

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	£17660
How much (if any) do you intend to carry over from this total fund into 2023/24?	£3000
Total amount allocated for 2022/23	£17660
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17660

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 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.</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 2023.</p> <p>Please see note above</p>	68%
<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>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	52%
<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:17660		Date Updated: July 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 6%
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:
Pupils to be able to develop skills in a more progressive manner with appropriate scaffold and extension in a range of sports, games and activities	Purchase of Get Set 4 PE resource to support key skills teaching and progression. Watford Football club coaching sessions to support teaching skills		£1000	Clearer progression for teaching of key skills and sports fundamentals. Children using the same language of skills across the school. Children develop improved skills as a result of improved teaching.	Further teacher development in teaching gymnastics, games and dance
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: 11.3%
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:

Increase the number of children engaged in physical activity during play and lunchtimes.	Play equipment for all to keep active Intra school competition Clubs in school lunch time Daily Mile	£2000	A greater range of children are active using different pieces of equipment and creating their own games during lunch and playtimes. More children engaged in lunchtime activities through lunch clubs.	Develop the role of sports leaders to encourage more children into active playtimes and games.
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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:
	17%

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:
That there are a range of physical activities available to children for them to be able to access for improved physical and mental health. That sport and PE can be a channel to learning about themselves in teams and as individuals.	Sports week Watford FC classroom and practical sessions Saracens Rugby outreach for dance and yoga PE subject leader conference Whole school cross country	£3000	Increased involvement in football with skills base building for all. Understanding of the range of physical activities available to improve health and fitness.	Targeted workshops from YST Further whole school events Sports week Curriculum tweaks for other curriculum links

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Percentage of total allocation:
	38%

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	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:

through practice:				
For children to participate and try out different sports and physical activities to encourage and develop further physical skills alongside social and emotional skills.	Clubs paid for Saracens dance and rugby Watford football club Street Dance club established Multisports club for a range of skills Sports week Yoga during sports week	£6660	Children tried new sports and activities including yoga, speed-stacking, problem solving and team activities which also improved their communication skills and confidence.	Involvement in local School Games network Focus on Olympic and Paralympic sports during sports week.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.3%
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:

To increase the range of sports and activities competing in and the number of children able to take part in these.	Coaches for netball team and football team Intra house competitions Whole school cross country Tag rugby, cross country, netball and football leagues, cricket, world school games day Targeted football for girls.	£2000		
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Signed off by	
Head Teacher:	<i>S. Gilliver</i>
Date:	24 th July 2023
Subject Leader:	<i>Ellen Baker/Leanne Milton</i>
Date:	24 th July
Governor:	
Date:	