

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 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	£21,080
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,280
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£21,280

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>	65%
<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>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	14%
<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>	Yes

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: 19.07.2023	
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: 44%
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?:	
To ensure all children experience a broad range of activities through our PE curriculum.	Resources for both upper and lower site have been ordered.		£6,000	All children have been able to access and be involved in the lessons activities due to there being enough relevant resources available.	
Increase physical activity time in PE lessons	Lower phase children attend school in PE kit on PE lesson days		Free	All children have PE kit. Lessons are able to start immediately and no time is wasted getting dressed/undressed, increasing amount of time participating in the activity.	
Offer children different after school clubs across both Key Stages to increase opportunities to develop a healthy and broad range of skills/interests to help achieve a healthy lifestyle.	Partnership with Stevenage FC.		£1,446	Plan out a yearly timetable for after school activities which focus on the children's interests	
	Partnership with Stevenage Sporting Futures		£750	The After School Club questionnaire feedback can be used to plan these clubs. After school multi-skills club run	

<p>Staff to assess and monitor the fitness of children throughout the year. SO THAT • Children become fitter and understand the importance of this. • Children strive to achieve better.</p> <p>Additional swimming lessons for Year 6 children who had not met the expected standard (swimming 25m)</p>	<p>Partnership with Stevenage Sporting Futures</p> <p>Additional swimming lessons</p>	<p>£750</p> <p>£500</p>	<p>by Stevenage FC. Subsidise club costs to help increase uptake. This includes fully subsidised for PP children. From the spring term onwards, look into having more After School Clubs that include Reception/Year 1.</p> <p>Utilised Mary from Stevenage Sporting Futures who has been able to support staff in order to support some of our children with disabilities to ensure they are able to apply fundamental movement skills. These targets are able to be transferred on to certain children's personalised learning plans.</p> <p>10 additional children were able to swim 25m.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 7%</p>
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Intent	Implementation		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:</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>To embed the P.E. core values of self belief, determination, passion, honesty, teamwork, respect and resilience across the curriculum in order to develop the personal skills of all the children.</p> <p>Use teachers and support staff as active role models</p> <p>To assess the impact of P.E. and Sports Provision across the school</p>	<p>Partnership with Stevenage FC.</p>	<p>£1,500</p>	<p>Stevenage FC rewarded these values with certificates at the end of each session explaining why the individual had received the certificate.</p> <p>Stevenage FC supported teachers to develop areas in teaching PE that they were least confident.</p> <p>This encouraged teachers at the school to take an active role in the lessons. This meant children could see teachers being role models.</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: 13%</p>
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Intent	Implementation		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:</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>Provide training for staff appropriate to year groups/school needs.</p>	<p>Partnership with Stevenage FC.</p> <ul style="list-style-type: none"> - Questionnaire was given to teachers for them to self-assess which areas of teaching PE they felt least confident with. - Supported to improve these areas. <p>Partnership with SPF.</p> <ul style="list-style-type: none"> - Subject leaders attended training. - Subject leaders attended PE conference to 	<p>£1,500</p> <p>£1,200</p>	<p>Stevenage FC supported teachers to develop areas in teaching PE that they were least confident.</p> <p>This encouraged teachers at the school to take an active role in the lessons. This meant children could see teachers being role models.</p> <p>Increased subject leader confidence to support staff.</p>	

	understand latest information regarding PE.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 26%
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>Ensure that children participate in a range of sports in the PE curriculum and are engaged in doing so. SO THAT</p> <ul style="list-style-type: none"> • Children access different sports and learn the rules etc. in doing so. <p>Ensure that children participate in a range of sports following the SSF events timetable</p> <p>SO THAT</p> <ul style="list-style-type: none"> • They develop the skills and knowledge required to participate within the specific sporting 	<p>Using GetSet4PE to create a curriculum map across the school.</p> <p>Use the SSF events timetable to plan opportunities for children across the school to try out new sports.</p> <p>Netball and Football clubs run and compete in competitive leagues against other schools in Stevenage.</p>	<p>£440</p> <p>£79</p> <p>£5,000</p>	<p>Extra range of activities (e.g. warm ups, skills building) now available for staff to draw upon and embed in their practice</p> <p>Lacrosse competition allowed chn to try out new sport.</p> <p>Boys and Girls football team competed competitively against other schools.</p>	<p>Use the SSF events timetable to plan sports to be taught for different year groups.</p>

<p>area</p> <ul style="list-style-type: none"> • Develop teamwork and communication skills when participating in sporting areas within specific age groups • Develop personal skills, such as perseverance and determination within a competitive environment <p>Continue to update PE equipment in school when needed.</p> <p>SO THAT</p> <ul style="list-style-type: none"> • Sports equipment is always the most up to date that it can be. • Children have access to the best sports equipment in PE lessons and after school clubs. 	<p>Resources for both upper and lower site have been ordered.</p>		<p>Netball team started to compete competitively.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 10%</p>
Intent	Implementation		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:</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>To continue to offer House sporting competitions including Sports Days.</p> <p>Continue the use of SSF team SO THAT</p> <ul style="list-style-type: none"> • PE is enhanced further with advice from someone else. Updates are given regularly both through meetings and through regular e-mail updates. <p>Attend inter-school sporting events SO THAT</p> <ul style="list-style-type: none"> • Children will compete, competitively, in a wide range of sports, against other schools. <p>Organise termly intra-school competitions and participate in interschool competitions, so as to develop pupils team working skills and enhance children’s ability to set goals/personal bests. SO THAT</p> <ul style="list-style-type: none"> • Children have the opportunity to work together in the school setting. • Children who are not chosen to represent the school in tournaments can still learn the skills/rules of different sports. 		<p>Free</p> <p>£1,500</p> <p>£700</p>	<p>All children in the school get to participate in a competitive sporting event.</p> <p>Children that are not in school teams have been able to take part and develop skills.</p>	
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Head Teacher:	Robert Staples
Date:	21/08/2023

Subject Leader:	Will Barnett
Date:	21/07/2023
Governor:	Coleen Houlihan
Date:	