

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£11,107
Total amount allocated for 2021/22	£19,030
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,151
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2025.	£17,151

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 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>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 2022.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A

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

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

Academic Year: 2023/2024	Total fund allocated: £17,151	Date Updated: 7.6.24		
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				Percentage of total allocation: 76%
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>Part time P.E. teacher to deliver all P.E lessons across Reception and KS1.</p> <p>Develop focused lunchtime activities that engage and motivate students to participate in physical education.</p> <p>Host extra-curricular clubs, after school, every afternoon 3.15pm – 4.15pm</p> <p>Purchase additional P.E resources to support lessons, extra-curricular clubs and lunchtimes.</p>	<p>Ensure timetable and planning is available for teachers.</p> <p>Ensure effective coaching and mentoring is in place for teacher is in place.</p> <p>Design and introduce a rota for planned activities for student in KS1.</p> <p>Develop timetable for clubs. Plan clubs and ensure consistency in procedures.</p> <p>Audit of all resources. Footballs, tennis balls + others.</p>	<p>£12318.02</p> <p>£2835 (included in P.E. teacher allocation)</p> <p>£500</p>	<p>Quality of provision in P.E. is improved.</p> <p>Lesson are at a 'good'/'outstanding' level.</p> <p>Children gain a consistent approach.</p> <p>Children are participating in physical activities during lunchtime.</p> <p>Children are engaged and learning new games/ sports.</p>	<p>Ensure healthy active lifestyles and physical activity are a curriculum priority in the new academic year- EP to support subject lead with coaching model to support teachers teach PE.</p> <p>PE lead to launch and support all class teachers with 'daily mile' sessions.</p> <p>Availability of more inter-school competition through Herts and Ware Partnership.</p> <p>.Subject lead to look at increasing capacity by possibly using some Sports Premium funding to hire additional specialist PE experts to work alongside teachers- particularly new teachers and ECTs.</p> <p>Active Leader initiative to continue, building on the success of this year. Provide additional training for our young sports leaders and support them in targeting least active pupils at break and lunch. Plans for: personal challenge activities, active Maths games and Active Leaders to lead more games for pupils.</p>
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				Our extra curricular programme will commence in the Autumn Term. Organise a programme of Saracens' Clubs. Plans to target least active and Pupil Premium pupils will be sustained.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

0%

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>Raise the profile of PE & Sport by joining the H&WSSP Primary Sports Partnership to extend opportunities for pupils and provide training for staff.</p> <p>Sporting achievements in and outside of school are celebrated in whole school assemblies to encourage all pupils to aspire to be involved in the assemblies</p> <p>Establish relationships with other local schools and arrange</p>	<p>Join Core Sports Partnership membership including Membership of Youth Sports Trust.</p> <p>Release PE Subject Leader to attend half termly meetings</p> <p>Weekly sporting achievements noted in Celebrations Assembly each Friday and recorded.</p> <p>Annual Swimming Certificate Assembly to celebrate achievement during swimming sessions in school</p>	<p>£630 3 x Supply teacher costs @£175 = £525</p> <p>Zero</p> <p>180 certificates</p> <p>£27.48 Zero</p>	<p>PE Subject Leader provided with CPD on a regular basis leading to improved leadership of the subject across KS1.</p> <p>Pupils have a good understanding of subject specific vocabulary and can articulate their learning.</p> <p>Targeted support was offered to teachers with planning and lesson delivery- quality of</p>	<p>EP to work with new subject lead to make adjustments to curriculum maps and progression of knowledge and skills in line with pupil needs.</p> <p>Relaunch 'Get Set 4 PE' with class teachers. This scheme will support teachers and ECTs who are not specialists at teaching PE after our PE teacher leaves.</p> <p>CPD and coaching to be offered to staff, ECTs and targeted support</p>

<p>competitions/ games between schools.</p>	<p>summer term P.E. teacher and lead to make contact with other establishments and arrange games/ competitions between schools.</p>		<p>teaching and learning improved through support offered. This has impacted pupil progress.</p> <p>Profile of PE and Sport has been raised by the visibility of Active Leaders.</p> <p>Pupils Sporting achievements have been celebrated regularly in assemblies and the school newsletter.</p>	<p>for less experienced teachers through team teaching with subject lead.</p> <p>Continue to celebrate PE and Sport in assemblies and newsletter.</p> <p>As above- Active Leaders initiative to carry on in September.</p> <p>Active Leaders to launch 'personal challenge' tasks in an assembly every half term. VF to create leader-board which is visible at break and lunch times to celebrate sporting achievements.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 19%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Develop the breadth of knowledge and understanding of the subject leader and P.E. teacher.</p>	<p>PE team to attend Annual PE Conference at the University of Hertfordshire.</p> <p>Release time to P.E. leader to support and guide new P.E. teacher.</p>	<p>£142</p> <p>£175 supply costs Zero</p>	<p>Pupils have access to high quality resources in their PE lessons and at break and lunch.</p> <p>DW is now independently auditing and ordering equipment to ensure enriching games are available at break and lunch and PE sessions have the required kit.</p>	<p>Continue to strive for an increased number of pupils receiving a high quality PE curriculum.</p> <p>Subject lead to engage all staff in CPD and offer targeted, quality support by effective monitoring; especially for new staff and ECTs.</p> <p>Increase opportunities for team teaching next academic year- new subject lead to ensure VF is timetabled to work with every new class teacher for at least one half term.</p> <p>As above</p> <p>Continue to invest in high quality equipment in a timely manner.</p> <p>Class teachers and SA to plan ahead to resource for their upcoming unit of work.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>0%</p>				
<p>Intent</p>	<p>Implementation</p>	<p>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:	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>Extend provision for children to engage with a wider range of sports at lunchtimes with adult specialist support at differentiated age appropriate levels.</p> <p>Start extra-curricular clubs, after school, every afternoon 3.15pm – 4.15pm</p>	<p>Coaching and mentoring for a dedicated MSA to lead the sports area of the playground.</p> <p>Develop timetable for clubs. Plan clubs and ensure consistency in procedures.</p>	<p>Zero (included in P.E. teacher allocation)</p>	<p>Popular activities with high level of engagement Feedback from MSA Team Leader led to increased provision to every day this year.</p> <p>Positive working relationships established with high quality external providers: football coaches (including a girls football coach). Diversifying Sports on offer after school has increased pupil engagement.</p>	<p>Continue to strive for increased participation in sports outside of the curriculum.</p> <p>VF to arrange Saracens After school clubs.</p> <p>Maintain positive links with high quality external providers- strive to organise inter school competitions with these coaches. VF to work alongside external football coaches in the Autumn term to establish fixtures from the beginning of the academic year.</p> <p>Increase in engagement in extracurricular sports clubs for SEND pupils by targeting these pupils with free extra curricular club invitations.</p>

Key indicator 5: Increased participation in competitive sport

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:
Establish relationships with other local schools and arrange competitions/ games between schools.	P.E. teacher and lead to make contact with other establishments and arrange games/ competitions between schools.	Zero	<p>Increased participation in intra competition this academic year- half termly intra competitions and events through Herts and Ware Partnership.</p> <p>VF has arranged and supported the children with events and competitions- excellent opportunity for her to develop her ability to orgainse future events at Kingshill.</p> <p>Competitive opportunities celebrated in assemblies by certificate, medal and trophy presentations.</p>	<p>Continue developing engagement in intra-school competition by broadening the sports available. VF to establish personal challenges at break and lunchtime and create a 'leader board' which celebrates physical activity at break and lunch.</p> <p>VF has now established good links with Herts and Ware Partnerships and other sports coaches across Hertfordshire. VF to develop her networking skills in September by drawing on these links to create more inter school competition opportunities.</p> <p>Continue to invest in rewards to celebrate sporting and participation.</p>

Signed off by	
Head Teacher:	Elliott Plumb
Reviewed:	19.11.24

Subject Leader:	Vickie Fishburn
Governor:	Alan Thatcher
Date signed:	29.6.23