



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

| Activity/Action | Impact | Comments |
|--|---|---|
| Making lunchtimes more active – purchase of new equipment eg: skipping ropes, bouncers, bat and ball games. | More children focused on a physical activity at lunchtime. Big uptake of lunchtime clubs on offer FOC. Football is a big focus and deploying Game On to run a boys and then a girls lunchtime club had a good traction for both groups. | Would like to see Yr6s setting up lunchtime clubs again this year which is always popular with the younger children. |
| Allowing more children to attend sporting events outside of school. ie attending local primary and secondary schools to partake in a sporting event. | Children's competitive edge has been highlighted and the want to do well in sporting events against other has heightened. | To look for opportunities to allow children to participate in leagues other than school football league |
| Offering a wider range of clubs after school for children to try out new activities. | More children across school engaged in at least one terms after school activity. Once the free (paid for out of school funds) finished – there was a drop in participation. | To enable a large selection of physical activities to be offered to children but to find a way to alleviate the cost burden for families. |

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

| Action – what are you planning to do | Who does this action impact? | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost linked to the action |
|---|------------------------------|---|---|--|
| <i>Provide a space where children can use physical activity as a tool for self-regulation or co-regulation</i> | <i>Pupils</i> | <i>Key indicator 2 - Engagement of all pupils in regular physical activity and 3 - Profile of PE and sport is raised across the school as a tool for whole-school improvement</i> | <i>Pupils have been able to use the sensory circuit as a space to regulate and a space to be active. This has mainly been some of our pupils with SEN. This has enabled them to be active and use activity as a tool for regulation. The sensory circuit is in place and will remain in place for future use.</i> | <i>Sensory Circuit (indoor) - £1150</i> |
| <i>To provide children with opportunities to be exposed to and trial a range of new sports and physical activities.</i> | <i>Pupils</i> | <i>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i> | <i>The school have paid for children to be able to attend these clubs and experience the various activities. As these clubs have moved from school funded to parent funded we have seen a rise in the number of children taking part in clubs from the last academic year. Some clubs e.g. Kew Dance Club have had a positive uptake from our pupils with 16 staying on past the initial school-paid trial.</i> | <i>Warrior Boxing Club - £840 Mini Games - £181 Gymnastics - £2662 Nerf Wars – £1452 Urban Dance- £300 Street Dance - £960 Cheerleading - £798 Kew Dance Club - £1350 Skateboard Workshop - £360</i> |

| | | | | |
|---|----------------------|---|---|---|
| <p><i>To provide targeted opportunities for children to engage in extended periods of physical activity</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 2 - Engagement of all pupils in regular physical activity</i></p> | <p><i>Many children chose to access the clubs available at lunchtime on a regular basis. The afterschool clubs are well subscribed and well attended.</i></p> | <p><i>Game On Football and Dance clubs at lunchtime and afterschool - £4434</i></p> |
| <p><i>To provide children with opportunities to take part in competition and competitive sport</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 5 - Increased participation in competitive sport</i></p> | <p><i>All pupils from Reception to Year 6 have attended a DSSN event this year. Most pupils have attended 2 or more. We will continue to subscribe to the DSSN for the 24/25 academic year.</i></p> | <p><i>Dacorum Schools Sports Network membership - £1038</i></p> |
| <p><i>To enable children to take part in high quality, well-resourced opportunities for physical activity</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 2 - Engagement of all pupils in regular physical activity</i></p> | <p><i>Teachers are able to teach higher quality sessions using the correct, well repaired equipment. Where we have purchased equipment for new sports, we have been able to offer a wider range to our pupils e.g. indoor curling</i></p> | <p><i>PE equipment - £2986</i></p> |
| <p><i>To provide opportunities for pupils to take part in competitive sports (intra-school</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 5 - Increased participation in competitive sport</i></p> | <p><i>All children from R to Y6, who attended, took part in at least 2 events on Sports Day. Everyone took part in the heats that happened before the final day.</i></p> | <p><i>Sports Day Equipment (including hurdles) - £351</i></p> |

| | | | | |
|---|--|--|---|--|
| <p><i>Encourage children to explore further opportunities for physical activity – cycling to school</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 2 - Engagement of all pupils in regular physical activity</i></p> | <p><i>We had 11 pupils across Year 5 and 6 take part this year. Some of whom cycle to school. We will continue to run Cycling Proficiency training next year.</i></p> | <p><i>Cycling Proficiency training Year 5&6 - £275</i></p> |
| <p><i>Develop teacher's understanding of the skill progression across PE</i></p> | <p><i>Staff directly involved with teaching PE</i></p> | <p><i>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> | <p><i>Having the PE hub in place has enabled us to ensure that there is a clear progression of skills across the curriculum and that all staff teaching PE are aware of this. Having provided the PE hub resources for 2 years we will be moving away from membership as staff should have a lasting understanding of the progressions.</i></p> | <p><i>PE Hub - £500</i></p> |
| <p><i>Enable <u>all</u> pupils to take part in opportunities for</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 2 - Engagement of all pupils in regular physical activity and</i></p> | <p><i><u>All</u> pupils from Reception to Year 6 have attended a DSSN event this year. Most pupils have attended 2 or more.</i></p> | <p><i>Transport to events - £2730</i></p> |

| | | | | |
|--|----------------------|--|---|--|
| <p><i>physical activity and competitive sport</i></p> | | <p><i>Key indicator 5 - Increased participation in competitive sport</i></p> | <p><i>We have started to become more competitive at these events and recently achieve Bronze in the KS1 Olympics Event.</i></p> | |
| <p><i>To enhance existing opportunities for physical activity throughout the day (lunchtime)</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 2 - Engagement of all pupils in regular physical activity and Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i></p> | <p><i>Children are busy and active at lunchtimes. This has improved behaviour at lunchtimes with less reported incidents and from observation, it's clear to see that many more pupils are choosing active play at break and lunch.</i></p> | <p><i>Lunchtime physical play equipment – £225</i></p> |
| <p><i>To increase opportunities for physical activity throughout the day</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 2 - Engagement of all pupils in regular physical activity</i></p> | <p><i>The playground markings including a trail encouraging children to lunge, squat, push up, star jump, run and hop which is used consistently at break and lunchtimes and for children who may need brain breaks/activity breaks throughout the day. It also included a new giant snakes and ladders which also sees consistent use at break and lunchtimes. Both sets of markings are also used by the wrap</i></p> | <p><i>Playground markings - £2550</i></p> |

| | | | | |
|---|--------------------------------|--|---|---|
| <p><i>To enable pupils to further develop their understanding of healthy lifestyles and the role of physical activity in this</i></p> | <p><i>Pupils and Staff</i></p> | <p><i>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport and Key indicator 2 - Engagement of all pupils in regular physical activity</i></p> | <p><i>around provision, providing additional opportunities for active play.</i></p> <p><i>Year 6 pupils are able to talk about what a healthy lifestyle looks like and can explain the role of physical activity in staying healthy. Y6 pupils are able to talk about how physical activity affects mental health. Ultimately this information could lead to them making positive life choices in the future.</i></p> <p><i>Staff develop their understanding of how to make PE accessible to all, including those who may be struggling with mental health related issues.</i></p> <p><i>We feel this is an important issue in modern society so will continue to use Watford FC as a valuable resource in the next academic year. As the sessions ended up covering some similar content, we will not continue with A Life.</i></p> | <p><i>A Life workshop - £649</i></p> <p><i>Watford FC Positive Minds - £800</i></p> |
|---|--------------------------------|--|---|---|

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

| Activity/Action | Impact | Comments |
|--|---|--|
| <p>Providing opportunities for engaging in a variety of sports and competitive sports through our subscription to the DSSN and our attendance at events.</p> | <p>Every pupil from Reception to Year 6 has been able to attend at least one sporting event this year, with some children attending 2 or more events. This has been a huge success for the school and has meant that all pupils have had additional opportunities to take part in. Some of the highlights include the Year 1 taster sessions where children were able to take part in sports they might not get to try otherwise e.g. trampolining.</p> | <p>This has been a real positive step from previous years as every child has been able to attend at least one event. Whilst we acknowledge the need to find a way to make the cost of transport sustainable over time, we feel that this has been a worthwhile investment for our children who have enjoyed the experiences and have been enthused and engaged by what they have taken part in.</p> |
| <p>Providing exposure to a variety of sports through our extracurricular offer</p> | <p>Our children have been able to take part in a wider variety of sports and physical activity owing to the investment we made in providing clubs. These ‘taster’ sessions have led to some children choosing to take up these clubs beyond the initial trial period and have enabled us to build partnerships with clubs in the local area. We have aimed to offer sports/activities that our children may not have tried before</p> | <p>Owing to our link and investment with these clubs we now have a wider offer for non-curriculum time physical activity for our pupils. We hope that be liaising with these clubs ahead of the next academic year we can expand this offer further, investigating whether we could offer lunchtime/before school versions of these clubs. The children’s initial exposure and trial period means that</p> |

| | | |
|--|--|--|
| | or that we could not provide with our staffing including nerf wars, boxing, cheerleading, gymnastics and street dance. | they know what to expect and can make informed choices about whether they will engage in future. |
|--|--|--|

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

| <u>Question</u> | <u>Stats:</u> | <u>Further context</u> <u>Relative to local challenges</u> |
|--|---------------|--|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 73% | <i>Year 6 swimmers who had not reached their 25m were giving top-up swimming this year. Whilst they made progress some still did not meet the 25m and would need further pool time to meet this requirement.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 73% | |

| | | |
|--|------------|---|
| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>93%</p> | <p><i>All year 6 pupils this year were offered a refresher in safe self-rescue as part of our project with the swimming pool in school.</i></p> |
| <p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p> | <p>Yes</p> | <p><i>Swimming pool in school - £5115</i></p> |
| <p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p> | <p>No</p> | |

Signed off by:

| | |
|--|---|
| Head Teacher: | <i>Angela Hughes</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Claire Perry/Simon Humphreys Assistant Head-Teachers</i> |
| Governor: | <i>Jez Tucker Chair of Governors</i> |
| Date: | 16.07.24 |