



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

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

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> - Specific KS1/EYFS PE equipment investment 	<p>Children making extended progress, for example children using mini basketballs to improve bouncing, rolling and passing skills. Mini tennis club being full after school and using rackets more suitable for their size and development level. Softer balls used across the attack, defense, shoot topic to increase children confidence and ensure fundamental movement skills are being developed without children being worried about balls hitting them. During football club and in curriculum time children are using the right size ball for their development level and increasing their speed of development of turning quickly, passing accurately etc.</p>	<p>This had a massive impact throughout the school year and into this year. The impact has been seen during the KS1 fundamental movement skills unit as year 1 and 2 children now use size 3 basketballs, softer balls when throwing and catching. All of which has helped build confidence and increased whole class learning. The equipment we have invested in will be ring fenced for PE/clubs only to ensure the impact is sustainable and the equipment is not lost during playtimes.</p>
<ul style="list-style-type: none"> - Basketball hoop investment 	<p>Children's love for basketball has increased and being able to adapt the nets for all key stages has had a big impact on the younger age groups. Children engaging with the hoops at break time and lunchtimes consistently.</p>	

<ul style="list-style-type: none"> - Improving Monday night Football League, hosted by Haseltine 	<p>Both the boys year 5/6 team and girls year 5/6 team have benefited from this league and engaging in regular competition with other schools. The medals and trophies have taken the league to another level as the league continues to grow in the area. We now have 7 teams competing in the boys and 8 teams competing in the girl's league.</p>	<p>The hoops have also opened up new opportunities for Haseltine to host basketball matches and competitions in the future.</p>
<ul style="list-style-type: none"> - Platform cricket coaching 	<p>The impact of Platform cricket has been massive at Haseltine, with many children being enthused to continue cricket out side of school for local teams or the Platform cricket hub. The year 4 cricket team came 2nd out of 26 schools during the Platform cricket hub competition. This has also had a big impact on Key indicator 3: to increase confidence, knowledge, skills and of staff.</p>	<p>Haseltine are proud to open up its grounds to local schools and continue to grow the football league. The opportunities it has given children from HPS and other schools to develop in a fun, competitive environment has been excellent. The feedback from schools and parents has been amazing year on year.</p>
<ul style="list-style-type: none"> - Playleaders equipment and training investment 	<p>Organised games and tailored equipment for playtimes will look to have a greater impact this year. Regular meetings with the PE lead will ensure the Playleaders maintain focused on being creative and engaging as many KS1 children as possible. Leadership development of year 5/6 students will continue as a long-term goal and continue to impact the KS1 play area with positive, developmental play.</p>	<p>Teachers able to assist coaches in sessions and become more confident understanding the key skills of cricket and how these can be linked across the PE curriculum.</p> <p>Playleaders will be rotated so that children get the opportunity to give this leadership role a try. We have seen children already develop excellent relationships through a buddy system and look for Playleaders to have further impact.</p>

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. – Available funding **£19,820**

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<i>Increase knowledge and understanding for all staff using AfPE and YST subscriptions</i>	<i>Continued professional development distributed to all staff. Including webinars, resource ideas, key news, health and safety and safeguarding updates for PESSPA.</i>	<i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>Impacting whole school knowledge and understanding of key areas in PE, Physical activity and School Sport moving forward. Reference area created for bi-monthly Journals. YST's online Audit will enable continual reflection of PE in the school and maintain a clear development direction. Overall results hopefully in Haseltine staff being more confident to deliver PE and supporting pupils in extra curricular activities.</i>	<i>AfPE £69 YST £240 Total: £294</i>
<i>Invest in new and improved Gymnastics mats</i>	<i>Teachers - more confident in the safety of children performing actions and jumps off equipment. Pupils - Increases confidence of children performing basic or more difficult actions.</i>	<i>Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	<i>Raising the standard of gymnastics and movement in the hall PE areas. Agility gym mats ensure children feel safe when performing and allow children to experiment moving onto and off of equipment.</i>	<i>Total delivered: £2,140</i>

<p><i>Trips and experience days</i></p>	<p><i>Staff: giving up their weekends and evenings to take children on trips.</i></p> <p><i>Pupils – choosing to come on the trip and giving up a weekend for a new experience</i></p>	<p><i>Indicator 5: Increased participation in competitive sport</i></p> <p><i>Indicator 4: Broader experience of a range of sports and activities</i></p>	<p><i>Inspiring children to join clubs outside of school to continue in sport and increase physical activity levels. Children talking about the trip will continue to inspire children to join school clubs and try new sports clubs.</i></p>	<p><i>£2000</i></p>
<p><i>Develop lunch time leader programme</i></p>	<p><i>Lunchtime supervisors / teaching staff - as they need to facilitate the programme</i></p> <p><i>pupils – as they need to stay motivated and committed to their days delivering the activities.</i></p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£1500 costs for additional equipment and playleader bibs</i></p>
<p><i>Sydenham tennis club experience: Children to take part in playing on proper tennis courts at the end of the unit</i></p>	<p><i>Staff: being able to take children to Sydenham to use the tennis courts for the day.</i></p> <p><i>Pupils: giving the children an understanding of the size and space tennis players have to play on. Inspiring children to take up tennis in the future.</i></p>	<p><i>Key Indicator 2: The engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>To enthuse children to take up tennis further and increase the opportunities of leading an active lifestyle outside of school. Create a pathway/club link for Haseltine children to take up tennis.</i></p>	<p><i>£2000</i></p>

<p><i>Top up swimming – Increasing the number of children that reach the Primary swimming goals by the end of year 6</i></p>	<p><i>PE Lead: creating a pathway for children to continue their development as an ASC or during holidays to ensure all children meet the Primary goals.</i> <i>Pupils: having greater confidence in their swimming ability.</i></p>	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>Improve data year on year (aim: to consistently have over 50% of children in year 6 reach all three NC requirements)</i></p>	<p><i>£3000</i></p>
<p><i>Lunch time competitions (termly) Investing in Trophies, medals and certificates</i></p>	<p><i>Lunch time staff/PE Lead: Oversee and be a reference point for Play Leaders to manage the competitions.</i> <i>Pupils: Create teams to take part in the competitions.</i></p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p>	<p><i>Investing in the play leader scheme (as above) will ensure the impact is sustainable. PE Lead and Lunch time staff will meet with children to help organise and plan the events. Initial trial with KS1.</i></p>	<p><i>£1000</i></p>
<p><i>Lewisham Sports Partnership competitions</i></p>	<p><i>Staff – Taking children to the events and organising the teams.</i> <i>Pupils: Being prepared and organising additional kit responsibilities i.e shin pads, boots etc.</i></p>	<p><i>Indicator 5: Increased participation in competitive sport</i> <i>Indicator 5: Increased participation in competitive sport</i> <i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>Impact on the children taking part: responsibility of representing the school. Having a team experience and working for each other has further impact in school day-to-day.</i></p>	<p><i>£1,200</i></p>

<p><i>Professional athlete event day</i></p>	<p><i>Pupils: getting involved in activities/workshops throughout the day.</i></p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p> <p><i>Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Indicator 4: Broader experience of a range of sports and activities</i></p>	<p><i>Impact: Inspiring the next generation to focus on their goals. Participate in a sport or hobby that may not be popular. Understanding how even individual sports need a team of people to succeed.</i></p> <p><i>Sustainability: create display around the event, reflect with children on how the Haseltine Values are linked to the outside world and an athlete’s pathway through sport.</i></p>	<p><i>£2000</i></p>
<p><i>Introduce Volleyball sessions at lunch times</i></p>	<p><i>Pupils: Play leaders leading the sessions and being in charge of the equipment</i></p> <p><i>Lunchtime staff: overseeing the care of the equipment</i></p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p>	<p><i>Impact: engaging more children in different activities throughout the play ground at lunchtimes.</i></p> <p><i>Sustainability: PE lead to maintain the training of Play Leaders to ensure the children understand how to introduce the games and maintain the equipment.</i></p>	<p><i>£600</i></p>

<p>Goal improvement</p>	<p><i>Investment in move flexible goals. The aluminum telescopic goals will allow us to use the goals for multiple sports, and for any year group.</i></p>	<p>Indicator 4: Broader experience of a range of sports and activities</p> <p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p> <p>Indicator 4: Broader experience of a range of sports and activities</p>	<p><i>Impact: engaging more children in different activities throughout the playground at lunchtimes.</i></p> <p><i>Sustainability: PE lead to ensure the goals are at the appropriate size for the sport being played, and year group playing with them. Goals to be put away during holiday periods to ensure they are maintained well.</i></p>	<p>£934</p> <p>Current total: £16,683</p>

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<i>Develop lunch time leader programme</i>	This continues to engage more children in activity through the KS1 lunch play. Play leaders are working out their own games and delivering them with confidence. All playleaders have shown excellent commitment and have been given good feedback from LTM's.	Rotating equipment and leader partnerships is important to keep the games and ideas fresh.
<i>Lewisham Sports Partnership competitions</i>	A successful year during the partnership competitions. Although not winning a trophy. Haseltine had many 2 nd place finishes and children enjoyed taking part in the variety of festival/competitions.	Using a mixture of two year groups for competitions has benefitted during this academic year and got children ready for competitions.
<i>Professional athlete event day</i>	Dan Magness provided an excellent day of football freestyle. Allowing the children to be creative and giving the children a safe space to perform and feel confident. Key elements to come out of this were how resilience can lead to successful outcomes.	Children have commented during PE lessons things they have remembered from Dan's visit, especially the importance of practice.
<i>Introduce Volleyball sessions at lunch times</i>	Year 6 students took on the role of organising and maintaining the volleyball	Introducing new sports to the play ground on a rotation depending of the time of

	<p>nets. This created more activity during lunchtimes. Younger children also got involved and learnt a lot from their peers.</p>	<p>year has got children that don't usually engage with sport during breaks involved in more activity.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>21%</p>	<p><i>Leisure centers only offering 2 week intensive courses. A high proportion of Haseltine pupils are starting swimming lessons from non-swimmer level. All children have made really good progress during lessons but a high percentage not attaining the Primary goals (79%). Local swimming pool closing down has meant the time taken out of the day to reach the next local pool has increased, therefore putting on further top up lessons during the school day is not realistic. Alternative options are being discussed by the PE Lead and Borough swimming coordinator.</i></p> <p><i>The closure of the Bridge leisure centre has also meant families locally have been less likely to engage with swimming lessons privately due to the high costs involved in travel and lessons themselves. We have continued to promote free swimming lessons during the holidays on our school newsletters.</i></p>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>21%</p>	<p><i>Leisure centers only offering 2 week intensive courses. A high proportion of Haseltine pupils are starting swimming lessons from non-swimmer level. All children have made really good progress during lessons but a high percentage not attaining the Primary goals. Local swimming pool closing down has meant the time taken out of the day to reach the next local pool has increased, therefore putting on further top up lessons during the school day is not realistic. Alternative options are being discussed by the PE Lead and Borough swimming coordinator.</i></p>
<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>21% ?</p>	<p><i>Clarification needed on criteria.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Discussions with Lewisham Swimming to arrange further sessions outside of school hours. ASC or Holiday club scenario.</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	

Signed off by:

Head Teacher:	<i>Sara Anderman</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Small – PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	12/12/2023 Reviewed October 2024