

# Evidencing the impact of the Primary PE and sport premium

2023-2024



Commissioned by



Department  
for Education

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The government are spending over £320 million on physical education (PE) and sport in primary schools over the next academic year 2023-2024 to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets.

At Hollinswood Primary School & Nursery we aim to develop every child's knowledge skills and attitudes for them to become effective learners. In physical education we provide an exciting, balanced and varied programme of activities and a range of sports that will contribute to each child's physical and emotional development. Through the teaching of physical education, we aim to promote our four key values, supporting each child to become more **respectful, resourceful, resilient and responsible**.

Our core aims – developed from the National Curriculum in England for PE- are for pupils to:

- ✓ Develop competence to excel in a broad range of physical activities
- ✓ Lead healthy, active lives
- ✓ Be physically active for sustained periods of time
- ✓ Engage in competitive sports and activities

The central component of our P.E. curriculum is the national curriculum, which is supported by Telford and Wrekin's School Sports Partnership. We believe that our core values, are significantly enriched by a broad and balanced offer in our P.E. curriculum. We see P.E. as absolutely essential in developing their social, emotional and physical well-being. Furthermore, our curriculum encourages children to see the wider benefits of being physically active and healthy. Children are challenged to be **responsible, resilient, respectful and resourceful** when participating in P.E. lessons; playing competitive games inside and outside the classroom; partaking in our wide-reaching extra-curricular sports offer; representing our school at the many sports competitions offered throughout the school year; and being physically active when taking part in outdoor learning.

We strive to create a positive attitude towards P.E with correct teaching about the benefits of having a healthy lifestyle. We aim to encourage pupils to see the benefit of partaking in exercise beyond their time in education by fostering and encouraging a love of games, exercise and sport. The children are taught P.E. for 90 minutes a week by either their class teacher or by a specialist sports coach. During these sessions we aim to focus on pupils being active for 90% of the lesson, thus developing their fitness, stamina and ensuring they are active, while being taught key knowledge that is essential for them to develop their procedural and disciplinary knowledge.

We also encourage and develop the **resilience** of our pupils, by offering them opportunities to compete in games within P.E. lessons and when competing with schools in competitions organised by Telford and Wrekin School Sports Partnerships. This **resilience**, we believe is of benefit to them inside the classroom and when facing challenges outside of school.

Responsibility is another core aim of our offer in P.E. as children are expected to compete, while showing excellent sportsmanship whether they win or lose. Furthermore, our healthy eating initiative, PSHE curriculum, science curriculum and P.E. curriculum encourage children to know the benefits of a healthy lifestyle: ultimately, children are taught to be responsible for their own well-being through participation in sport, games and physical exercise.

During physical education lessons pupils have to be respectful, which is particularly challenging when we are encouraging pupils to develop their competitive spirit. Following principles in our behaviour policy, we have high expectations around children actively listening to instructions from coaches, teachers, and referees. This is emphasised in concepts and knowledge built in around respecting others and officials (see our MTPs). Listening to adults, while using equipment, ensures that pupils development in sport is nurtured in a safe, nurturing and encouraging environment. Consequently, our aim is for pupils to build respect for others, their peers and those in charge of safe guarding them, while taking appropriate risks.

Pupils are challenged to be resourceful in P.E. as we place a high value on substantive knowledge being used, talked about and embedded in children's long term memories. Children, for example will learn and be expected to talk about how knowledge, body movements, feints and co-ordination are fundamental movements and or skills that are applicable across a range of sports. Children are expected to remember and know more, in order to develop their skills and do more; thus our value of being resourceful is also a core aim of our offer in physical education.

### **How the curriculum is designed**

“There is no other subject that develops pupils such a broad range of pupils gross motor skills.”

In the Ofsted research review – motor competency- is considered the first pillar of progression in P.E. Wider theory on physical education underlines the importance of pupils being explicitly taught the fundamentals of movement (FOM), which the children are taught in every unit of work within P.E. Within this aspect of our P.E. curriculum, pupils are taught substantive knowledge and procedural (disciplinary knowledge) to enable them to develop their gross motor movements. To ensure that pupils are always developing this essential knowledge and attaching it to new sports, concepts and situations, every unit of work and every lesson focusses in on the fundamentals of movement. This is the central and core component to what and how pupils are taught in P.E.

Moving on from this, pupils are taught conceptual knowledge to support their development of fundamental skills, which can be applied to individual sports, but are mostly applicable across all sports played and taught. These fundamental movement skills, have a basis in substantive and then procedural knowledge that the children are taught. Examples of these would be coordination skills such as throwing, catching (manipulation), running, jumping (locomotor skills) balancing, twisting and moving to patterns (stability and balance skills). These concepts for P.E. can be found in the progression documents and MTPs attached below.

Another aspect of progression and what the pupils are taught is around the application of rules, strategies and tactics to games and sports. All previous knowledge and skills regarding fundamentals of movement and fundamental skills is still taught progressively; however, as they move through school children are taught to apply this knowledge and the skills to games and sports. To ensure this is done effectively, they are given knowledge about rules, tactics and strategies, which are all concepts in the P.E. progression and MTP documents.

Finally, the last aspect of progression, which is mapped through our emphasis on 90% activity during P.E. lessons, is around healthy participation. Linking back to our values, this idea of sport and well-being is encouraged through teaching children the benefits of being active. Abstract knowledge about sport being ‘good’ for you, is something pupils can often talk about; however, we teach pupils knowledge about exactly how your body and mind benefits from

exercise. We are involved in a healthy lifestyle initiative, which supports pupils being active in opportunities within the community. This concept of healthy lifestyles is taught across PSHE, design and technology, science and in our P.E. curriculum.

Healthy participation is also enriched by our participation in game. At Hollinswood Primary School and Nursery, we are proud to have been awarded the platinum games mark. The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success. Our pupils voice supports our intent to increase healthy participation of pupils and many of the pupils said that because of sports and activities school has provided, they have taken up that sport outside of school and local clubs. This is very much the case with Gymnastics, Football, Tag Rugby and Cricket and the school has very good links with these external clubs as they come into school to do engagement days. Above our curriculum provision we have also enjoyed hosting sporting events at the school for local primary schools and schools further afield. We currently host football fixtures for the TWSSP event which involves many local primary schools and gives opportunities to try a number of sports from cycling to dodgeball and rounders. Its a great opportunity to engage all pupils and allow chances to try new sports and activities.

Our pupils have also taken part in multi skills events. Within these events, we involve students in the practical side of things but also in leading, scoring, assisting in umpiring and communicating tactics and knowledge with peers. This aids confidence, independence and increased knowledge and understanding.

With a total of young people competing in local inter-school competitions this year, we are extremely proud of our pupils for their dedication to all aspects of school sport, including those young volunteers, leaders and officials who made our competitions possible. As part of our application, we were asked to fulfil criteria in the areas of participation, competition, workforce and clubs, and we are pleased that the hard work of everyone at our school has been rewarded this year.

## **EYFS**

In EYFS, pupils focus on developing the fundamentals of movement (FOM), with particular focus on exploring a variety of ways on how to move your body in a controlled manner. On the basis of developing basic motor competency the children are taught through multi-skills, which focusses on developing their fundamentals of movement, while building towards developing their fundamental movement skills which are manipulation, locomotor skills and stability and balance skills. This progression ensure that all pupils meet their early learning goal around the milestone markers from the EYFS framework:

- ✓ Negotiate space and obstacles safely, with consideration for themselves and others.
- ✓ Demonstrate strength, balance and coordination when playing.
- ✓ To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **KS2**

In Key Stage 2, pupils develop and refine their fundamentals of movement (FOM) and fundamental movement knowledge and skills and apply them to a variety of games and sports such as football, hockey, rounders, gymnastics etc. Sports competition also starts to be introduced so pupils begin to develop

tactical and teamwork skills. As they progress through school and across an individual year group we still focus on ensuring children overlearn, practice and apply their fundamentals of movement and fundamental skills, while gradually increasing the complexity to game situations.

Based upon these principles our curriculum is founded on teaching knowledge, both substantive and procedural in these four key principles- with the first (FOM) being the core element of our curriculum offer:

- ✓ The fundamentals of movement
- ✓ The fundamental skills (sometimes game specific)
- ✓ The rules, tactics and strategies known by pupils
- ✓ The knowledge pupils have around healthy participation

Therefore, lessons are structured as follows:

- ✓ Warm up (FOM which is linked to the fundamental skill)
- ✓ Learning objective shared based on knowledge needed and skill activity (modelled with success criteria shared)
- ✓ Game activity
- ✓ Cool down

### **Assessment**

Each pupil is assessed based on the pillars of progression within P.E. which are the fundamentals of movement (balance, co-ordination and agility); fundamental skills which are (sending and receiving; locomotion and space); healthy participation; attacking, defending and rules. Each statement for each of these key areas is based on statements from the medium-term plans and progresses throughout each year group. We aim to ensure that all pupils have secure fundamentals of movement; therefore, if pupils are assessed as working below age related expectations, then interventions will be put in place to ensure pupils gross motor skills (FOM) are secure. Pupils are also spoken to and given specific targets that they need to work on based on these assessments.

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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/2023	£19,369.00
How much (if any) do you intend to carry over from this total fund into 2023/2024?	£0.00
Total amount allocated for 2023/2024 (To cover Academic Year 2023/2024 (September 2023 to March 2024) (To cover Academic Year 2023/2024 (April 2024 – August 2024)	October 2023 Payment - £11,276.00 (Financial Year 2023/2024) April 2024 Payment - £8,054.00 (Financial Year 2024/2025)
<b>Total amount of funding for 2023/2024. To be spent and reported on by 31st July 2024.</b>	<b>£19,330.00</b>

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2020. Please see note above</p>	<p>54%</p> <p>Results for current Year 6 pupils whilst in Year 4 Year four pupils who cannot swim will attend further sessions in year five and then year six to ensure they are competent swimmers before leaving primary school.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>48%</p> <p>Results for current Year 6 pupils whilst in Year 4</p>

<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	86%
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?	No



## Action Plan and Budget Tracking

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

<b>Academic Year:</b> 2023/24	<b>Total Fund Allocated:</b> £	<b>Date Updated:</b> July 2024
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**Key indicator 1:** 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

Intent	Implementation	Impact	Next Steps	
To increase the engagement of all pupils in physical activity daily during lunchtime, break times and afterschool by providing a diverse range of sports.	<p>Lunch and afterschool clubs timetabled everyday (9 hours in total across the week) delivered by specialist coaches or class teacher.</p> <p><b>Crossbar Curriculum Cover</b> <b>Crossbar Afterschool Clubs</b></p> <p>OPAL playtime has also increased children’s choice and a key principle of this approach to playtimes is about developing children’s FOM and making sure they actively participate in play, tidying and movement.</p> <p><b>OPAL Subscription –</b></p> <p>We have widened the range of sports in the curriculum to ensure children’s wider interests are engaged.</p> <p>Clubs have been invited in to offer workshops to the children to also broaden their experience of</p>	<p>See Key Indicator 2</p> <p><b>£35,108.63</b> <b>£1,700.50</b></p> <p><b>£5,189.00</b></p>	<p>60% of pupils within school are engaged in extracurricular sporting activities through the academic year.</p> <p>Within school the assessment model has identified pupils who do not participate healthily, and these pupils have been invited to extra-curricular games.</p> <p>Pupils are engaging well with the curriculum offer across school.</p>	Introduce a wider range of extra-curricular sports activities to further increase participation levels.

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	different sports  Healthy eating, science and RSHE (personal development) is linked to P.E. due to changes in the LTP.			
Forest schools – increased activity for pupils through forest school participation.	All pupils participate in forest school activities with specialist teacher for at least one half term each academic year. <b>Forest School Teacher Salary (2 days per week)</b>  We also offer a wide range of outdoor learning opportunities for the children which is detailed on the curriculum long term plans and roadmaps	<b>£17,474.00</b>	Pupils learnt a range of new outdoor and social skills whilst also developing cognitive skills  A Forest school progression map shows and details the range of activities offered.	Continue to challenge the pupils as they become older with more advanced activities.  Use advanced planning from specialist coach to increase success rate.  Orienteering and specialist P.E. planning around this has ensured children are more physically active in these sessions.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation	Impact	Next Steps	
Provide high quality diverse range of sports during curriculum to ensure all children achieve in PE.	2 hours of PE curriculum timetabled for every pupil through specialist coach or class teacher. <b>Crossbar Curriculum Cover</b>  Host level 1 intra sport competitions throughout the year linked in with school house teams with results recorded. <b>Crossbar Cup</b>	<b>£35,108.63</b>  <b>£55.00</b>	Delivery of 23 hours of PE per week incorporating all year groups and 11 L1 intra competitions, which increased participation in school and allows wider range of sporting opportunities for pupils.	Continue to challenge pupils during PE curriculum by advancing sessions as they get older with specialist coach.

Celebrate sports participation.	Sports news mentioned in assemblies every fortnight. Sports board in school used as promotion tool. Results promoted on school social media platforms.	N/A	Children feel proud to represent the school and encourages more children to want to represent a school team.	Continue to celebrate sporting achievements to further encourage more children to want to represent a school team.
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	Next Steps
Upskilling of teaching staff to further pupil development.  Ensure PE curriculum across Primary School is progressive in term of children’s knowledge and skills.	Specialist coach supports staff with detailed session planning and delivery.  Teaching staff to team teach with qualified sports coach at least one session per week.  Specialist coach to work closely with newly appointed PE lead for school to devise a knowledge progression grid  Curriculum lead has built a bespoke P.E. curriculum which includes, knowledge and skills progression, MTPs to support staff when planning. This includes specialised vocabulary and links to high quality resources.	See Key Indicator 2	Staff are confident in delivering PE in pupils in certain sports.  Staff are more confident in supporting children in their PE sessions.  Self lead PE sessions from teaching staff has increased.  To have a Progressive PE curriculum for PE for all staff to be able to use effectively.  A new P.E. curriculum which is bespoke to the school has been built, which includes a comprehensive assessment model for all pupils.  The knowledge progression grid and MTPs have had an impact on pupil voice,	Continue Staff CPD with specialist coach to further upskill teaching staff in a wider range of sports.  Ensure NQT staff are supported.  Continue to monitor the implementation of the curriculum when staff use it to teach units of work  Observations and pupil voice this year shows children are remembering and knowing more  Share the P.E. assessment model with all stakeholders.

	<p>Curriculum lead has delivered CPD alongside the sports coaches to all staff who support or deliver lessons.</p> <p>The quality of teaching and sessions has been improved by developing clear and measurable learning objectives and success criteria.</p>		<p>knowledge, skill and personal development.</p> <p>The rationale for P.E. has been strengthened and this has resulted in pupil's knowing more and remembering more. Their skills development has also increased significantly.</p> <p>The assessment model allows children to know what they can and cannot do in P.E. enabling them to make progress in specific areas of learning over time.</p> <p>Clearer learning objectives ensure that pupils know how to be successful in particular areas of learning- further developing their skills.</p>	
<p>Staff to attend PE/sport specific CPD provided by Telford &amp; Wrekin School Sports Partnership.</p>	<p>Staff to acquire new skills and knowledge which in turn increases confidence in delivering PE sessions.</p> <p><b>Telford &amp; Wrekin Schools Sports Partnership Subscription</b></p>	<p><b>£2,392.00</b></p>	<p>Staff are more confident in supporting children in their PE lessons.</p> <p>Staff are more confident in leading playground/lunchtime activities.</p> <p>A TA has attended specialised training and further members of staff will be attending training in the Autumn term.</p>	<p>Ask staff if there are any areas within PE that they would like to attend CPD for.</p>

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

Intent	Implementation	Impact	Next Steps
<p>To ensure that all children are actively engaging in a range of sports both within the school environment and with local clubs.</p> <p>Provide after school sports clubs that are outside of the school PE curriculum for certain year groups.</p>	<p>Offer a wide range of sports in PE lessons and extra-curricular activities.</p> <p><b>Crossbar Afterschool Clubs</b></p> <p>Extra clubs have been offered to widen the range of sports children can try in after school clubs</p>	<p>See Key Indicator 2</p> <p><b>£1,700.50</b></p>	<p>More children joining sports clubs outside of school.</p> <p>A wider range of pupils did partake in clubs</p>
<p>Promote local sports clubs on school social media and invite sports clubs in to promote their sports to entice children to join.</p>	<p>Invite qualified DBS checked coaches in to promote their clubs via assemblies and sports sessions.</p> <p>Competitions have led to children being offered extra sessions outside of school</p> <p><b>Telford &amp; Wrekin Schools Sports Partnership Subscription</b></p>	<p>See Key Indicator 2</p> <p><b>£2,392.00</b></p>	<p>Children get the opportunity to try a new sport and if they enjoy the sport, they might start playing for a team outside of school.</p> <p>Keep records of children participating in sport outside of school.</p> <p>Contact parents if a child is showing talent in a certain sport and promote outside clubs within school to other children.</p>

**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	Next Steps
<p>To allow pupils to increase the amount of competitive sport they participate in over time.</p>	<p>Entering a diverse range of L2 inter competitions through our TWSSP membership. <b>Telford &amp; Wrekin Schools Sports Partnership Subscription</b></p> <p>Providing transport via staff and transport companies for TWSSP events. <b>Go Carz Taxi's/Mini Buses</b></p>	<p>See Key Indicator 3. <b>£2,392.00</b></p> <p><b>£982.04</b></p>	<p>Entered 15+ inter competition events through the TWSSP with results recorded on social media, which has made pupils, staff and excited about sport</p> <p>Children who haven't been on visits and events previously have gone to some sporting events. This has increased healthy participation across school.</p> <p>Transport costs have increased across the year which has made arranging pupils going to tournaments within budgets challenging.</p>	<p>Continue to enter L2 inter competitions as restrictions within schools begin to lift.</p> <p>Consider hosting more regular friendly tournaments with central cluster schools to ensure the spend on transport is used wisely.</p> <p>Create inter-school tournaments</p>

Signed off by	
Head Teacher:	Kath Osborne
Date:	19/07/2024
Subject Leader:	Ben Sheppard
Date:	19/07/2024
Governor:	Andrew Baker
Date:	19/07/2024

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