

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£ 0
Total amount allocated for 2021/22	£ 0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19,490
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19,490

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023. Please see note above	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	78%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Year 6 land based self-rescue
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

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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:£19,480		Date Updated: June 2023	
<p><b>Key indicator 1:</b> 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</p>					<p>Percentage of total allocation: <b>47%</b></p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Promote physical activity and engage all pupils in achieving 30 mins of physical activity each day.</p>	<p>Year 6 to be trained as Young Leaders and deployed on KS1 playground at lunchtimes to deliver active playground games for all KS1 pupils to access.</p> <p>Assist with lunchtime sports clubs in KS1- multi sports, cricket, active games.</p> <p>Premier Sports instructed to set up daily Active zones and deliver organised lunchtime physical games and activities overseen by MSA'S</p> <p>Target groups encouraged to attend</p>	<p>No cost as delivered by PE Lead.</p> <p>£7312.50</p>	<p>60 year 6's completed training. (Oct 22). Rota of leaders deliver active lunchtime games throughout Jan-May.</p> <p>Sports Ambassadors, alongside Leaders have ran year 3 cricket club (15 pupils), Skipping Club (years 3/4) And Dance club.</p> <p>Pupils engaged in Active lunchtimes with a wide selection of games and sports. Used pupil voice to select some of the activities.</p> <p>Teachers report improved</p>	<p>Train year 6 Sept 24 and set up rota immediately after completion of training to support lunchtime activities on KS1 playground. Use pupil voice to select games/activities.</p> <p>Look at sporting calendar/challenges for next academic year and highlight clubs that Leaders can support and lead.</p> <p>Sept 24 meeting with Premier Sports to review and plan for new academic year. Use pupil voice to set up some new games and activities.</p>	

	<p>lunchtime clubs- Least Active, Girls, Boys, Pupil Premium children.</p> <p>An extensive programme of extra curricular clubs(lunchtime/afterschool) organised by specialist pe teacher throughout the year for all pupils to attend. Focus on Least Active, SEND, PPG and Girls. Premium used to set up and support some of these clubs.</p> <p>Paid afterschool clubs support physical activity for PPG pupils throughout the academic year.</p> <p>Through membership of the HWSSP, engage whole school in termly Physical Challenges, to be completed during the school day or at home. Record scores and submit.</p>	<p>KI 4</p> <p>£2,200</p>	<p>behaviour and happier pupils during lunchtimes.</p> <p><b>Autumn</b>  Table tennis-16 pupils (2 PPG)  Running Club-40 PPG (4 PPG)  Tag Rugby-20 PPG (2 PPG)  Netball- 10  Football-22 (3 PPG) Yr 6 (2PPG)  Badminton 46 KS2 (1 PPG)</p> <p><b>Spring</b>  Sportshall Athletics-30 (2 PPG)  Running Club-54 (4 PPG)  Netball/Football-30 (2PPG)  Girls Football-20 (1 PPG)  Hockey-22 (2 PPG)</p> <p><b>Summer</b>  Tennis-50 yr 3-6 (4 PPG)  Athletics-40 (3 PPG)  Cricket-Girls/Boys-30 (2 PPG)</p> <p>35 PPG pupils attended extra curricular activities throughout the year.</p> <p>Whole school took part in the skipping challenge (Autumn), active skipping clubs/competitions at lunchtimes,organised by Sports Leaders. Level 1 competition and Level 2 virtual competition. District winners at various age groups. Speedstacking Challenge-year 4.</p>	<p>Look at HWSSP competition calendar and plan clubs for year accordingly.</p> <p>Use Pupil Voice/School Council to set up new clubs and activities.</p> <p>PE Lead, Sports Ambassadors, School Council to set up termly Physical Challenges that whole school can easily participate in.</p>
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<p>Ensure all pupils are engaging in the Daily Mile and Active Blasts during the school day.</p>	<p>Classes continue to use the Daily Mile to support 30 mins of daily exercise. All classes encouraged to use Active Blasts eg during Mental Health week (Feb)</p>		<p>Majority of all classes engage in 1/2 sessions of running a week. Teachers report improved attention after a physical break.</p>	<p>Sept 24- set up a rota for completing Daily Mile runs on playground and field. Look for location of World sporting events as a target for classes/whole school to collectively run to .Eg Rugby world cup in Paris 28<sup>th</sup> October 2023.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: <b>2%</b></p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>



consolidate through practice:				
To support staff in teaching PE by increasing their confidence and knowledge, resulting in the delivery of high quality pe lessons.	<p>Staff audit resulted in KS1 Dance CPD for all teachers. Four sessions of dance delivery, observed by all year 1/2 teachers, included team teaching of dance.</p> <p>Continue membership of Getset4PE, devise a curriculum map, SOW, lesson plans and assessment platform. Encourage staff to follow online CPD courses.</p> <p>Use of specialist PE teacher to liaise with all staff, to share good practice and offer CPD to NQT'S and staff requiring support. Specialist PE teacher to design PE curriculum, deliver lessons, oversee assessment and responsibility for Subject Lead.</p> <p>Purchase specialised equipment to support lessons and develop pupils learning and skills.</p>	<p>See KI 2</p> <p>£365</p> <p>£6885</p> <p>£756.85</p>	<p>Feedback from KS1 teachers was good, "useful to see how a specialist dance teacher incorporates technique into lesson planning."</p> <p>All teachers report increased confidence in delivering high quality pe lessons supported by the Getset resource.</p>	<p>Further Staff audit to highlight possible future CPD delivery. This could be led by PE specialist during a staff meeting and linked to the Getset teaching resource.</p>

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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
**5%**

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:
To introduce new activities and sports to the PE curriculum and through extracurricular activities. To make provision so all pupils can access these opportunities.	<p>A range of coaches and adults employed to deliver and support both curriculum and extra curricular activities – Orienteering, football, athletics, Badminton.</p> <p>Membership of HWSSP ensures pupils attend Development days, Activity Days, Wodson games and Inclusive Festivals. (years 2-6). Pupils participate in new sports and activities.</p>	<p>£200</p> <p>See KI 1.</p>	<p>A wide range of sports offered to all pupils to attend. Received weekly coaching sessions and attended festivals and competitions.</p> <p>Register of pupils taking part in these activities.</p> <p>Evidence of pupils taking part in a wide range of physical activities.</p>	<p>Plan for a Sports week to incorporate Sports Days. Pupils to experience a new sporting activity each day eg Boxercise, Ultimate Frisbee, Rebound Ball, Tri Golf. Dodge Ball and Archery. Liaise with the Sports Partnership to deliver some on these activities.</p> <p>Continue to engage in majority of opportunities offered by the partnership.</p>

	<p>KS1 pupils to all receive Balanceability training as a prelude to Bikeability. Improves motor skills, balance and basic road awareness.</p> <p>Arrange an Athlete visit to inspire and motivate all pupils to participate in sport. (April)</p> <p>Following on from an extra curricular</p>	<p>£360</p> <p>£90</p>	<p>120 Reception children received Balanceability training. Teachers and children really enjoyed these sessions and all were competent on their balance bike.</p> <p>School decided not to include this activity but may revisit next year.</p> <p>15 pupils attended the Herts Day of Badminton. Received coaching in the morning and participated in competitions in the afternoon. Bengo won gold and silver medals in Girls, Boys and Mixed events.</p>	<p>Sign up for Balanceability next year.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				<b>5%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:
Increased opportunity for all pupils to engage in competitive sport and activities.	Membership to the HWSSP provides a wealth of opportunities for all pupils to engage in competitive sport. PE specialist teacher organises the sporting calendar to ensure maximum opportunity and participation. All pupils participate in Level 1 Virtual Physical Challenges Years 1-6 Skipping challenge (Nov) Year 3/4/5/6-	See KI 1	All KS1/2 pupils completed Skipping Challenge and Daily Mile activities.	Continue to maximise all opportunities offered by the HWSSP. Ensure all teachers are made aware of the sporting calendar and take ownership of their age related events.

	<p>Speedstacking. (Jan) Whole school – Daily Mile challenge (April-July)</p> <p>Targeted groups selected to participated in inclusive festivals – Every1in and Boccia</p> <p>Staff cover to attend sporting competitions and ensure both A and B teams participate. (Netball, Football, Table Tennis ,Badminton, Cricket, Hockey, Rugby, Cross Country, Athletics).</p> <p>Specialist PE teacher to ensure opportunities for all pupils to engage in competitive sport by running A,B and C teams in many sports.</p> <p>Providing transport to attend sporting opportunities via hiring of coaches.</p>	<p>£800</p> <p>See KI 3</p> <p>£150</p>	<p>10 PPG/SEND pupils attended this festival. Feedback was excellent.</p>	
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Head Teacher:	Justine Page
Date:	18.7.2023
Subject Leader:	C Holman
Date:	18.7.2023
Governor:	C. Baynham
Date:	18.7.2023