

# Evidencing the Impact of the Primary PE and Sport Premium

Hartest CE Primary School  
2023-2024



Commissioned by  
**Department for Education**

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE 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

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li><i>The adults around the school (as well as some of the parents) are good role models for the children.</i></li> <li><i>Forest School provision within the school has been run by the Green Light Trust. This is not sustainable due to cost, so Forest School is being set up within the school.</i></li> <li><i>Our Year 6 undertake a Residential Trip that mixes Outdoor and Adventurous Activities with celebrating the end of Year 6 and mixing with Year 6 children who they will be attending secondary school with. The children attended Hill Top Outdoor Centre (Norfolk) last year and had an excellent trip. They joined with Long Melford CE Primary School.</i></li> <li><i>Supporting children within our school who take part in outside school, eg Gymnastics.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>To continue to develop 'physical activities' at lunch and playtime. This will continue to make our lunchtimes more active.</i></li> <li><i>To further develop our Forest School provision so that is sustainable for the school.</i></li> <li><i>To undertake swimming at Kingfisher Pool, Sudbury as our school pool remains closed.</i></li> <li><i>To develop our new PE Scheme of Work and to ensure that we have the appropriate resources in order to deliver it.</i></li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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

\*As of September 2023; before the swimming sessions for Kestrel Class have taken place.

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.

[illegible]

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				29%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that we are consistent in our commitment to and development of competition, school sport, physical education and physical activity.	<ul style="list-style-type: none"> <li>To develop skipping within school through the Skip-a-thon.</li> <li>To embed and enrich our PE Scheme of Work and Assessment grids throughout the year. To ensure that we have all the equipment and resources that we need.</li> <li>To maintain and develop the Hardest Sports Awards through the Hardest Sports Personality of the Year Award.</li> <li>Developing competitive sport through setting up school games against other schools. Prestige Sports to coach older children in sport to prepare them for sports competitions with TGS (Sarah Dalton)</li> <li>To develop children's access of sport during an after school club run by Prestige Sport.</li> </ul>	<p>Resources £2,000.00</p> <p>£3,500</p>	<p>The school demonstrates it's commitment and development of competition, school sport, physical education and physical activity.</p> <p>We aim to develop the children's ideas and skills with ropes so that they can play with the ropes at playtime and lunchtime.</p> <p>The PE Scheme of Work is being taught throughout the school. Enrichment opportunities are being identified and used to develop the SoW further.</p> <p>Sports Personality Awards are very popular. They were handed out as part of assembly. We will look this year as to how this can be developed further.</p>	<p><b>Next Step:</b> Arrange a date for the Skip-a-thon 2022/3. The activities need to be developed and recorded so that they can be reviewed during lunchtime.</p> <p><b>Next Step:</b> Look for ways to enrich the curriculum units.</p> <p>Sports Personality will, in 2022, be linked to the Awards that are given out at the end of Summer picnic.</p> <p><b>Next Step:</b> To develop the curriculum to support the skill of resilience.</p>

Key indicator 3: Developing PE and physical development outcomes for pupils				Percentage of total allocation:
				45%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Run Forest Schools throughout the year in the school's woodland area to promote and provide extra opportunities for all pupils	<ul style="list-style-type: none"> <li>• Experience extra outdoor physical activity each week to promote healthy active lifestyle</li> <li>• Link PE and physical development to other areas of the curriculum and topics taught</li> <li>• Improve skills and understanding in outdoor and adventurous activities (OAA) e.g. tracking, orienteering, slack line, den building</li> </ul>	£7,000.00	<p>Ongoing Improved PE outcomes for all pupils; Whole PE curriculum robustly evidenced (see above) 100% of EYFS to reach a good level of physical development by summer 2023 School to have Forest School for all classes. School to purchase all the resources needed for Forest School and to develop the area accordingly.</p>	First Aid qualifications to be achieved by Forest School lead and assistant.

Total: £16,800.00