

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, 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 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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£3,500
Total amount allocated for 2022/23	£19,570
How much (if any) do you intend to carry over from this total fund into 2023/24?	£3544
Total amount allocated for 2022/23	£23,114
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 19,570

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 as best you can. 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>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</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>N.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.</p> <p>Please see note above</p>	87%
<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>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	37%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

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			<ul style="list-style-type: none"> lessons and improved delivery Where it has been used, class teachers and children used the electronic tablet to evaluate and analyse which has help pupils to recognise strengths and areas or development to enhance performance further 	
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<p>Key indicator 2: 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</p>	Percentage of total allocation: 35%
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<ul style="list-style-type: none"> Provision of sports clubs, before school, lunchtime and after school led by sports LSA / Premier Sport Coaches to increase participation and provide regular physical activity for children in all year groups, including those identified as reluctant participants and disadvantaged To introduce a wider variety of sports to children to inspire, engage and motivate them to be more physically active - activities such as archery, fitness circuit and boccia To track pupil participation: i) outside of school; ii) clubs provided by the school; iii) inter school sports competitions to see how much physical activity takes place 	<ul style="list-style-type: none"> Clubs run before, lunchtime and after school has been led by initially by Premier Education coaches All Y6 pupils trained as Play Leaders, trained by the WGC and Hatfield School Sports Partnership have provided structured lunchtime games for children in both KS1 and KS2 Each club has recorded participation through weekly registers to monitor the numbers of children attending - these were then added to a spreadsheet of participation with a breakdown of all groups, boys, girls, Disadvantaged and SEND Each term some clubs changed to reflect pupils’ view and aid higher 	<ul style="list-style-type: none"> £3,776 £3,424 £3424 £1888 (Premier Education) £4,895 WGC & 	<ul style="list-style-type: none"> An increased number of children from Year 1 to 6 have been engaged in lunchtime, before school and after school clubs meaning that many children were hitting the 7 hours of physical activity a week - 70% of KS2 children and 70% of disadvantaged / SEND attended at least one school-based club Targeted groups of pupils reluctant to take part in physical activity have been engaged, with many showing greater involvement in PE and school sports, e.g. attendance at other school clubs, greater engagement in PE lessons and participation at inter school 	<ul style="list-style-type: none"> Ensure the Premier Education coaches work with Y6 play leaders and target KS2 children to increase their physical activity levels during lunchtimes. Use MSAs to support lunchtime clubs by providing resources purchased from sports premium funding for games and to monitor leaders Continue to monitor and engage reluctant participants to be more involved in clubs provided by the school - ensure that all clubs have 2/3 spaces available for disadvantaged pupils and encourage their

<p>weekly</p> <ul style="list-style-type: none"> To increase physical activity, outside of clubs, during lunchtimes so that more children are physically active. To purchase resources to support clubs and P.E. lessons in order to ensure that everyone has access and not having to share equipment To increase the number of sports leaders - to train cricket leaders and football referees 	<p>engagement and participation of pupils</p> <ul style="list-style-type: none"> Y6 pupils used at lunchtimes to referee football games for all KS2 pupils - referees worked in pairs to officiate 	<p>Hatfield Sports Partnership</p>	<p>competitions and festivals.</p> <ul style="list-style-type: none"> Children have had the opportunity to experience new sports such as Handball, girls football and fitness circuits More children have taken part in lunchtime activities provided by our Y6 Play Leaders meaning they are physically active outside of P.E lessons and clubs Not only did the Y6 referees develop their leadership skills they have helped create smoother and calmer lunchtimes 	<p>participation</p> <ul style="list-style-type: none"> All Disadvantaged and SEND pupils to take part in one school based club Introduce an award for activities outside of PE lessons - recognise achievement in weekly 'achievement assembly' To continue to find ways to develop sporting leadership e.g. referees, umpires etc
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<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>24%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>
<ul style="list-style-type: none"> To be an active school participant in the Schools Sports partnership in order to benefit from club links, sporting festivals, competitions, training and lesson support To celebrate the school's involvement and achievements in 	<ul style="list-style-type: none"> Confirmed attendance with the School Sports Partnership - regularly communicate in meetings and through email. Hosted events and took part in a variety of festivals and competitions for all age groups 	<p>£4895 WGC & Hatfield Sports Partnership</p>	<ul style="list-style-type: none"> The school entered into a wide range of sporting events (43 school sports events entered this year), both inclusive as well as for the higher attainers which provided experience for our pupils to compete against 	<ul style="list-style-type: none"> To continue to be part of the local school sports partnership To monitor intra school competitions and ask for the House Point results at the end of each half term

<p>the School Sports Partnership through assemblies, newsletters and website</p> <ul style="list-style-type: none"> • Benchmark children's involvement / interest levels in a variety of festivals and competitions and feedback directly to the Schools Sports Partnership • To raise the profile of P.E. and The Schools Sports Partnership through taking part in a variety of initiatives e.g. Get Set, The Daily Mile, This Girl Can • To provide a sports trophy for each class to celebrate weekly achievements and increase engagement in their P.E lessons to promote team work, skill development etc. • A sports trophy to be awarded in achievement assembly to recognise their involvement in P.E lessons • To purchase resources to support the delivery of high quality P.E. lessons • To pay subscriptions for the school's planning resource 'Complete P.E.' to support the P.E.'s curriculum and AfPE to provide updates and current research and advice 	<p>and abilities</p> <ul style="list-style-type: none"> • Attended other sporting events not run by the sports partnership e.g. Herts Athletic Association cross country events, Gosling Athletics Event • Recorded names and numbers of children who have attended - spreadsheet of participation • Reminded staff to include intra house competition - children to earn points for their houses which are added to the totals for each house • Timetabled visitors into the school day. Used existing partnerships to support a variety of lessons e.g. athletics and rugby • A sports trophy was awarded for one child in each class per term to promote P.E. and encourage all children to show a variety of qualities • A range of resources purchased to support the delivery of P.E and school sport • The school purchased subscriptions to the planning tool, Complete P.E., meaning the school has access to up to date knowledge organisers, resources and new planning units to broaden children's experiences 	<p>£69.88 x 2 = £139.76</p> <p>£507.54</p> <p>£210 Complete P.E</p> <p>£115</p>	<p>others, learn independence, resilience and performing as part of a team</p> <ul style="list-style-type: none"> • Lesson support provided by the local SSCO across all year groups. This helped improve teachers' CPD and confidence • Training of 2 x groups of Y6 play leaders. This developed children's confidence, aided decision making, communication with younger children to provide clear and explicit instructions. • Children exposed to competition from an earlier age in order for them to become accustomed to these kinds of experiences. Children shared experiences via newsletters and assemblies to inspire others e.g. achievement assembly • Children learnt in competitive sport how to employ tactics to improve their team performance • Children enthused about school sport and are keen to take part in further opportunities - feedback very positive from these events • Staff acquired new skills to use in their P.E. lessons • Some of the trophies awarded 	<ul style="list-style-type: none"> • To include as many children in intra and inter school sport • To target reluctant participants / disadvantaged and SEND pupils so that all take part in one sporting activity outside of lesson time • To continue to raise the profile of PE and School Sport in assemblies, newsletter items and the website • To purchase a trophy for each class (see intent) - the termly awards have shown they assist with engagement
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			<p>to children chosen for a variety of reasons and often included reluctant participants to help enthuse and engage their future participation in P.E and school sport</p> <ul style="list-style-type: none"> • Children were able to develop and improve quicker with access to greater number of resources • Staff and pupil benefitted from a high-quality curriculum scheme which is regularly updated with adaptations to schemes of work 	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Percentage of total allocation:
21%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

<ul style="list-style-type: none"> • To receive visitors from a variety of sports to inspire all children • To provide a variety of clubs before, lunchtime and after school to broaden children's experiences of a range of sports • To provide sporting clubs to satisfy pupils' needs following class questionnaires / interviews • To enter festivals and competitions which involve sports not currently taught in their year groups e.g. table tennis to broaden their experiences • For classes / year groups to be invited to sporting events to engage all • To target reluctant participants / disadvantaged and SEND to a different range of sports such as archery, golf and trampolining through TAP (Targeted activity programmes) • Y6 Leaders to provide a range of activities during lunchtime for both KS1 and KS2 • To provide low attainers Y6 2 weeks intensive top up swimming 	<ul style="list-style-type: none"> • Clubs ran before school, at lunchtime and after school to a variety of year groups • Not as many visitors came to school for a variety of reasons - instead the school recognised sporting events taking place during the academic year with pupils. One visitor, Ben Smith 501, attended which not only engaged pupils with why exercise is important but also his journey where it's not always easy with the key messages determination and resilience shared • A variety of clubs were incorporated within the school's sporting offer - these clubs were changed in consultation with pupils • More children entered festivals and competitions than ever before - 43 events attended • Disadvantaged / SEND and reluctant participants targeted at their engagement with clubs and TAP • A regular diet of lunchtime activities for all pupils provided by Y6 Play Leaders 	<p>£4895 WGC & Hatfield Sports Partnership – As above</p> <p>£3000</p>	<ul style="list-style-type: none"> • Children provided with a range of clubs - pupils physically more active • Children enthused about school clubs with many taking part - feedback has been very positive • Pupils have taken part in clubs not taught on the P.E curriculum and are enthused and inspired to try new sports e.g. archery • Many more pupils have represented the school - this has helped to develop confidence, ability to work with others and decision making • Pupils inspired by visitors e.g. Ben Smith with the importance of sport and anti bullying message 	<ul style="list-style-type: none"> • Signpost children to other out of school clubs' opportunities to develop their talents and experience • To continue to expose children to a range of sporting festivals e.g. The Olympic Games 2024 • After the success of Ben Smith, research more inspirational sportsmen to enthuse and increase pupil engagement
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
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				21%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<ul style="list-style-type: none"> To increase the numbers of children taking part in competitive sport To provide opportunities for all groups of pupils e.g. whole class activities, Boccia for SEND etc. To provide regular competitions within school as intra school competitions at the end of schemes of work 	<ul style="list-style-type: none"> More children took part in a variety of competitions organised by the Schools Sports Partnership Each year group ran intra house competitions 	£4895 WGC & Hatfield Sports Partnership - as above	<ul style="list-style-type: none"> Children commented that they enjoy taking part in activities outside of school and the opportunity to represent the school s evidenced through Y6 Pupil Exit Interview / Sports participation evaluation 	<ul style="list-style-type: none"> An expectation that all children are involved in competitive sport To continue to expose children to competitive sport - look at opportunities for before school clubs to prepare children for competition

Signed off by	
Head Teacher:	Lisa Withe
Date:	23.7.23
Subject Leader:	Paul Wyatt
Date:	21.7.23
Governor:	Louise Gardner
Date:	24.7.23