

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	£0
Total amount allocated for 2022/23	£19080
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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 2023. Please see note above	52%
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	52% above Plus another 6% can swim a range of strokes at 10m
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Children do not seem to be assessed for this at our provider
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 and for the future.

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100 %
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:
Upskill teachers to stretch GDS children and support SEN within lessons through the support of team teaching with Premier Sport	Teachers have had at least a half term each team teaching alongside Premier with a focus of differentiation to stretch the GDS and support SEN.	£ Premier £20,760.00	All teachers reported that they had found team teaching useful and had improved their knowledge of the sport as well as how to support and stretch accordingly.	Further pupil view for impact across the school.
Consistency of PE assessment across the year groups	Premier Sport came in and showed us how they use assessment tool online. Teachers have been given log ins and can now access this. The whole school spreadsheet is also used at the end of each half term.		During pupil voice, all children reported that it was good having Mr Murray and their Class teacher in PE. They felt there were challenges if they needed them too.	Survey teachers to ensure they are being supported as much as possible.
Tennis CPD course run by SSFT attended by a teacher. Feedback given to Subject Lead.	LH to take notes on how to effectively teach Tennis with the correct differentiation etc. Feedback given to all staff.		Assessment has improved and is more accurate as a result of team teaching, challenge and support and joint assessing with specialist PE teachers. Use of the premier assessment portal has also supported teachers in making accurate judgements for PE across the year.	KC/LH to support others when teaching Tennis/Lacrosse.
Improve confidence when teaching Lacrosse as part of Stevenage Sporting	Lacrosse CPD course was attended by KC. KC Lead Lacrosse sessions as a			

Futures Gymnastics CPD for Year 3 adults. Transition and feeder school links – progression between KS1 and KS2	‘champion’ and was observed by other teachers. Gymnastic sessions run by Premier to support Year 3 teachers in differentiation. PE subject leader released to assist with feeder infant school sports day held on our site.		LH felt more confident when teaching Tennis and CPD form to be given to all staff to support across the school. Teachers across Y5 felt more confident when teaching Lacrosse and a team represented Almond Hill at the event. They won the participation award. Teachers across Y3 felt more confident when teaching Gymnastics.	
--	---	--	---	--

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	Percentage of total allocation:
	Additional £2545.00

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:
Complete the daily mile to get all pupils involved in at least 15 minutes of activity each day.	No class timetable: teachers will decide daily when they believe pupils are in need of going out to run the mile. Teacher will participate alongside the pupils.	Premier as above	No timetable: teacher and pupils will decide when the mile is needed each day. Pupils are provided with at least 15 active minutes each day.	Easily sustainable so to be relaunched in Autumn term.
Introduce more school clubs, with a focus on mindfulness or sport.	Premier to provide sports activities for year groups across the week (25 min session Mon/Tue/Thur/Fri). A different activity each week. Sports Clubs after school to be run for	£350 staffing	At least 10 children attend lunch clubs everyday and therefore it helps increase the daily active minutes. Children are also given increased opportunity to try new	Carry on with the different sports each week to keep up participation numbers. New clubs afterschool to start.

Encourage increased focus on Fitness – Fit Kidz / Rowing Challenge / Girls football / Bag of Character workshops	LSK2 and UKS2. Encourage more girls to take part and try out football after school. Rowing Challenge and FitKidz support personal competition and wellbeing. Children from Year 5/6 with SEMH needs an opportunity to work together.		sports/activities. In Spring term 20 children per year group attended after school club based on physical activity e.g. outdoor activities/basketball/football/dodge ball	ROW! For Y6 to be booked in again. Other extra curricular sessions to be booked via premier.
Increase the amount of playground resources to provide pupils with more opportunities to play	Timetable posted on the playground/in classroom windows for play leaders. Play leaders to use new equipment and support pupils to play effectively and encourage friendly and personal competition.	Equipment for playtime games and sports equipment £2195.00	More children signed up to be a play leader and therefore more children were taking part in games with the equipment. As a result, fewer lunchtime ‘incidents.’	New playleaders to be selected in Autumn Term. The new Sports leaders will have increased leadership opportunities including within PE lessons.

Key indicator 3: The profile of PE and sport is 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 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:

Celebration of sporting achievement both inside and outside school through a house points system.	Acknowledgement of attitude towards sport/PE as well as the characteristics to go along side the SSFT events (inspire, engage, participate etc) through Seesaw and sharing on newsletters. Any sporting achievements mentioned in assembly.	£0	Increase achievement and participation in PE that otherwise were considered only for the 'sporty' pupils. Greater balance between sporting achievement and sportsmanship.	A PE notice board to be put up to show any sports achievements. Extended to an awards assembly to take place from next year
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: Additional: £3,562.00
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:
Work with a range of external agencies to offer a broad range of sports and activities to all children. Compete and take part in a range of competitions and festivals during the year and upper and lowers school sports days. Range of clubs offered to pupils across the year to promote active lifestyles.	Stevenage sporting futures, Fit Kidz, Premier, Thomas Alleynes, Giles Junior School. 10+ events attended throughout the year for Years 4, 5 and 6. 'Bags of Character' workshop attended by children with SEMH needs.	Sporting Futures £3,562.00	Children have had increased opportunities to try new sports, attend new clubs and learn life skills.	Fit Kidz sessions booked for Year 6 and Year 3. SSFT events to be entered. Bikeability to be booked again for Year 5. Selected children to attend top up swimming sessions.

Continue to offer a wider range of activities; both within and outside the curriculum, in order to get more pupils involved. Bikeability sessions booked for Year 5. Top up swimming booked.	After school/lunchtime clubs run for all year groups. 20 children attended the bikeability course and achieved level 1 or 2 . 5 Year 6 children attended top up swimming sessions across the year and built upon swimming achievements from previous year			
--	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:

An increased opportunity for all children to attend different competitions/events.	<p>Events run by SSFT to be entered and attended.</p> <p>Events run by Giles JMI schools to be attended in the summer.</p>	Sporting Futures accounted for previously	<p>30+ children have attended different competitions run by SSFT and Giles JMI school:</p> <ul style="list-style-type: none"> • Handball • Hockey • Basketball • Football • Netball • Rounders • Athletics • Tag Rugby • Tennis 	
--	--	---	--	--

Signed off by	
Head Teacher:	Emma Fordham
Date:	24.7.23
Subject Leader:	Harriet Wase
Date:	24.7.23
Governor:	Claire Lanni/Stephen Fuller/ Heidi Nash
Date:	24.7.23