

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2021/22  | £2565   |
| Total amount allocated for 2021/22  | £19,600 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0      |
| Total amount allocated for 2022/23  | £19,601 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £19,601 |

## Swimming Data

Please report on your Swimming Data below.

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| <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> | 2020-21  |
| <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 2022.</p> <p>Please see note above</p>  | 43% (pandemic-Data only provided for 2 of the three groups.) |
| <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>  | 66% (pandemic-Data only provided for 2 of the three groups.) |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 95%(pandemic)  |
| <p>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?</p>   | Yes/No   |

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## 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.

| Academic Year: 2022/23   | Total fund allocated:   | Date Updated:                  |   |   |
|--|---|--------------------------------|---|---|
| <b>Key indicator 1: The engagement of <u>all</u> 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</b>   |   |                                | Percentage of total allocation:<br>17.68%   |   |
| Intent   | Implementation  |                                | Impact  |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:  | Funding allocated:             | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:  |
| All children within Hunter’s Bar Juniors participates in 2 hours of PE every week. All equipment bought is available to be used within lessons and also during breaks, lunchtimes and pupils breaks e.g. Brain Breaks. Inclusion resources have also been brought or adapted from previously bought equipment. | <b>1. Active Travel</b><br>Starting in Jan 2021-22, we have been closing Kirkstall Road from 8:15-9:15am and 2:45-3:45pm each day. Unfortunately, our Lollipop man retired from his position before the start of the 2022-23 academic year but the barrier continues to be run in the same location at our Kirkstall Road entrance. | £0                             | 1. Since we introduced WOW active travel last year we have seen an increase in the number of pupils who are now choosing to travel actively to school. Whilst not using the package this year, many pupils are continuing to park and stride. School Streets-Has allowed for a safer dismount from bikes etc. without fear or injury from cars etc. and each other as pupils can ride down the middle of the road and are not restricted to the pavement ensuring pedestrians on Kirkstall can also feel safe. Feedback has been mainly positive from residents, parents, pupils. | 1. Look into reintroducing the WOW Living Streets or a similar system to track active travel. Continue to encourage parent volunteers to help man the barrier for School Streets Scheme to allow this safety initiative to keep running. Potentially look into bringing back the lollipop man/woman position - This is more determined by Sheffield City Council. Look into applying for a YST Active Travel Centre of Excellence in 2023-24 academic year-T.F. |
| Pupils are invited to attend sensory circuits if it’s felt that the movement sessions would benefit their start to the school day and their general health and   | <b>2. Sensory Circuits</b><br>Movement sessions & mindfulness organised before school club for small groups of identified children who have   | £ (S.E.N.D./Year group budget) | 2. Collect data of those children attending and look to target least active with other interventions. Impact – class teachers and children  | 2. Identify other children (particularly new cohort for 2023/24) who would benefit from the club.   |

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| <p>well-being. Pupils attending are not only active during the session but the session allows them to get prepared for the day ahead and exhibit a 'ready to learn' attitude after attending these sessions.</p> <p>Pupils who use the Sports Sanctuaries are able to take active breaks when needed (during lessons, break-times, lunches etc.) to help allow them to regulate their mood/emotions and get back into the "Green zone" exhibiting a 'ready to learn' attitude.</p> <p>Since the pandemic, we have explored the "Zones of Regulation" with the pupils. Mindfulness is something that has been introduced to the children as a way of helping them to get into the "green zone" which is optimal for their learning.</p> <p>The role of activity in promoting pupils' health and well-being as well as their ability to concentrate and engage effectively with academic lessons, is of paramount importance and its value is acknowledged within school. By incorporating regular active breaks and encouraging staff to develop more active lessons will support pupils' readiness to learn, their concentration and behaviour. Before school clubs, active Lunchtimes and after school clubs also add to the menu of physical activity that supports the achievement of this</p> | <p>specific needs. Circuits, which have been specifically designed to meet their needs and enable them to have a more successful day.</p> <p><b>3. Sports Sanctuaries</b></p> <p><b>4. New equipment.</b></p> <ul style="list-style-type: none"> <li>a. Mini American Footballs</li> <li>b. Batting Tees</li> <li>c. Orange Tennis Balls</li> <li>d. Table Tennis equip</li> <li>e. ESFA Football offer</li> <li>f. Footballs</li> <li>g. Spare Part-Kickster Goal</li> <li>h. Measuring Tapes</li> <li>i. Baseball set</li> <li>j. Netball Post Padding</li> <li>k. Netball netting</li> <li>l. Badminton Pop up nets</li> <li>m. Tactics Board</li> </ul> | <p>£ (S.E.N.D/Year group budget)</p> <ul style="list-style-type: none"> <li>a. £75</li> <li>b. £60</li> <li>c. £70</li> <li>d. £71</li> <li>e. £4.99</li> <li>f. £106.95</li> <li>g. £17</li> <li>h. £41.95</li> <li>i. £12.69</li> <li>j. £58.09</li> <li>k. £3</li> <li>l. £58</li> <li>m. £44.95</li> </ul> | <p>self-reporting demonstrates a clear positive impact on identified children. E.g. better communication with other adults, less reliance on adults for help etc.</p> <p>Alongside Sensory Circuits, pupils are able to take active brain breaks (boxing pads, trampettes, resistance bands, Yoga, mindfulness etc.).</p> <p>3. Sports Sanctuaries have been created for all year groups. These helped in how the school was able to implement the "Recovery Curriculum" after the pandemic. Pupils are able to take active brain breaks (boxing pads, trampettes, resistance bands, Yoga, mindfulness etc.).</p> <p>4. Pupils have given feedback through their Sports Councillors on how they have enjoyed the new/upgraded equipment to use within school. Electronic equipment has been purchased to fall in line with the upgraded interactive smart board which has been installed in the hall alongside the upgraded sound system. These two pieces of equipment have not only helped with improving information (&amp; quality of sound) in PE lessons but</p> | <p>Continue to run S.C. 5 days a week to help support pupils who are targeted to engage with a consistent routine.</p> <p>3. Continue to provide Sports Sanctuaries for active brain breaks alongside Sensory Circuits to help supplement this provision which has been successful for helping pupils regulate themselves over this academic year.</p> <p>4. An ongoing assessment of the equipment used throughout school will be done in two years (two year-cycle).</p> |
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| <p>target.</p> | <p>n. Ribba Frame<br/>o. Slam Balls<br/>p. Slazenger Bag<br/>q. Slazenger Balls<br/>r. Slazenger Hockey Sticks<br/>s. Slazenger Storage Bags<br/>t. Jumbo Speed Stacks<br/>u. Sticky Target Balls<br/>v. Lenovo Yoga Laptop</p> <p><b>5. Active pupils</b><br/>HSA Boxes-upgraded<br/>Active Lunchtimes (see below)<br/>Active lessons</p> <p><b>6. Break &amp; Lunch times</b><br/>Our break times and lunchtimes were staggered to help with the management of pupils during the Pandemic. Following a review of these timings, we have returned these times to normal for pupils during this academic year.</p> <p><b>7. Communicate National</b><br/>message Regular key health messages shared with parents through; school website, twitter, sports newsletter</p> | <p>n. £9<br/>o. £55.95<br/>p. £25<br/>q. £24<br/>r. £80.50<br/>s. £140.95<br/>t. £241.25<br/>u. £39.37<br/>v. £930</p> <p>a) H.S.A budget<br/>b) £0<br/>c) £0<br/>d) £0</p> <p>£0</p> <p>£0</p> | <p>also in, Choir, Dance Clubs, Celebration assemblies and end of year shows etc.</p> <p>5. Impact- All staff have reported an increase in the children’s physical; activity compared to unstructured playtimes. Staff have also used regular active breaks (outside of PE). The donation of active resources (through the H.S.A) has been well-received based on feedback given by pupils through their Sports Councillors.</p> <p>6. We have worked with pupils to help them with managing the transition back to whole school break and lunchtimes. T.H &amp; D.O running the M.U.G.A has also led to a significant reduction in “physical” incidents during games or on the M.U.G.A.</p> <p>7. Increased awareness across school community as to the important role that physical activity has on health, wellbeing and</p> | <p>5. To continue to promote regular physical activity across the curriculum inside and outside of the classroom. Encourage staff to continue to include active lessons into planning as much as possible. Continue making cross-curricular links to allow active lessons to be linked into PE lessons. Extend the range of activities available to children with resources to support.</p> <p>6. Breaktimes have returned to normal with both yards used by the whole school after a decision made by Head &amp; SLT during this academic year. Continue to monitor factors around lunch staffing etc.</p> <p>7. Continue to include physical activity messages through coffee mornings. Continue regular health message updates through</p> |
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| <p>Pupils being able to have more of a voice and influence on all aspects of Sports (PE, PA, activities-Lunch/breaks, Clubs, Sports Teams etc.) within HBJ. This is to make sure that Sport is upskilling but is also enjoyable and inclusive for all pupils.</p> | <p>Parental support will support pupils' development and involvement in physical activity. This will support developing good physical habits for life and may support family engagement.</p> <p><b>8. Sports Crew</b><br/>Sports Council (12 pupils all Pupil Premium-1 for each class), Equipment Organisers (6-Y5 pupils)<br/>The structure of the Crew has allowed pupils to have a significant impact on the PE/Sports provision delivered at HBJ. This has been in lessons, competitions/matches against other schools, break and dinner times or generally helping to keep the school tidy and the equipment in a good state reducing any issues or injuries that could occur.</p> | <p>£0</p>        | <p>attainment.<br/>Impact-Due to our lines of communication Information has been sent out to all parents for Bags of Taste, Eat Smart Sheffield &amp; H.A.F holiday clubs this year.</p> <p>8. Sports Councillors give feedback directly after each lesson. This has allowed the staff to check if the "Learning Question/Objective" for the lesson was understood, as well as allowing them to talk about what they or others liked or disliked and be able to suggest any changes they would like to see.<br/>Impact-Sports Councillors helped create the 2021 Sports Day and had a heavy influence in helping to make it inclusive to allow all pupils to take part in school/at home.</p> | <p>assemblies, school communication messages i.e. twitter, Facebook, website, newsletters.</p> <p>8. Sports Councillors to be selected by class teachers for pupils Y3-6. Continue to promote and develop roles within school to allow pupils to have more influence over their Sporting activities. Document and discuss any problems in certain areas to allow the pupils to problem solve and act in a professional way helping to develop their understanding of their role within school.<br/>Look to restructure Equipment organisers from Y5-6 to Y3-6 in the 2023-24 academic year.</p> |
| <p>PE Lead time for research and implementation</p>   |  | <p>£1,294.74</p> |   |   |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                    |  | Percentage of total allocation:   |
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|  |  |                    |  | 12.53%  |
| Intent   | Implementation   |                    | Impact   |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:   | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| PE and Sport at Hunters Bar has always maintained the profile of PE and Sport throughout its daily life. The Head teacher is passionate about the positive role that PE, Sport and physical activity has in the lives of pupils at its school. The school has a designated PE lead that develops PE and Sport initiatives across school and supports and mentors teaching and support staff to assist them in their delivery. Membership of Points Learning Network and attendance at local meetings and events continues to ensure that PE, Sport and Physical activity are key elements of the school's daily life and permeates life at school. | 1. <b>PE Resources</b> -updated in line with National Curriculum but also, to reflect HBJ school ethos (Learning for Life)   | £0                 | 1. PE resources updated with new material and new equipment has been bought Staff feedback especially positive for new FA Football Scheme, which was trialed in the spring term and has now been integrated into the Year 4 curriculum.  | 1. Continue to share resources with staff and continue Staff CPD to help them feel comfortable to use. Remind them of location within our network/Google Drive/school to help them have access to implement in lessons and continue to update as new resources become available.  |
|  | 2. <b>Personal Best</b> -This has been linked to and developed alongside the "Learning for Life" (previously called "secrets of success")-Our School Ethos. Both encourage pupils to try their hardest in every lesson and activity that they take part in. beat their own PB's. This personal competition against themselves has helped to keep the competitiveness throughout school without | £0                 | 2. Emphasise characteristics such as resilience and creativity etc. pupils to demonstrate a desire to do their best with all lessons and tasks set. In addition, pupils have a greater understanding of target setting and putting strategies in place to achieve those goals. Impact – Used throughout school staff have reported a good understanding from children as to the concept of "personal best" (inside and outside of the classroom). Teacher's report there have been many occasions where this has been relevant as a strategy to improve the quality of outcomes. | Personal Best helps pupils' recognise their individual achievements and progress within PE and sporting activity. Pupils have ownership over their targets and can set new targets to aim for. Review of school values already in progress from SLT. Decision on school values made to restructure secrets of success to learning for life at the start of the 2022-23 academic year. Personal best helps to take pressure of pupils who don't feel comfortable with competition. |
|  | 3. <b>Network</b> -  | £2810 (paid in     | 3. Membership of Points  | 3. Retain the existing level  |

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| <p>Updating the website/School Games site throughout the year keeps parents (and staff) informed and helps promote the profile of PE at Hunter’s Bar Juniors.</p> | <p>Points Network<br/>Core membership-3 years 3 x £800<br/>KS2 competition package £250<br/>Network Games £160</p> <p>YST membership</p> <p>4. <b>Physical Literacy</b>-Focus on Physical Literacy underpinning our Schools Physical Education Curriculum.</p> <p>5. <b>Mr. Adebola to update the website/School Games site throughout the year.</b></p> | <p>2021-2022)</p> <p>£225</p> <p>£0</p> <p>£0</p> | <p>Learning Network has ensured that the PE retains its profile within school. The coordinator stays up-to-date with national initiatives and receives regular updates from Points LN. Good practice and networking is a key art of the network.</p> <p>4. All class teachers have engaged with Physical Literacy and linking skill development to all classes.<br/>Impact– each class teacher looking for specific skill development in activities.<br/>Feedback discussed with PE Lead to look at development and next steps.</p> <p>5. Pupils are very eager to participate in out of school physical activities and promoting their achievements on our various sites. Pupils write reports for our school games site, which allows them to detail their own successes and feel a sense of pride in their accomplishments.</p> | <p>Of profile by ensuring that, the PE Lead stays up-to-date with national initiatives and retains membership of local and national networks /organisations, so that the school can access the latest information.</p> <p>4. Create/find videos to Help demonstrate to pupils (and staff) how movements may look to give attempts that are more successful and reduce injury. Enable staff to understand not all pupils may reach this “standardised” way of movement to be successful e.g. sprinting technique may not be smooth but pupil may still be naturally quick with their own technique. Staff briefing for PE in September 2023 for staff CPD.</p> <p>5. To continue to update the website and have pupils write reports for the School Games site. Pupils also now starting to have an input in our social media reporting through Mr. Adebola with parents sending pupils personal achievements in as well.</p> |
| <p>PE Lead time for research and implementation</p>   |  | <p>£1,294.74</p>                                  |  |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                    |   | Percentage of total allocation:  |
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|  |  |                    |   | 7.90%  |
| Intent   | Implementation   |                    | Impact  |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:   | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| Support staff with training and up-to-date developments to ensure that all staff are confident to deliver lessons effectively and are aware of new developments in the subject area. The PE Lead will continue to engage with local and national developments and engage with relevant networks and groups to ensure that he is fully informed about the requirements of the Sport Premium Plan. | <p>1. <b>Class Teachers</b>-CPD Training: Upskilling of staff has been developed through continued supported work between the PE Lead and the teaching staff at the school. The PE Lead works alongside staff to assist in their subject knowledge and delivery of PE and Sport.</p> | £0                 | <p>1. Improved confidence and Teaching of PE across the whole school. This has been evidenced through, audit of strengths and areas for development as well as feedback after CPD being transferred to teaching new areas of the curriculum.</p> <p>69% of staff have had in class support &amp; CPD with Mr. Adebola this year. Specialist CPD for staff rises to 75% with FA CPD for MD &amp; TH.</p> <p>100% of the children across school have been taught by Mr. Adebola (PE. Specialist) throughout the year.</p> | <p>1. Teaching &amp; support staff continue through transition of supported lessons towards independent PE lessons with periodic feedback and development opportunities. New staff members to benefit from mentoring CPD programme.</p> <p>Staff through feedback have asked for a 2-year cycle of CPD development. Staff to continue to be offered CPD opportunities to enhance their knowledge and delivery of PE to their pupils.</p> |
| Members of staff to attend courses in order to enhance their knowledge and understanding of PE and active learning across the curriculum.  | <p><b>External staff CPD</b></p> <p>2. FA courses- Safeguarding Lead Shooting Stars Primary Teachers Award</p>   | £0                 | <p>2. To deepen staffs Knowledge as well as help to be able to run the Wildcats Centre.</p>   | <p>2. Football resources to be updated to include new games/activities and use of new resources.</p>   |
| To increase the confidence and knowledge of PE Lead in teaching P.E./Extra-curricular clubs with a view to   | <p>3. <b>Chance To Shine</b> CPD (6 weeks)</p>   | £0                 | <p>3. S.Ismay &amp; M.Duncan working 1:1 with their class and a cricket</p>   | <p>3. Cricket to remain on Y3 Curriculum for next academic</p>   |

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| <p>upskilling other staff who will deliver alongside and pupils who may help run clubs.</p> <p>MDSA's (Midday Supervisors)/TA's to continue to promote lunchtime activities and games for children to take part in regular physical activity ensuring their understanding and knowledge of the activities is embedded.</p> <p>Audit of indoor PE equipment to ensure high quality PE is delivered using safe equipment.</p> | <p><b>4. MDSA's/TA's to monitor Participation in break/lunchtime activities in order to adapt sessions accordingly</b> (and give feedback to A.Abdulla).</p> <p><b>Continental Sports-</b> report no. (arranged for July 2022-but not able to get in before school ended)</p> | <p>£0 (midday supervisor/TA budget)</p> <p>£105</p> | <p>coach to develop their knowledge and understanding. One member of staff who didn't have CPD with Mr. Adebola due to the timetable had CPD training with CTS.</p> <p>4. Staff feedback is very positive and children are enjoying breaks/lunches-especially since the donation of new equipment from the H.S.A.</p> <p>5. Equipment is deemed safe to use once audit is complete and repairs or replacements have taken place.</p> | <p>year. Y3 pupils mixed with Y4 to create a cricket team to compete in the Hollinsend Tournament in the 2023/24 academic year.</p> <p>4. Look for feedback from Sports councillors/MDSA's/ TA's on changing activities. Look at purchasing new equipment in the next academic year if needed.</p> <p>5. Audit carried out annually.</p> |
| <p>PE Lead time for research and implementation</p>   |   | <p>£1,294.74</p>                                    |  |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    |  | Percentage of total allocation:<br>45.39%   |
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| Intent  | Implementation  |                    | Impact   |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:   | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| <b>Additional achievements:</b><br>Pupils at this school receive a broad and balanced range of activities that supports their development. The curriculum is suitably broad, underpinned by Physical Literacy skills and enables for progression within an activity.<br>Extra-curricular activities provide additional breadth and diversity. | <b>1. Curriculum-</b> Physical Literacy, Gymnastics, Dance, Swimming, Games (netball, baseball, basketball, football, handball, flag football, cricket and hockey) Athletics, Tennis and Fencing. | £0                 | 1. Providing a good breadth of activities allow pupils to experience and develop a range of activities within the curriculum. Sufficient time within the curriculum is provided to allow pupils to make sufficient progress on each activity. Pupils wishing to develop these activities further or try out their skills are able to attend internal/external clubs or festivals / competitions. | 1. Continue to monitor curriculum content and delivery to ensure that pupils are able to progress sufficiently in each area. Continue to provide additional activities at residential trip to widen experience. In the next academic year, the success / uptake of extracurricular offers will also be monitored. |
|   | <b>2. Year 3-6 Running club</b><br>After-School-Provided by Y.Sz (parent)<br>Lunch Time-provided by Mr Adebola, Hewson & Beauchamp  | £0                 | 2. Yara provided an after-school Running club during Sept-Dec to accommodate for our Cross-Country runners- doing some fun training drills on Tuesday or Wednesdays at Endcliffe Park and Chelsea park. This turned into a lunch-club in January when the weather became better allowing us to provide for our pupils over the course of the academic year.                                      | 2. Our Year 3 and 4 Boys and Girls came second in the SFSS Cross Country Leagues in this academic year. Continue to provide lunch-time and after-school running opportunities for pupils.   |

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| <p>Bikeability gives pupils the skills and confidence for all kinds of cycling (e.g. dealing with short journeys such as cycling to the local shops or to school)</p> | <p><b>3. Bee Netball</b><br/>Bee Netball has been a fantastic addition to Hunter's Bar's After-School clubs' provision and a popular club for children of all ages.</p>   | <p>£500</p> | <p>3. The club is ran by Becca Lewis (National Development Officer South Yorkshire &amp; England Netball), and through her we are able to offer pathways out to all pupils to go and train and compete at a level that promotes their development and progress.</p> | <p>3. Continue to develop Links made with the netball clubs and provide one of the 5 different pathways for pupils to go and develop in netball. 3 Lessons provided for pupils in the next academic year 23/24 at Parkhead-Mercia</p>    |
|   | <p><b>4. Climbing Works AS Club</b><br/>A Bouldering AS club where pupils are granted permission to be collected early from school and taken to participate in the club.</p>  | <p>£0</p>   | <p>4. Set up in November after a 6 month consultation between HBJ &amp; the Climbing works. 24 pupils attending for half term with a review to see if we continue into Jan.</p>   | <p>4. We will look to restart in September 2023 regardless due to the popularity and success.</p>  |
|   | <p><b>5. Y5 Girls Leadership Training</b><br/>As part of the Girls Football Schools Partnership and their work towards creating a legacy off the back of the Women's UEFA Euros, 5 x Y5 female pupils took part in the Sheffield Primary Girls Football Coach Academy in May.</p> | <p>£0</p>   | <p>5. 5 Y5 pupils were given guidance as young leaders with their first steps into football leadership. This builds upon the 5 Y5 girls who took part in this last year.</p>  | <p>5. The 5 girls were given the opportunity to lead on football sessions and also did session at Hunter's Bar infants in the 22/23 academic year. They will build upon this in the 23/24 academic year.</p>                             |
|   | <p><b>6. Bikeability-Year 6 &amp; Year 5</b><br/>Bikeability courses-LTR (learn to ride), Level 1. Loan bikes and helmets provided.</p>   | <p>£0</p>   | <p>6. In Dec 22 all Year 6 pupils were given the chance to take part In Bikeability and complete their level 1 if they were proficient. This opportunity to take the level 1 course was given to our Year 5 pupils in July 23.</p>                                  | <p>6. Bikeability has now moved to Year 5 pupils in 2023-24 to allow minimal interference with Year 6 SATs. Bikeability to come back into school in Feb 2024 to allow Year 5 pupils to have the opportunity to pass Level 1 &amp; 2.</p> |

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| <p>Lunch Clubs/After School Clubs (internal/external) allow pupils to explore a variety of sports and activities. These clubs should provide enjoyment for the sports/activities that are available. These clubs also may also provide skill acquisition and development, which can help with pupils participating in competitive sport for Hunter's Bar School.</p> | <p>7. Handball -90 pupils-½ term Sport placement students L.Croft &amp; C.Ellis (From the Sheffield College) ran lessons for Year 5 pupils.</p>   | £0   | <p>7. 10 Y5 pupils were selected to take part in a Handball tournament ran by Sheffield College at the Hillsborough campus in February.</p>  | <p>7. L.Croft is to return to Hunter's Bar on placement again in the 2023/24 academic year. Potential to run further sessions.</p>   |
|  | <p>8. Gymnastics Lunchtime club</p>   | £300   | <p>8. DE Dance &amp; Sportz provided specialist gymnastics training for 23 pupils with previous/current experience.</p>  | <p>8. Training was in preparation for the SFSS Gymnastics competition. This was cancelled and potentially will be moving forward.</p>  |
|  | <p>9. Sheffield Hatters Basketball Club</p>   | £150   | <p>9. After-school club provided for 15 pupils Y5/6 pupils. 2 female pupils recommended to join Hatters for further development.</p>   | <p>9. Continue to develop working relationship with Sheffield Hatters.</p>   |
|  | <p><b>10. Enrichment opportunities-</b> Extra-curricular activities provide additional breadth and diversity. Over this academic year we have provided: Yoga, Karate, Street Dance, Basketball, Netball, Bouldering, Flag Football and Wildcats (Girls Football) after-school sessions. We have also provided: Squash, Tennis, Gymnastics, Bollywood Dancing, Gardening, Dodgeball, Choir and Running Lunch-time clubs.</p> | £110 (Find Your Hero Show & Skate)   | <p>10. We have had 70% of the school (283 different pupils) take part in an Enrichment Activity (e.g. Bikeability) or After-School/Lunchtime club We have ran After-school clubs every day since the Autumn term.</p>        | <p>10. Continue to offer a wide variety of enrichment opportunities in the next academic year. Continue delivering clubs with a either a Y3-6 or Y3/4 &amp; Y5/6 split. Continue to fund 50% of cost for PP / FSM students to be able to take part in extra-curricular activities.</p> |
|  | <p>Pupil Premium/FSM students had the option to have half of the payment for club paid for by the school for various</p>  | <p>£22.50-Basketball<br/>£67.50-Netball<br/>£18-Wildcats<br/>£30-Karate<br/>£30-Street Dance</p> | <p>4 students passed their karate grading to earn their Blue, Green (x2) and Orange belts in July of this academic year. They were entered for grading at High Storrs School, by Steve Hegarty who runs the after-school</p> | <p>Continue to provide Karate AS club and ask Steve to deliver a taster day in Sept 2023. 9 pupils graded (3 pupils earned their Red Belt &amp; 2 pupils earned passed their grading to earn their Yellow</p>  |

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| <p>In November over 70 Schools in Sheffield signed up to be part of the #SheffieldSchoolsSkipathon.</p> | <p>club. This was to help enable them to have the opportunity to experience a club that they might not be able to otherwise.</p> <p><b>11. Skipathon</b> - Throughout the week each day focused on one of the 5 ways to wellbeing: Learn, Connect, Take Notice, Give and Be Active. Pupils were shown videos as a visual aid to help with challenging them/developing their skipping skills.</p> <p><b>12. Swimming</b>-King Edwards School (additional block-18 weeks)</p> <p><b>13. Swimming Gala</b></p> <p><b>14. Sheffield diving Talent ID</b>-for all of our Year 3 pupils.</p> <p><b>15. Wildcats</b></p> | <p>£50-Squash<br/>£133-Bouldering club</p> <p>£0</p> <p>£5,130</p> <p>£see Key Indicator 5 - Increased participation in competitive sport</p> <p>£0</p> <p>£0</p> | <p>club.</p> <p>11. Impact-A whole school event with all pupils able to participate in daily practice to develop their skills.</p> <p>12. Y4 pupils all took part in swimming lessons this year allowing us to target our weaker swimmers for extra lessons.</p> <p>13. Returned after Pandemic – HBJ Finished in 5th Place in “A-League”.</p> <p>14. 22 pupils out of 90 Year 3 pupils (approx. 24%) selected for stage 2 (last time they assessed Y3-4 we had 55 pupils-out of 180 selected for further training opportunities-30%).</p> <p>15. We are the only primary</p> | <p>Belts in Mar).</p> <p>11. This is the third year that HBJ has done the Skipathon and we will continue to promote skipping skills and development through PE and PA.</p> <p>12. To ensure continued delivery of Swimming lessons to Y4 pupils. Lessons to continue throughout the year to allow the weaker swimmers to have more of a chance to reach 25m, 10m range of strokes and water safety.</p> <p>13. Continue to support Swimming association by entering Gala &amp; paying fees.</p> <p>14. Continue the link with Sheffield Diving to allow our pupils to have the chance of being identified - (Sept 11<sup>th</sup> 2023 return date).</p> <p>15. Continue to provide</p> |
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|   | <p>HBJ was selected in 2021-22 as a Wildcats centre by the Sheffield &amp; Hallamshire County Football Association.</p> <p>Wildcats is an initiative launched by The FA designed to inspire girls aged between 5-11 to be involved in football. Wildcats centres provide girls with regular opportunities to play football and take part in organised sessions in a fun and engaging environment.</p> <p><b>16. Trips-Residentials</b></p> <p>Y6-Thornbridge-Sep 22 (86 pupils-96%)</p> <p>Y4-Castleton-Mar 23 (83 pupils – 92%)</p> <p>Y6-Crucial Crew-July 23 (87 pupils – 97%)</p> | <p>£Year group budgets</p> | <p>school within Sheffield who has offered this opportunity for female footballers to develop their skills as well have fun using the Wildcats system.</p> <p>25 girls in Y3-6 have taken up this opportunity.</p> <p>Pupils have been signposted to local football clubs (Nether Green FC &amp; Crosspool Jnr) and we have been part of the FA’s “Play On” Pilot.</p> <p>16. 94% (169 out of 180) Y4&amp;6 pupils attended Castleton &amp; Thornbridge residentials (to participate in a variety of activities including: Orienteering, Low and high ropes, bouldering, archery. Thornbridge Challenge – caving, team building, canoeing and climbing / abseiling and weaseling etc.).</p> | <p>this unique opportunity to female Year 3-6 to take up, allowing them to experience being part of this exciting new initiative.</p> <p>Continue to provide external footballing opportunities (friendly games, training opportunities) for the wildcat girls to access their first steps into football.</p> <p>16. Continue to provide trips and residential opportunities for pupils.</p> |
| <p>PE Lead time for research and implementation</p> | <p>£1,294.74</p>  |                            |   |  |

| Key indicator 5: Increased participation in competitive sport  |  |  |   | Percentage of total allocation:   |
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|  |  |  |   | 16.50%  |
| Intent   | Implementation   |  | Impact  |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:   | Funding allocated:   | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:  |
| <p>Pupils at Hunters Bar Juniors are afforded considerable opportunities to take part in festivals, intra and inter school competitions and events. The school aims to give as many children as possible the chance to take part in suitable opportunities that give pupils a sense of pride and identity. This is intended to also teach the skills and qualities of working cooperatively in a team, experiencing success or disappointment and developing resilience, all essential life skills.</p> <p>Intra School Competitions feed into whole-school house system (Gem-Families: Diamond, Emerald, Ruby, and Sapphire).</p> | <p><b>1. Sports day competition</b></p> <p><b>2. Continue to enter SFSS, Points LN and School Games competition events.</b> Provide opportunities for more pupils to engage with competitive sport through entry and careful selection of targeted cohorts i.e. SEND, PP, least active.</p> <p>Competitions/festivals:</p> <p>a) Bouldering-Climbing works</p> <p>b) British Orienteering (x2)</p> <p>c) Squash</p> <p>d) SYO Orienteering</p> <p>e) X-Country</p> | <p>£0</p> <p>£ (see Key Indicator 2 - Memberships)</p> <p>a) £252</p> <p>b) £140</p> <p>c) £60</p> <p>d) £0</p> <p>e) £0</p> | <p>1. Whole school competition-off-site-Goodwin Sports Centre. Pupils were able to compete in front of parents for their Gem Families in competitive sport. Each individual pupil's scores contributed to their Gem Families total score. 95% participation rate 341 pupils (out of 360).</p> <p>2. Over the course of this academic year we have entered as many of the sporting activities/festivals/matches offered to us. Also, over this academic year we have had 67% of the school (241 different pupils – 58% male &amp; 42% female) represent Hunter's Bar at a sporting competition.</p> <p>Offering a range of activities has enabled the school to engage a large proportion of its children in some form of appropriate competitive activity. The school recognises that not all children thrive in highly competitive environments and thus</p> | <p>1. Continue to liaise with all relevant parties (headteacher, SENDCo, Safeguarding &amp; inclusion officer, Year Group Leaders, school staff, parents etc.) with planning Sports day and ways to make it inclusive so that all pupils throughout the school are able to access all the events.</p> <p>2. Continue to use local partners to provide sporting opportunities for pupils (to participate/compete in) and look out for new local partners providing further opportunities.</p> <p>Engage Y5 pupils to prepare for taken responsibility during next academic year. Y5 Girls Sports Leaders (see KI. 4) to be prioritized for these Leadership roles.</p> <p>Monitor more closely those that do and don't take part in any competitions / festivals</p> |

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|  | <p>f) Sports hall Athletics<br/> g) Athletics<br/> h) Swimming Gala<br/> i) MLB First Pitch festival<br/> j) EFL Cup<br/> k) ESFA Cup<br/> l) FURD (pitch hire)<br/> m) Football Leagues (SFSS see Key Indicator 2 -Memberships)<br/> n) Trophy engraving</p> <p>Club Links<br/> England Netball<br/> Hallamshire Squash &amp; Tennis<br/> South Yorkshire Orienteers<br/> City of Sheffield Diving<br/> Yoga Nature<br/> Elite Karate<br/> Little Messys<br/> Wildcats-Crosspool Jnrs / Nether Green Jnrs<br/> DE Sport &amp; Danze<br/> Sheffield Hatters</p> <p>SEND competitions / Festivals<br/> Panathlon<br/> Ice-skating<br/> Tennis<br/> SHU Festival-Multi Skills</p> <p>Transport</p> | <p>f) £0<br/> g) £0<br/> h) £100<br/> i) £0<br/> j) £SFSS<br/> k) £SFSS<br/> l) £40<br/> m) £SFSS<br/> n) £108</p> <p>£0</p> <p>£0</p> <p>£1,240</p> | <p>tailors its offer accordingly. As well as entering very competitive events it also provides an intra-mural format, which can be less 'threatening' and more appealing to less confident children. It offers alternate events such as the Multi-sports festival and individual team matches against other schools where pupils can perform at their own level without fear of letting the team down. It also makes special provision for SEND pupils by ensuring all activities and sports are inclusive to allowing 'safe' environments to take part and develop their skills.</p> <p>58% of pupils on our inclusion register represented HBJ over this academic year. This jumps to 60% when pupils who are out of school long-term are factored in.<br/> Jan- Panathlon event-HBJ came in second place.</p> | <p>throughout the year and consider how to engage these going forward.</p> <p>Build upon Orienteering (winners) &amp; Cross Country (2<sup>nd</sup> place Y3/4 Boys &amp; Girls League and 2<sup>nd</sup> Y3/4 Boys City Championships) by continuing to offer training opportunities to pupils.</p> <p>As well as pupils passing their Karate gradings with Elite Karate &amp; progressing into programmes for Squash &amp; Tennis, we have had 3 pupils transfer from the Wildcats programme to full-time football with Crosspool and Nether Green as well as 2 pupils taken onto the Hatters Basketball programme. 22 pupils were highlighted by the City of Sheffield Diving Talent ID programme.</p> <p>Continue to engage with Links SSP &amp; Sheffield SGO's who specialise in offering SEND opportunities.</p> <p>Continue to provide travel to certain tournaments allowing pupils' access to competitions that they might not have been able to attend previously due to parental commitments etc.</p> |
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| PE Lead time for research and implementation | £1,294.74 |  |  |
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| Signed off by   |   |
| Head Teacher:   |  |
| Date:           | 30/7/2023   |
| Subject Leader: | <i>B. Adebola</i>   |
| Date:           | 20/7/2023   |
| Governor:       | <i>Sameer Kothari</i>   |
| Date:           | 30/7/2023   |