys and girls (one all-boy team and one all-girl team complete the 12/12) 7 members of staff have accompanied the teams across the events 152 individual pupil participations have part contributed to these teams (some pupils are duplicated across teams, however) 55 of these participations have been by girls – the rest by boys (36% girls) Pupils taking part are provided with HP ‘Bluebirds’ team kit and also receive certificates in assembly to ensure the whole school community celebrates the participation of the pupils – team photographs are taken and put up on the sport display board for all pupils to see / tweeted Pupils are invited to share their sporting achievements which happen outside school for the school Newsletter – photos are shared and achievements celebrated. 	<ul style="list-style-type: none"> Liaise with North Cave and Howden Juniors to build in inter-Trust sports meetings Explore the opportunity to offer KS1 competitive sports events Establish a regular after-school or pre-school club for teams Explore how best to maximise external providers for after-school and before-school clubs and ensuring access for children who wish to attend Look to hone specific ‘expert’ teams and to increase the success of teams taking part in competitions, so that we offer access, but also a chance for children to specialize, compete and excel in a specific sport
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Signed off by	
Head Teacher:	 L Hudson
Date:	Initial planning sign-off: 31-10-23 Interim review sign-off: 05-05-23 Final review sign-off: 27-07-23
Subject Leader:	L Roberts (Sports Co-Ordinator)
Date:	Interim review: 05-05-23 Update review: 20-07-23
Governor:	P Hall (Chair of Governors)
Date:	27-07-23