

HOLLYWELL PRIMARY  
SCHOOL  
PE and School Sports  
Funding Action Plan  
and Impact Document  
2023-24

Evidencing the  
Impact of the  
Primary PE and  
Sport Premium




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| Key achievements to date:   | Areas for further improvement 2023-24:  |
| <p>Increase awareness and understanding of healthy lifestyles and activities with KS1 and KS2 pupils.<br/> Increase awareness of healthy diets and healthy eating through bespoke healthy schools eating program in KS1 + KS2.<br/> Provide opportunities for pupils to engage in a variety of activities outside the school curriculum through GROWTH.<br/> Extend Growth provision into KS1 and EYFS<br/> Enhance Growth provision in KS1 and KS2 (now mapped with curriculum and entwined within)<br/> Teacher confidence in teaching PE increased CPD given for target areas particularly in KS2<br/> 100% children involved in extra-curricular sport (2020-23)<br/> Increased opportunities to experience sports outside of normal curriculum activities<br/> Swimming provision for KS1 pupils to improve water confidence<br/> More opportunities to compete in level 1 and level 2 sports competition<br/> Continue to provide swimming provision for KS1 pupils and lower KS 2 pupils<br/> Raise involvement in extra-curricular sport by providing early morning and dinner sports opportunities</p> | <ul style="list-style-type: none"> <li>• Continue to improve fitness through 100% engagement in additional hours school sports clubs targeted a</li> <li>• Provide CDP support for the planning and delivery of PE where staff require this in 2022-23</li> <li>• Enhancement of organised sport provision and leadership during break and dinner times Continue with Swimming additional provision to address fall in KS2 swimming attainment seen since COVID 19</li> <li>• Continue to sustain Growth provision in KS1, KS2 and Reception</li> <li>• Continue to deliver a full and wide range of out of hours sporting activities in 2023-24</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  | 2023-24 IMPACT<br>Please complete all of the below:   |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?                           | 83% (NCCSS stage 7)   |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?                     | 83% (NCCSS stage 7)   |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?   | 83% (NCCSS stage 7)   |
| 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? | Yes – KS1 water confidence before entry to KS2 (3 weeks summer term) + last session of each year group teaching block introduces children to water based sports and opportunities ( lifesaving, synchro, water polo). |

## 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 students today and for the future.

| Academic Year: 2023/24  |   | Total fund allocated: £17,740 (est from 2022/3)  | Date Updated:28/9/23             |   |   |
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| <p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day in school</p> <p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p> |   |  |                                  |   | Percentage of total allocation so far:<br>£17, 503.10           |
| Key Indicator   | School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:               | Evidence and impact:  | Sustainability and suggested next steps:                        |
| 4, 5  | <p><b><u>Affiliation within the district Sports association</u></b></p> <p>IMP: Allow pupils to engage in a wider range of level 2 sporting activities across the district.</p> | <p>Level 2 competition in the following district events:</p>  | £100                             | Participation Register 115 pupils attended these level 2 competitions amounting to 54% of the schools role participating. | Continue as opportunities were accessible to a range of pupils. |
| 4, 5  | <p><b><u>Sports Coach Transport Provision</u></b></p> <p>IMP: Allow pupils to engage in a wider range of level 2 sporting activities across the district.</p>                   | Travel to district events level 2 competitions.  | See Spreadsheet for exact amount | Participation Register 115 pupils attended these level 2 competitions amounting to 54% of the schools role participating. | Continue to allow provision and opportunities.                  |

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| 2,3       | <p><b>CPD PE Sessions</b><br/>IMP: Increase the knowledge and skills associated with adapted Physical activities within PE sessions</p>   | Source outside providers to take a staff meeting or twilight session for all staff.  | See Spreadsheet for exact amount | Observations of lessons and scrutiny of planning. Improvements in quality of teaching and learning were identified within the observations and points for further development passed onto members of staff. | No further CDP required by existing staff members  |
| 1, 2      | <p><b>KS1 and KS2 GROWTH</b><br/>HEALTHY BODY AND MIND UNIT (healthy cooking)<br/>IMP: Increase knowledge and understanding of healthy lifestyles, how to prepare foods and how food choices impact upon this.</p>  | <p>KS1 – Healthy Body 1 - funding to resource equipment for a healthy eating 2-year cycle program that teaches all children how to safely prepare familiar healthy foods and make simple healthy menus.</p> <p>KS2 – Healthy Body – funding to resource equipment for a 2 year cycle program that teaches all children how to safely source and construct healthy recipes that use produce we grow within the school and which could be grown at home. Sustainable produce. Focus on healthy impact of these foods also</p> <p>KS2 – Healthy Mind - funding to resource equipment for a 2 year cycle program that teaches all children how to using sewing skills.</p> | See Spreadsheet for exact amount | End of unit double page Pop task<br>Observations of equipment used and the impact of this on learning – does it enhance the teaching and learning?  | What else is needed for next year? What would enhance the learning? How would this impact?<br>Discussion with teachers and children. |
| 1,2,3,4,5 | <p><b>Enrich Orienteering Subscription</b><br/>IMP: allow the delivery of a whole school unit of orienteering and OEA activities for a 6-week block of learning. Also provide resources and online provision to aid the delivery of GROWTH in KS1 And KS2</p> | <p>Renew subscription and ensure that new members of staff have logins to access resources.</p> <p>Monitor planning of units of orienteering in each age group.</p>  | £700                             | Observations of equipment used and the impact of this on learning – does it enhance the teaching and learning?<br>Observations on residential clearly showed improved orienteering skills in KS2            | Assessment of wider use of online resources – Do we need them? Can we print a resource booklet for each year group?                  |
| 1,2,4,5   | <p><b>KS1 GROWTH</b><br/>Sporting Difference 1 (orienteering)<br/>IMP: Pupils develop the principles of GROWTH and experience a broader range of physical experiences and see pathways to continue these outside of the school environment.</p>               | Outside provider (premier sports) uses the sustainable resources in school (enrich Orienteering) inclusive of maps and target points is used around the school grounds.  | See Spreadsheet for exact amount | End of unit double page Pop task  | Member of staff shadow second group and use this as CPD to deliver unit next year with new orienteering resources.                   |

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| 1,2,4,5 | <b>Lower KS2 GROWTH</b><br>Sporting Difference 2 (Multi- Sports)<br>IMP: Pupils develop the principles of GROWTH and experience a broader range of physical experiences and see pathways to continue these outside of the school environment.  | Outside provider (Premier Sports) used to deliver 8 weeks of 4 different sporting activities to engage the non engagers in activities that are not delivered within the school curriculum. Boxing, Fencing, Archery and Boccia and Orienteering  | See Spreadsheet for exact amount | End of unit double page Pop task  | Do the children have opportunities to deve  |
| 1,2,4,5 | <b>Lower KS2 GROWTH</b><br>Sporting Difference 3 (Wheelchair Sports)<br>IMP: Pupils develop the principles of GROWTH and experience a broader range of physical experiences and see pathways to continue these outside of the school environment. Also awareness of disability sports and the pathways for pupils with disabilities. | Outside provider (Wheelchair Active) used to deliver 8 weeks of two wheelchairs sports unfamiliar to pupils. Basketball and Rugby.<br><br>Can they provide pathways to teams and clubs provided for pupils who have disabilities of wish to participate out of school hours.<br><br>Can we host an afternoon tournament with another school? Gilthill? Can the unit crescendo with us taking 15 children to that school or inviting those schools to ours? | See Spreadsheet for exact amount | End of unit double page Pop task  | Introduce key knowledge planning and inspirational figures into sessions. Can we organize inter school competitions to end growth unit?                   |
| 1,2,4,5 | <b>Upper KS2 GROWTH</b><br>Sporting Difference 4 (Ice Skating)<br>IMP: Pupils develop the principles of GROWTH and experience a broader range of physical experiences and see pathways to continue these outside of the school environment.  | Outside Provider and coach travel organized to deliver a 2-year cycle where every child in upper KS2 attends the 8 session nationally recognized skating program.<br><br>2024/25 - 2 GT children each block are given a sequence of free lesson at national arena to undertake and pathways are discussed with children.   | See Spreadsheet for exact amount | End of unit double page Pop task  | Can we use this as a pathway into lessons at center or promotion of talent identification at the end of the unit of skating?                              |
| 1,2     | <b>Year 2 SWIMMING and KS2 Water Sports</b><br>IMP: Provide water confidence and safety additional lessons for Year 2 pupils and begin additional Swimming Each year group after that engage in a final week of water sports to broaden accessibility  | Allocation of funding to support 1 additional water safety and confidence session outside of the existing allocation for years 2. This will allow children to become water confident and raise the importance of swimming and fitness in lower KS. Also this will allow staff to identify any potential barriers for coming years and address these as early as possible to have an impact on swimming related NC objectives.                              | See Spreadsheet for exact amount | Cancelled due to closure of local sports leisure center.  | Continue provision – reduction in year 2 swimmers confidently entering water suggests still needed. How can we create a pathway for our KS2 water sports? |
| 1,4,5   | <b>KS1 Dinner Dodgeball</b><br>IMP Strive to engage at 100% Of the pupils in school in KS1 with at least 1 extra-curricular sporting activity for a period of an additional 1.5 hours a term. Increased fitness and perception of sport in school.   | Outside provider (Premier Sports) puts on a dinner clubs every Thursday for 15 pupils in KS1 for 3 weeks. After this another different group completes the 3 week block. Over the year all pupils in KS1 pupils including reception will have completed an extra-curricular dodgeball clubs.   | See Spreadsheet for exact amount | Participation Registers 100% of KS1 pupils in school participated for a duration of at least 3 weeks. | Successful in terms of participation numbers (100%) and active physical play.   |

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| 1,4,5     | <b>KS2 Dinner Dodgeball</b><br>IMP Strive to engage at 100% Of the pupils in school in KS2 with at least 1 extra-curricular sporting activity for a period of an additional 1.5 hours a term. Increased fitness and perception of sport in school. | Outside provider (Premier Sports) puts on a dinner clubs every Thursday in line with Prem Sports PPA for 15 pupils in KS2 for 3 weeks. After this another different group completes the 3 week block. Over the year all pupils in KS2 will have completed an extra-curricular dodgeball clubs.  | See Spreadsheet for exact amount | Participation Registers 100% of KS1 pupils in school participated for a duration of at least 3 weeks.  | Successful in terms of participation numbers (100%) and active physical play.<br>Can we change the content to other activities for KS2?          |
| 1,4,5     | <b>KS1 Morning Breakfast Club program of activities</b><br>IMP: Improve fitness and knowledge through sporting opportunities outside of the normal curriculum provision.   | Tuesday and Thursday Morning sports clubs delivered by Premier Sports using a wide variety of activities to engage pupils in KS1 and Reception in PE.<br><b>Autumn</b> – Football KS1 Football Girls KS2, Gymnastics Upper KS2 Multiball skills Ks1<br><b>Spring</b> – Dance Y1+2, Handball Y1+2, Tag Rugby y3+4, Multiball skills KS2<br><b>Summer</b> – KS2 cricket, KS2 Tri golf, Multiball skills KS2, Dance Reception, | See Spreadsheet for exact amount | Participation Registers Presented to Governors 2025  | Charge £2 to partly fund non PP children – funding go towards improving equipment for new playground facilities                                  |
| 1,4,5     | <b>KS2 Evening Club program of activities</b><br>IMP: Improve fitness and knowledge through sporting opportunities outside of the normal curriculum provision.   | Tuesday and Thursday evening sports clubs delivered by Premier Sports using a wide variety of activities to engage pupils in KS2 PE.<br><b>Autumn</b> – Y3+4 Football, Y3+4 Gymnastics, Y5+6 boys football, KS2 Hockey<br><b>Spring</b> –KS2 table Tennis, Y4+% Tag Rugby, KS” Dance, KS2 Handball<br><b>Summer</b> – Y1+2 Cricket, Y1+2 Athletics, KS2 Athletics, KS2 Tennis   | See Spreadsheet for exact amount | Participation Registers Presented to Governors 2025  | Reduce to just Tuesday to allow outside providers to come in and extend more types of opportunities.<br>Charge £2 to partly fund non PP children |
| 1,2,3,4,5 | <b>Break and dinner equipment and storage provision</b><br>IMP: Greater range of organized activities through the purchase of sports equipment exclusively used for lunchtime and breaktimes   | <ol style="list-style-type: none"> <li>1- Source equipment for simple and easily set up activities to be played on the MUGGA</li> <li>2- Source storage containers for storing equipment</li> <li>3- Create timetable of equipment for blocks within the week.</li> </ol>   | See Spreadsheet for exact amount | Observations and sports crew/class council feedback. Pupils in council fed back that dinner and break supervision and resources had vastly improved. | What worked and what didn't? What would pupils like for the next academic year?  |
| 1,2,3,4,5 | <b>Break and dinner training for sports crew</b><br>IMP: Greater range of organized activities through upscaling pupils leadership skills  | <ol style="list-style-type: none"> <li>1- Prem sport to support Sports Crew leaders in delivery of ½ termly sport leadership on Friday PM in line with Growth dates. 1:30-1pm</li> </ol>  | See Spreadsheet for exact amount | Observations and sports crew/class council feedback. Pupils in council fed back that dinner and break supervision and resources had vastly improved. | Can the leaders successfully organise and deliver sport for pupils outside of the growth blocks?   |