

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 31st 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	£19,170
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£19,240
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,240

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	All year 6 pupils were taught safe self-rescue techniques as part of their swimming lessons.
<p>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 2023. Please see note above</p>	There are 49 pupils in the year 6 cohort.
<p>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</p>	25/49 51%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	51%
<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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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:			
<p>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</p>			Percentage of total allocation: 15%		
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?:	Sustainability and suggested next steps:	
<p>Improving physical wellbeing and encouraging healthy lifestyle habits, including regular exercise</p>	<p>Each class to take part in the daily mile for around 15 minutes – PE to introduce an initiative to encourage and ensure all classes are taking part</p> <p>At least 1 hour of PE weekly assisted by sports coach – a variety of sports covering many skills</p> <p>At break times and lunchtimes the sports coach to organise games such as hockey, tennis, football to promote physical activity</p> <p>Trolleys of equipment per year group used to promote individual and group activities</p> <p>PE lead to work with Sustainability lead on implementing the Walk to Schools Week initiative</p> <p>EYFS and KS1 to continue use of wake 'n' shake</p>		<p>Sports Coach</p> <p>All of the funding goes towards his wage.</p>	<p>All classes are doing daily physical exercise – daily mile.</p> <p>All year groups are covering a breadth of different sporting activities, incorporating a range of skills and knowledge in weekly 1 hour PE lessons.</p> <p>Extra break and lunch sporting activities are in place. These support the learning in lessons, whilst also giving children the opportunity to take part in sports they may not cover this year in their curriculum time. The range of sports on offer has been carefully considered.</p> <p>Trolleys of equipment are in place. New equipment has been ordered where needed to ensure there is good range of equipment.</p> <p>EYFS are using wake and shake daily. Children are all accessing this provision in the EYFS.</p>	<p>Continue daily mile initiative – worked into timetables for next academic year.</p> <p>Pupil voice to see which sports children would like to experience that maybe different to what they have learnt previously, but still fit into the curriculum progression and skills.</p> <p>Whole school using alternative brain/movement break activities, especially on days when they cannot go outside.</p> <p>To participate in the Walk to school week initiative and ensure a whole school approach. Work with sustainability lead going forward.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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 address difficulties with concentration through physical breaks	<p>PE lead to help teachers with whole class use of wake 'n' shake for example – Go Noodle</p> <p>Sports coach to run sensory workshops for children with SEND and others who find it difficult to engage and follow instructions.</p> <p>Sports coach to help upskill SEND 1:1s to support with movement breaks for identified children.</p> <p>Talk to teachers and 1:1s about children who do not yet have them.</p>	<p>Sports Coach</p> <p>All of the funding goes towards his wage.</p> <p>Sports Coach runs these sessions.</p>	<p>10 children with SEND attending sessions. Staff report an improvement in attention, focus and ability to learn when these children return to the classrooms from these sessions. KS1 children are becoming more resilient and patient. KS2 children are able to manage emotions better. Children are calmer when approaching work</p> <p>Spring term inset – talked to all staff about importance of movement breaks to improve concentration and learning behaviours.</p>	<p>Continue to run sensory circuits next year. Carefully select the children to attend and evaluate the sessions for impact.</p> <p>1:1's to be trained by Sports Coach so they are able to carry out sensory workshops when sports coach is not available.</p> <p>Sports coach to compile a folder of sensory circuit activities that staff can use.</p> <p>All classes are now taking part in the daily mile as a movement break – continue with this.</p>
To consider the development of the KS2 playground to improve collaboration, problem solving and improve emotional well being.	<p>Pupil voice to see what equipment children would most like to see put in the playground.</p> <p>Continue to use PE budget to provide resources for lessons and break and play</p> <p>Staff survey for input into playground development, e.g. loose parts play SLT and grounds team to consider extending surface for KS2 playground</p> <p>PE lead and SLT to look into using the MUGA in Callowland Park</p> <p>PE lead and SLT to arrange visits to other schools to see what outdoor trails/provisions they have and how they are used.</p>	<p>Parents have fundraised for playground fixed equipment.</p> <p>School PE budget</p>	<p>Sports coach and PE lead ordered new equipment to provide the children with more opportunities to play a variety of sports.</p> <p>PE lead completed pupil voice about playground and gave information to HT. This information has been used to design fixed playground equipment. Head teacher enquiring about quotes</p> <p>Waiting for Watford council to issue the license for the MUGA. HT has chased this again at start of spring term.</p>	<p>Fixed playground equipment has been installed and children are able to use this at break times and lunchtimes. SEND children have been using this for movement breaks. Feedback from the children has been positive since the installation in June 23.</p> <p>License has been granted by Watford Council for the use of the MUGA in the park and will be available to use from autumn term. This will enable more space for children to play.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%60
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>Sports coach to continue to support teachers with delivery of high quality PE lessons.</p>	<p>Continue to support all staff over the year by modelling, demonstrating specific skills.</p> <p>Demonstrating warm up activities, small group activities to support skills and knowledge development.</p> <p>Sports coach to work with PE lead on what sports equipment is needed</p> <p>PE lead to work with sports coach and SLT to rearrange long term plan and curriculum</p> <p>Revisiting skills/knowledge from previous years</p> <p>PE floor books used to evidence lessons and increase children's vocabulary</p> <p>CPD in summer term for PE</p>	<p>Sports Coach</p> <p>All of the funding goes towards his wage.</p> <p>PE budget for equipment.</p>	<p>Teachers are more confident in their teaching of PE with the sports coaches support and direction.</p> <p>PE lead and sports coach have ordered new equipment to support the teaching and understanding of lessons. There is a good range of equipment that children can use in lessons.</p> <p>Long Term Plan updated to suit the needs of different year groups and ensure pupils are engaging in a variety of sports</p> <p>Children are able to use PE floor books to talk about what they have learnt – skills, rules</p>	<p>Teachers will continue to be supported in their planning and teaching of PE lessons by Sports Coach. Team teaching, teachers teaching part of the lesson and the sports coach giving feedback. All staff /each class to have access to sports coach over the year.</p> <p>Arrange CPD for PE to further upskills teaching staff.</p> <p>Sports coach to check and order equipment so that PE lessons are well resourced.</p> <p>Updated Long Term Plan has been reviewed by PE lead and Sports Coach, this will be kept the same next year as it worked well. PE lead and Sports coach to work on a progression of skills document.</p> <p>PE floor books have evidenced learning of key skills and vocabulary throughout the year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
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:
Maintain the increase in participation in after school clubs by ensuring there is a response to pupil voice	Clubs are planned in response to pupil voice/participation and are changed accordingly for the following term. Monitor who is going to the clubs in term of EDI and consider specifically inviting under-represented groups	Sports Coach All of the funding goes towards his wage.	Clubs have been updated in accordance with pupil voice and different clubs have been offered over the year. PE lead monitoring participation of Pupil Premium and SEND children in extra curricular clubs.	Clubs updated in response to pupil voice. Girls football will be starting in September, due to high demand by pupils. Morning clubs have been updated to be year group specific. To continue to monitor PP and SEN children's attendance, talk to pastoral, SEND and inclusion leads to help monitor.
National school sports week	A range of free workshops are planned for the school during a week of sports Children experience sports they haven't before Links with local clubs where they can do the sports etc.		Children took part in sports at school. School will develop this further next year.	PE lead and sports coach to reflect on this year. Ask other PE leads in IMAT to work together to signpost different clubs and activities that could take place in June 24.
Residential trips	Year 5 Children have access to outdoor activities such as, climbing activities, problem solving, team building. Year 6 children have access to a range of outdoor activities.		Year 5 attended a day of outdoor activities at Phasels Wood. Pupil voice was positive and showed children experience activities they had not had the opportunity to do before. Year 6 attended the Isle of Wight. They took part in a range of outdoor activities. Pupil voice was positive.	Both trips were successful and enjoyed by children as they experienced things they had not done so previously. Arrange for these trips to take place next year.

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:
Creating rich, varied and inclusive school sports opportunities as an extension to the curriculum.	<p>PE lead to work with SLT and Sports coach to consider changes to Sports Day format</p> <p>PE lead to take a staff survey and pupil voice (KS2) to develop Sports Day</p> <p>Possible: Watford football club/Chance to shine cricket – investigate other companies</p>	<p>Sports Coach</p> <p>All of the funding goes towards his wage.</p>	<p>Sports Days took place for all year groups from Nursery to Year 6.</p> <p>There was also a Trust Sports day for year 6 where they could compete in competitions against the other Trust Schools.</p> <p>Free sessions for year groups 1 – 6 provided by chance to shine cricket.</p>	<p>Sports day format was altered as a result of pupil voice and staff feedback. It was successful and ran smoothly. Sports coach and PE lead to ensure that these plans are in place for next year,</p> <p>Take advantage of Chance to Shine next year. See if other sports offer a similar scheme.</p>
To signpost access to clubs outside of school	<p>Sports coach and company to signpost local clubs</p> <p>Sports coach to signpost holiday sports camps</p> <p>PE lead to contact local clubs to see if they would do taster sessions at school</p>	<p>Sports Coach</p> <p>All of the funding goes towards his wage.</p>	<p>Children from school attended holiday sports camp run by sports coach, PP and SEN.</p> <p>Sports Coach signposted local clubs but would have liked more children to have been able to take advantage of this.</p>	<p>Children from the school have continued to attend the holiday camp run by sports coach.</p> <p>PE lead and sports coach to work together to contact local clubs about flyers and adverts. PE lead to contact Watford FC about girls football club.</p>
To continue to work with the schools across the IMAT and the local area to organise competitions	<p>Year groups 1 – 6 will take part in an inter-trust competition organised by the PE leads across the trust</p> <p>IMAT Elite Sports competition</p> <p>PE lead/Sports coach to reach out to other schools to organise matches</p>		<p>Each Year group from Year 1 upwards have all had the opportunity to take part in a competition against the other schools in the academy Trust.</p> <p>These have been organized by the Sports Coaches in the schools. Each school has hosted at least one competition.</p>	<p>Inter-trust tournaments have been successful. Pupil voice shows children have enjoyed them. Sports coach has run all successfully. PE Lead to talk to other IMAT PE leads about inter-trust tournaments for the 23/24 academic year. IMAT sports competition attended by Year 6. Next year the trust will work together to develop this to include other year groups.</p>

Signed off by	
Head Teacher:	Gillian Jackson
Date:	July 2023
Subject Leader:	Megan Daniel
Date:	July 2023
Governor:	Rama Balachandran
Date:	July 2023