



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

Havelock Infant School

HEAD TEACHER

Rachel Kiziak

PE COORDINATOR

Catherine Alder

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 2021 to 2022 academic year, to encourage the development of healthy, active lifestyles.

Vision - Government

All pupils leaving primary school 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

Our vision is to create opportunities and experiences which all children can access and enjoy, to empower children to aspire to achieve their full potential and foster a lifelong passion for physical activity.

Objectives

Schools must use the funding to make **additional and sustainable** improvements to the quality of physical education (PE), physical activity and sport they offer. This means that Havelock Infant School will use the 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) Allow more children the opportunity to experience representing the school and competitive sport regardless of ability.

Key outcome indicators; updated for 2022/2023

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.

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

For example, by:

- encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- embedding physical activity into the school day through active travel to and from school, active break times and 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, 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 to work alongside teachers to enhance or extend current opportunities.

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

example, by:

- introducing new 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 sport activities and clubs.
- providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations.

Key outcome indicator 5: Increased participation in competitive sport

For example, by:

- increasing 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.

PE and School Sport Development Plan

2022/2023 Total funding allocated	Amount allocated – HIS £17,740 Total spent as of July £15,416.50 - £2,323.50 carry over to next year.			
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£6,461.04 36%	Actual expenditure: % of total allocation:	£5,929 33%
Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£205 1%	Actual expenditure: % of total allocation:	£123.50 ≥1%
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£6,324 36%	Actual expenditure: % of total allocation:	£6,324 36%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£1,500 8%	Actual expenditure: % of total allocation:	£2,355 13%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£1,550 9%	Actual expenditure: % of total allocation:	£685 4%

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

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding as of June 2023	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
Increase physical activity at break and lunchtimes. Helping children to reach the 60 minutes of physical activity a day target.	To continue to develop the use of a TA to deliver lunchtime sports programme to engage less active children and Promote school sport and physical activity. Sports crew from Junior school to support activities and run games when TA is not on the playground.	£2,011.04	£2,011.04	Teachers have been highlighting those children that need focused activities at lunchtime. The sports TA invites them to join her to help with activity levels and behaviour. Through observations and questioning of DL. They report that behaviour is better when children have activities on the playground that they can access. They are directing children that may need re focusing to play a game either with TA or sports crew.	Children are engaged in activities on playground. Dinner ladies after seeing TA are becoming more engaged in playing games with children on the days the TA not there to run games. Children that are struggling at lunchtime are being spotlighted by staff to take part in activities. Less behaviour incidents are reported at lunchtime as a result of taking part in sporting activities.	Questionnaire for children about lunchtime to see what activities they like and would like more of.
Access to Clubs: Increase children's understanding of the benefits of physical activity and the impact that it has on their mental well-being.	Run a specific 'Change for life' club primarily targeting PP children and the less active, but accessible by all. Free to all	£3,000	£ 2,590	Register showing sustained attendance, especially from children who do not normally attend clubs. 43% of the children attending are PP children	Club has run successfully this year. A range of children attend – PP/less active/ those who would benefit from social aspects.	Look to subsidise other clubs to increase attendance as fee paying clubs had a significant drop in numbers this year. This may be due to the cost of living and parents

					<p>Office staff and myself monitor who is attending and then invite targeted children when a space becomes available.</p> <p>In the summer term this club includes reception children.</p> <p>Attendance of club was sporadic for some children which meant spaces weren't being utilised each week.</p>	<p>not able to pay for extra clubs.</p> <p>Ask for a small contribution for the 'Free club' from parents so they are invested in children attending.</p>
<p>Equipment: School to purchase extra resources to help boost activity levels across the school.</p>	<p>CA to audit equipment and order high equality equipment to ensure engaging PE lessons for all. Upgrade/enhance the physical 'play equipment' in school.</p>	<p>£400 (PE Equip)</p> <p>£400 (Play facilities)</p> <p>£300 H&S company</p>	<p>£394</p> <p>£400</p> <p>£200</p> <p>Total £994</p>	<p>More engagement at lunchtimes and during PE lessons due to increased equipment available.</p> <p>Monitoring and evaluation of PE lessons showed equipment being used.</p> <p>Real PE scheme highlights what equipment is needed for the lessons so can be purchased in enough time</p>	<p>Equipment bought to allow Real PE co-ordination and ball skills lessons.</p> <p>Equipment used at festivals.</p> <p>All equipment safe and compliment for children's use.</p>	<p>Ensure equipment is looked after and stored safely to ensure sustainability.</p> <p>TA or members of sports crew to tidy HIS PE trolleys regularly and highlight items that are damaged or running low.</p>
<p>PE Coordinator Role: To help raise the profile of PE across the school.</p>	<p>Monitor and evaluate the quality of provision.</p>	<p>£350</p>	<p>£334</p>	<p>The Real PE portal has been a huge success. The monitoring and evaluation</p>	<p>Staff using JSJ as brain breaks during day as well as during wet play.</p>	<p>Links with community clubs</p>

<p>Support staff to deliver high quality PE</p> <p>Organising all teams, competitions and events.</p> <p>Help pupils reach their potential.</p>	<p>Action plan in place to hit key target indicators.</p> <p>AfPE membership.</p> <p>All staff have access to Jump start Jonny to give movement breaks throughout the day.</p>			<p>questionnaire showed that 94% of staff felt more confident teaching Real PE. All staff felt behaviour and engagement had improved as a result of the portal being used and the videos showing the children different levels of challenge.</p> <p>The HIS school came first this year in the PF athletics competition.</p> <p>HIS took part in 7 different PF festivals throughout the year with spaces being oversubscribed.</p>	<p>PF sporting festivals have a very high uptake – children are being sign posted to clubs in the community after attending events.</p> <p>The Real PE portal focuses teachers on the learning Intention and the success steps so children are aware of what they are learning and how they need to do to achieve that.</p> <p>The PE skill for each term plus success steps and vocabulary is now on the PE board in the hall.</p> <p>Childs Voice as part of the PE monitoring and evaluating showed that children liked the videos on the Real PE portal as they could see what they needed to do. They also liked the levels of challenge so they could progress. Children felt that behaviour and engagement had improved in PE lessons.</p>	<p>Cross partnership collaboration with other Pathfinder Schools.</p> <p>Continue to make a list of local clubs that children can attend out of school available to parents.</p> <p>Continue to display PE skill for that term and vocabulary on hall board.</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

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome ?	Sustainability / Next Steps
<p>Walk to School Week: Children to understand the benefits of active travel on their learning as well as their health.</p> <p>Social and creative skills acquired by walking and interacting with friends and the environment.</p> <p>Road safety awareness and the impact it has outside the school gates.</p>	<p>Assembly on why walking is beneficial.</p> <p>Each class to be given a walk to school week pack to monitor and celebrate walking to school.</p> <p>Banners put up around school to inform parents and the community of the initiative.</p>	£205	£123.50	<p>Each class had a chart and filled in with how many children walked, biked, scooted etc. to school. The numbers walking to school increased as the week went on with regular promotion of the event daily.</p>	<p>15th May – 19th May</p> <p>All the classes took part and the infant classes increased the amount they walked to school. The overall increase over the week was 30%.</p>	<p>Monitoring of active travel patterns of children.</p> <p>Run the Walk to School initiative again.</p> <p>See if we can introduce a walk to school Friday to encourage good habits.</p>
<p>Implementation of new Real PE Scheme of Learning for all year groups.</p> <p>Subject leader training and staff training alongside new online resource bank to effectively deliver the new scheme.</p>	<p>See Key Indicator 3 for full details as although the new scheme will raise the profile of PE across the school, it will primarily focus on staff development initially</p>	£ See KOI 3	£ See KOI 3	<p>Monitoring and evaluation of Real PE showed 100% of staff are confident using the real PE portal.</p> <p>82% of staff felt the portal helped engagement of children compared to previous year.</p> <p>All staff have completed a whole school training session on portal and importance of ABC skills.</p>	<p>All classes are using progressive Real PE scheme from reception to Y6. Over the next 3 years children's motor competence and fundamental skills should become stronger and children should over time be able to progress further through the scheme.</p>	<p>PE coordinator and VG support staff with Real Gym and Dance.</p> <p>Real PE point of contact to be used to help with the implementation of assessment.</p> <p>Introduce the Real PE 'Bursts app' it equips families with exciting, meaningful, personalised physical activities to inspire their children to move,</p>

				PE coordinator completed all the training.		play and learn. It's aimed at 4 - 7 year-olds since it's essential we create early positive experiences and habits with our youngest learners.
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Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
Professional development of staff in teaching PE through employment of 1:1 coach/teacher to up level skills.	VG employed to work 1:1 with identified teachers to upskill them and increase confidence to deliver high-level PE lessons. Staff to have support on specific areas they feel less confident with.	£4329	£4329	Teachers voice, monitoring and evaluation and timetable.	VG – worked with all staff supporting understanding and delivery of Real PE. Teachers more confident to use portal. Children have high quality PE lessons twice weekly.	Teachers are upskilled and more confident in their delivery of PE. CPD to continue giving the best support to teachers and pupils.
Implementation of new Real PE Scheme of Learning for all year groups. Subject leader training and staff training alongside new online resource bank to effectively deliver the new scheme.	Subject leader to attend training modules. Subject leader to set up staff training events and staff modelling sessions. Subject leader to monitor impact through mid-year review	£1995	£1995	Whole staff training happened in Autumn term. PE coordinator has attended all training sessions. Monitoring and evaluating highlighted that staff would like	100% of staff at HIS feel more confident teaching PE as a result of using the Real PE portal and scheme. Staff are referring to the LI at the beginning and throughout the lesson and following the scheme.	Continue to support staff where needed, with VG team teaching lessons. Look to implement the Real PE assessment wheel. Support staff with Real Gym and dance so

				support teaching the Real Gym and dance.	As a result, core fundamental skills being taught and understood by staff and children from reception to year 2.	confidence is higher in these areas too.
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
Outdoor and Adventurous: Children given the opportunity to explore outdoor activity through planned OAA activities and Forest School.	To allow all children to attend forest school for a day	£1,100 (based on last year)	£1,980	Pupil voice Register of attendance.	All children in HIS attended forest school. This helps develop enjoyment of outdoor activities, increase physical activity as well as supporting mental and emotional health.	Continue this next year. Look at how school's outdoor classroom and space can be used across the curriculum.
Support through Pathfinders Cluster: Children given access to a variety of free clubs/festivals throughout the year, including Change for Life sports.	PE Leads across Pathfinder Schools to meet 6 x yearly to create timetable for the year.	£400	£275	Registers show all festivals having a high attendance. A range of festivals offered so children can choose an activity that interests them.	PE leads have met six times and created a comprehensive calendar to increase participation. KS1 attended 7 events over the year. All over subscribed.	Continue to offer the wide range of festivals. Ask a local sporting club to spend time with a whole year group for a PE session to expose more children to the sport.

Specialist coaching before events.				Only one competition at HIS so children can take part regardless of ability.	New Creative skills festival held in October. Good response from children so hold again next year.	
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Key outcome indicator 5: Increased participation in competitive sport

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
Access to Pathfinders festival and Competition Calendar.	Purchase PF Medals	£50	£45	Email correspondence. Participation at events.	Children receiving medals at competitions.	Continue to give medals out.
Transportation to competitions and fixtures: Minibus / bus hire	Booking with local companies or community groups to transport children to events to ensure no barriers preventing attendance.	£1500	£640	Registers show high attendance for all clubs. Cost of coaches have risen so trialled asking parents to take children to events whilst supporting those without transport to lift share.	Response was high and parents were willing to transport children so will do this again. Coach sharing with other PF schools to help with rising costs.	Continue to share transport with other PF schools to reduce costs. Ask parents to take children to more events.

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.

Completed by:	Catherine Alder	Date:	15.7.23
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Department for Education guidance on how to use the Primary PE and Sport Premium

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 and 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

Active Miles

Where schools choose to take part in an active mile, you should use your 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.

What should you funding NOT be used for?

You should not use your funding to:

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- ✗ Fund capital expenditure – the Department for Education does not set the capitalisation policy for each school. School business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy

Schools compliance

Schools are accountable for their use of the PE and Sport Premium funding allocated to them. Schools are expected to spend the grant for the purpose it was provided only – 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 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

You must publish details of how you spend your **PE and sport premium funding** by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

- The amount of 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 2018 to 2019 academic year who met the **national curriculum swimming** requirement to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- 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.

Review of online reports

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Useful websites

PE and sport Premium: conditions of the grant 2019 to 2020

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2019-to-2020>

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>