

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

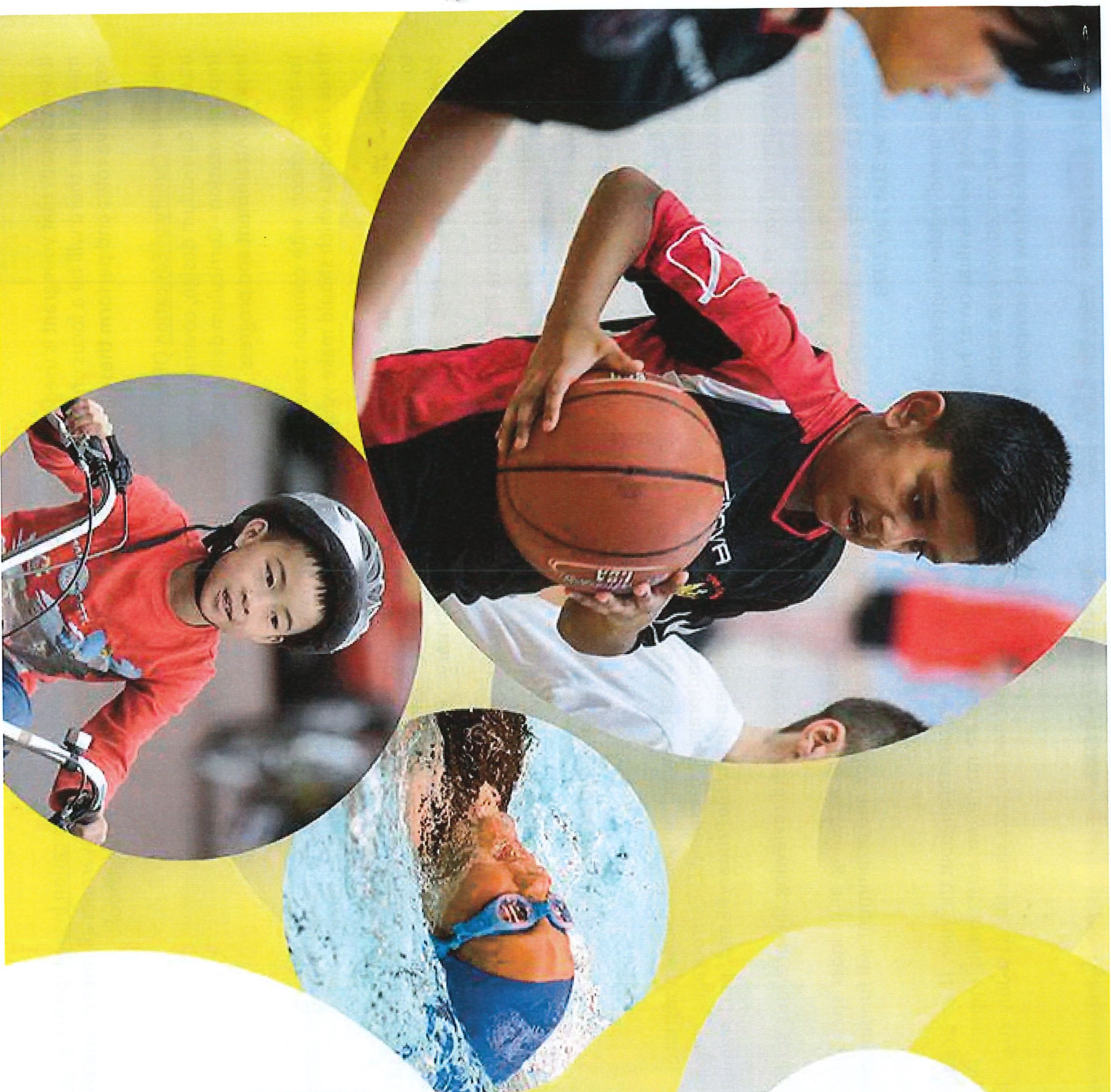
Updated May 2023

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 Df guidance including the 5 key indicators across which schools should demonstrate improvement. This document will help you to review your provision and to report your spend. Df encourage 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 evidence of 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	£7,255.98
Total amount allocated for 2021/22	£19,110
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,255.98
Total amount allocated for 2022/23	£19,010
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£7,255.98 + £19,010 = £26,265.98

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2022. Please see note above	91%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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:	
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					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase physical activity among children at playtimes and encourage them to develop perseverance and resilience		Purchase traverse climbing wall and climbing nets for KS2 playgrounds. Built w/c 27.2.22		£7,255.98 from remaining 21/22 premium + £6913.43	
		Skip2Bfit sessions on 3.11.22 for KS1 & KS2.		£726.00	
		Provision of skipping ropes on school playgrounds – challenges to be led by Sports Ambassadors		Chn enjoy skipping at playtimes and showed vast improvement in technique and perseverance.	
				Consider re-inviting Skip2Bfit back in again in 2023 2024 and then class teachers and Sports Ambassadors to run regular skipping challenges. Chn to keep records of their PBs to show tracking and improvements.	

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Active Partnerships



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Provide chn with opportunities to tackle new challenges and beat personal bests	Sport Ambassador leaders to attend training by Hertford & Ware School Sports Partnership (HWSPP). PE Lead/Sports Ambassadors (SA) to deliver training to SA team. Timetable of SA to work with year groups and activities. Participate in HWSPP challenges e.g. skipping challenges. Set own school challenges.	£2200 for School Sports Partnership per year	Sports Ambassadors are able to deliver a wider range of activities to KS1/2 pupils at lunchtimes and offer more pupils the chance to participate.	BB to help MH set up Sports Ambassadors in Autumn term and to manage rota. Change Sports Ambassadors where necessary to ensure engagement by them and change activities half termly to ensure chn around school are engaged and maximum number of chn possible are involved.
Increase physical activity in the school day by using active, cross-curricular lessons.	Purchase of Orienteering equipment and Staff training package	£2532	Teachers are trained in how to use the Orienteering app and children are enjoying the Orienteering lessons. Teachers are using Orienteering in Science, Maths, Geography, Spelling and PE lessons. Chn take part in an average of 1 to 2 Orienteering lessons per fortnight.	Teachers can continue to use cross-curricular Orienteering lessons. In Autumn term, older classes to support younger classes so that children understand how to use the resources.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

				Percentage of total allocation:	
				4%	
				£1080	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
Embedding physical activity into the school day by encouraging active travel to and from school and holding active lessons and teaching	Encourage chn to walk/cycle/scoot to school as often as possible, hold 'Walk to school week' where chn gain class points, survey chn to find out how they travel to school.	None	Walk to School week percentages. RCoe – 37% RCot- 41% 2G 49% Nursery 50% 5C 57% 4B 59% 1B 62% 2A 65% 3G 71% 3C 71% 5H 73% 1C 77% 6E 85% 6M 85%	Continue to promote Walk to School week next year. Consider hosting more of these throughout the year. Gain specific data from each class to show the difference between a normal week and Walk to School week.	
	Incorporate movement into lessons where possible, including using cross-curricular Orienteering lessons.	Already allocated in Key Indicator 1	Each class holding an Orienteering session every two weeks to maintain activity levels.	Continue to promote Orienteering and other active lessons.	
	Purchase of Orienteering and Quidditch equipment to promote team work, resilience and perseverance. Sports Week to promote the above skills, along with seizing new opportunities.	Quidditch equipment £1080 Already allocated in Key Indicator 1 (Orienteering)	In Sports Week, each of the older classes teamed up with a younger class to support them with the Orienteering. This was very successful for promoting team work and perseverance. Each class has also played Quidditch in PE and also Sports Week. This has been successful in engaging less active and less confident children in sport.	In the Autumn term, pair older classes up with younger classes to help them learn Orienteering and promote team work and social skills. Launch a Quidditch club run by Footballs Future to engage less active children to develop their social and emotional skills. Continue to promote competition, resilience and team work within all PE lessons.	
Use sport and PE as a way to develop social and emotional skills, including resilience, perseverance and teamwork.					

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

13%

£3060

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
CPD for PE lead	PE Lead to attend 3 subject leader days per year and then feed back ideas and knowledge to staff.	(included as part of partnership offer in Key Indicator 1).	PE Leader up-to-date with dates and events and able to share new ideas with staff.	PE Lead to continue to attend partnership training in future.
	PE Lead to attend PE Conference on 13th January 2023 and then feed back to staff and implement new ideas.	£180	PE Lead learnt about Quidditch and Orienteering. Training and equipment then ordered and installed /delivered. All staff now able to deliver Quidditch and Orienteering, leading to a greater range of sports and a more active curriculum.	PE Lead to attend next year's conference with a view to new plans and ideas for PE premium.
Upskill teachers in teaching Basketball by employing Russell Hoops to teach alongside teachers.	Russell Hoops to spend 6 weeks with each class over the year. Teachers to watch and assist in order to become better skilled to teach a sequence of basketball lessons.	£80/week x 36 weeks = £2880	All teachers took part in basketball lessons delivered by Russell Hoops and feel more confident to teach basketball. Children also enjoyed the lessons and have been playing basketball at playtimes and lunchtimes independently.	Continue to run basketball clubs at lunchtimes or after school but no longer a need for teachers to be upskilled in curriculum time.

CPD for staff run by Enrich Education for Quidditch and Orienteering		Teachers to take part in a training session each for Quidditch and Orienteering, run by Enrich Education, in order to know how to deliver these lessons and make the most of the resources.	Already allocated in Key Indicator 1 (Orienteering) and Key Indicator 2 (Quidditch)	All teachers took part in the two CPD sessions and have since delivered numerous Quidditch and Orienteering lessons. The children are really enjoying the lessons and the cross-curricular Orienteering lessons are very successful.	PE Lead to continue to remind staff to use as many cross-curricular Orienteering lessons as possible and also include focus on Quidditch on whole-school year plan.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Pupils in Reception and take part in Balanceability workshops to develop coordination and confidence in bike skills.		Workshops in Summer Term for Reception children. Each child to have two sessions in a group of 10.		£360	
All chn enjoyed the sessions. They developed self-confidence and improved from the first session to the second.		Run again next year.		Run some Quidditch clubs next year, look into possibility of Quidditch tournaments against local schools.	
Train teachers and children in Quidditch via two days run by Enrich Education		Two consecutive Quidditch days run by Enrich Education. Chn took part in launch assembly as well as class tournaments. Staff took part in CPD after school.		Already allocated in Key Indicator 1 (Orienteering) and Key Indicator 2 (Quidditch)	
All chn have taken part in both PE lessons and during tournaments in Sport Week. It is great for involving less active, less confident children.		Keep Quidditch tournaments on Sports Week timetable for next year.		Percentage of total allocation: 17%	
				£4520	
				Sustainability and suggested next steps:	

Introduce children to the new activity of Orienteering	Teachers to take part in Orienteering CPD run by Enrich Education then teach each class Orienteering.	Already allocated in Key Indicator 1	Teachers are trained in how to use the Orienteering app and children are enjoying the Orienteering lessons. Teachers are using Orienteering in Science, Maths, Geography, Spelling and PE lessons. Chn take part in an average of 1 to 2 Orienteering lessons per fortnight.	Teachers can continue to use cross-curricular Orienteering lessons. In Autumn term, older classes to support younger classes so that children understand how to use the resources.
Sports week to celebrate sport and encourage children to try new sports, develop perseverance and resilience, along with an open-minded approach to trying new opportunities.	Sports carousels Races Quidditch tournaments between classes Orienteering with an older year group supporting a younger year group	Already allocated in Key Indicator 1 (Orienteering) and Key Indicator 2 (Quidditch) and partnership allocation already shown in Key Indicator 1	Sports week was very successful. Each class took part in Orienteering with older/younger year groups, Quidditch tournaments in their own year groups, Sports Day and a carousel.	Keep the same activities for next year's Sports Week but also look for a new sport to introduce- possibly archery and / or ultimate Frisbee as children took part in both of these at Wodson Games and really enjoyed them.
Participate in a range of sports development days on offer to the school either via the partnership or external opportunities	Y2 Development Day (30 chn) Every1In Festival (10 Y6 chn) Wodson Games (30 Y5 chn) All YR and all Y1 Legends tennis (120chn) Trampolining at Chauncy for all Y1 and all Y2 (120 chn) Girls football days 10 Y2, 10 Y4, 10Y6 Year 1 development day (30chn) District athletics (29 Y3, Y4 and Y5	Already allocated in Key Indicator 1 as part of partnership offer	100% of chn have taken part in school in special days: Quidditch, Skip to be Fit, Orienteering. All YR have done balanceability. All YR and Y1 have done tennis with Legends Tennis. All Y1 and Y2 have been to Chauncy for trampolining. 30% of Y3 have been to an event outside of school 78% of Y4 have been to an event	Continue to attend partnership events. Look to attend small events organised with partnership schools to increase percentage of Y3/4 chn who attend events.

	chn). Girls football tournaments and festivals- Y2 10 chn, Y4 10 chn, Y6 10 chn Girls football development day- 17 Y6 chn. Y4 tennis (10chn) Y3 tri-golf (8chn) Y5/6 cricket – 30 chn Y6 Boccia- 5 chn District football and football league- 20 Y5/6 chn District netball and netball league- 17 Y5/6 chn		outside of school 80% of Y5 have been to an event outside of school 97% of Y6 have been to an event outside of school This year the school gained its Platinum School Games Mark Award for the first time. This will last for two years.	
Purchase necessary sports equipment for new curriculum and to replace old/damaged equipment.	New equipment purchased to support the teaching of Get Set 4 PE curriculum.	£1000 spent on equipment for Get Set 4 PE equipment	Teachers feel more confident to teach PE using GetSet4PE This year. Lesson observations all positive.	Continue to replace old/damaged equipment next year. Autumn term purchases: new gym benches, new netball post.
Skip2beft Workshop	All chn in KS1 and KS2 participated in sessions run by Skip2Bfit. They were shown how it can be fun and improve fitness and support growth mindset.	Already allocated in Key Indicator 1	There were friendly competitions within classes and summarised in a whole school assembly at the end of the day to celebrate every one's achievements including children and staff. Children were encouraged to purchase skipping ropes. Kit bag for sports ambassadors to	Look into Skip2beft returning back in Autumn term.

				use purchased to continue to deliver competitions at break and lunch times and whole school challenges.	BB to continue to support Sports Ambassadors next year with running events.
Russell Hoops basketball in curriculum time for all Y1 to Y6 chn	Russell Hoops to spend 6 weeks with each class over the year. Teachers to watch and assist in order to become better skilled to teach a sequence of basketball lessons.	Already allocated in Key Indicator 3	All teachers took part in basketball lessons delivered by Russell Hoops and feel more confident to teach basketball. Children also enjoyed the lessons and have been playing basketball at playtimes and lunchtimes independently.	Continue to run basketball clubs at lunchtimes or after school but no longer a need for teachers to be upskilled in curriculum time.	
Delivering a wide range of sports clubs to children across the school so that chn can learn new skills, explore new opportunities, develop resilience and growth mind-set	Football club for Year 5/6 chn on a weekly basis from autumn to end of spring. Russell Hoops to run Y5/6 basketball and Y3/4 basketball.	24wks x £35 = £840 £80 / week 13wks autumn 11wks spring 5 wks summer = £2,320	All year groups offered opportunities to take part in year-long and term-long clubs. Broad range of clubs on offer, especially for KS2. This year the school gained its Platinum School Games Mark Award for the first time. This will last for two years.	Look to develop clubs on offer for Y1/2. Change morning Basketball club to Footballs future. Use lunchtime clubs to target less active children and children preparing for events.	
	Netball club for Y5/6 children autumn and spring term Y3/4 football club all year KS2 athletics club summer term Y2 rapid fire cricket club	No Cost			

	Y3 Tri-golf club KS2 cheerleading club Y1-6 Dance clubs Y1/2 football club Y5/6 cricket club			
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
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Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Entry to HWSSP events in order to give as many chn as possible the opportunity to participate in competitive sport.	This year, chn have attended: Netball and football matches District football Y5/Y6 District netball Y5/6 Hope Cup and Evans Trophy Y5/6 Football friendly league Y5/6 Netball friendly league Y5/6 Y5 Wodson Games Y3, 4, 5 District Athletics Every1In Festival Y6 Y2 development day (all chn) Y1 development day Y1 development day Y3 tri-golf Y4 tennis	Membership of HWSSP already allocated	Impact of HWSSP events All YR have done balanceability. All YR and Y1 have done tennis with Legends Tennis. 30% of Y3 have been to an event outside of school 78% of Y4 have been to an event outside of school 80% of Y5 have been to an event outside of school 97% of Y6 have been to an event outside of school This year the school gained its	Continue to attend HWSSP events. Look to attend small events organised with partnership schools to increase percentage of Y3/4 chn who attend events

	Y2 rapid fire cricket Ys2,5,6 girls football			Platinum School Games Mark Award for the first time. This will last for two years.	
Increase competition within PE lessons so that all chn have the opportunity to experience winning/losing/competing against own performance and others/progressing skills	PE lessons to include mini competitions for all chn to take part in and to allow chn opportunities to compete against themselves in order to improve their own performance	None	Chn gradually showing more resilience in competitive events. Learning walks for PE showed mini competitions.	Continue to promote next year.	

Signed off by	
Head Teacher:	<i>Allycia</i> H. LESUE
Date:	17-7-23
Subject Leader:	MS
Date:	17/7/23
Governor:	<i>[Signature]</i>
Date:	17-7-23

