

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

Created by  Partnerships  Sport Trust Supported by  Lottery Funded  UK Coaching  UK Active



July 2023. To see an example of how to complete the table please click [HERE](#).

Details with regard to funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,860
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16,860

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 2023.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

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: £16,860		Date Updated: July '23	
<p><u>Key indicator 1: 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</u></p>					Percentage of total allocation: %
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>Pupils to benefit from high quality teaching from experienced sports coaching</p> <p>Curriculum is developed to include opportunities for an extended range of physical activities</p> <p>Pupils are able to build on prior learning and consolidate new skills in a range of settings</p>	<p>Key skills are taught progressively throughout year groups.</p> <p>Engagement of specialists to deliver high quality teaching of skills.</p> <p>Active Maths scheme purchased to support increase in daily physical activity.</p> <p>All classes have regular Forest School activities.</p> <p>Daily fitness sessions implemented in all classes timetable.</p> <p>Sporting equipment is available during less structured times of the school day.</p> <p>Children have access to active resources during play/break times, including different active resources daily at lunchtimes e.g. balls, hoops, skipping activities.</p>		£2000	<p>Pupils have high quality of PE teaching and learning.</p> <p>National Curriculum is effectively taught, with pupils being exposed to key skills.</p> <p>Pupils benefit from at least 30 mins physical activity daily.</p> <p>Pupils are able to apply knowledge and skills in context.</p> <p>Pupil wellbeing is supported.</p> <p>Pupils are engaged in active learning.</p> <p>PSHE opportunities for social interaction</p>	<p>Replace resources regularly</p> <p>Pupil voice to monitor areas to develop and areas of success.</p> <p>Continue to extend specialist sports coaching within the school</p> <p>Continue to develop enhanced After School</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Use PE, sport + physical activity to support development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>PESSPA reflected in all 3 priority areas of SDP</p> <p>Use PE, sport and physical activity to develop the whole person including thinking, social and personal skills</p> <p>Use physical activities to support fine and gross motor skill development</p> <p>Ensure school is well resourced with high quality of sporting and outdoor equipment</p> <p>Monitor use of schemes and whole school PE, sporting and outdoor activities to ensure high quality coverage.</p> <p>Increased range of opportunities for pupil engagement in active activities</p>	<p>Employment of well qualified Forest School leader to provide weekly sessions on rotation</p> <p>Engagement of pupils and staff in well-resourced Forest School activities</p> <p>Extension of extra curricular activities to include Tag Rugby, football, Street dance</p> <p>Audit of resources to support PESSPA Comprehensive CPD programme</p> <p>Inclusion of active learning across other curriculum areas</p> <p>Employment of sports coaches</p> <p>Opportunities for physical activities to support pupil wellbeing in action.</p>	<p>£5500</p>	<p>Personal development of pupils (physical skills, thinking skills, social skills and personal skills).</p> <p>Increased attainment, achievement, behaviour and attendance.</p> <p>PESSPA has an increase in profile across the school and are celebrated throughout the life of the school</p> <p>SMSC pupils develop collaborative skills and are confident to take risks in a safe environment.</p> <p>Cohesive progression of skills and knowledge.</p>	<p>Pupil voice informs the school's next steps, in development of the curriculum.</p> <p>Increase in uptake of extra-curricular activities</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
%

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality school PE provision raising pupils' attainment.</p> <p>Well sequenced lessons cover appropriate areas of the National Curriculum</p> <p>Coaches employed to deliver aspect of the PE curriculum will increasingly involve teaching staff supporting lessons.</p>	<p>Continue to implement Get Set for PE throughout school.</p> <p>Opportunities for staff to access CPD through DSSP and links with scheme.</p> <p>Purchase quality assured resources to support teachers and support staff.</p> <p>All adults to benefit from coaches expertise</p> <p>Subject Leader to attend relevant sport conferences and network meetings to gain and share relevant information.</p> <p>Liaise with other local schools to share knowledge and expertise.</p>	<p>£1500</p>	<p>Well sequenced, progressive PE curriculum adapted for needs of GG, reinforcing knowledge and skills of previous learning</p> <p>Enhanced provision in quality of PE and teaching of sport.</p> <p>Adults are confident in planning, delivering and assessing National Curriculum PE</p> <p>School staff have increased confidence to teach PE in school</p>	<p>Drop In's and learning walks reflect that pupils are engaged in their learning.</p> <p>Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p> <p>Lesson drop ins indicate next steps for teacher development.</p> <p>Pupil voice reflects areas of celebration and areas of development within the extended PE curriculum</p>
				<p>Percentage of total</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

allocation:

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p><i>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:</i></p> <p>Provide opportunities to take part in a diverse range of sport and activities through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional physical activities and opportunities as extra curricular opportunities for all pupils</p> <p>Provide opportunities for vulnerable pupils, those with SEND and the least active to attend exciting and varied activities through the school sport partnership.</p> <p>Families participate in local and community sporting events and activities</p> <p>Children participate in local festivals/ tournaments.</p> <p>Provide a range of sporting activities for EYFS, KS1 + KS2 pupils, through DSSP.</p> <p>Continue to develop relationships with community coaches so a broad, wide range of activities can be offered to all age groups.</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>School is a member of the Dacorum Sports Partnership</p> <p>All pupils participate in a range of sporting events</p> <p>Berkhamsted Hockey Club – provides weekly coaching for KS2</p> <p>Tag Rugby introduced to KS1 + KS2 (Saracens Rugby Club)</p> <p>Pro Sports to offer football clubs and training</p> <p>PGL residential trip. Pupils exposed to wide range of new activities – increasing confidence + relationship building.</p> <p>Employment of sports coaches provide age appropriate extra-curricular sporting opportunities</p> <p>Inform parents/carers of local community sports clubs and activities available.</p> <p>Increase pupils range of skills through</p>	<p><i>Funding allocated</i></p> <p>£4500</p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> <p>All pupils have the opportunity to participate in sporting events with other local schools.</p> <p>All pupils able to experience greater range of physical activities</p> <p>Pupils have opportunity to develop their skills + experience of team games.</p> <p>Increased pupil participation</p> <p>Improved behaviour and attendance</p> <p>Increased pupil awareness of opportunities available in the community</p> <p>Improved physical, technical, tactical and mental understanding of a range of sports.</p> <p>Developed wider life skills which build on PE sessions - i.e. communication, teamwork, fair play and leadership.</p> <p>Development of collaborative working.</p>	<p><i>Sustainability and suggested next steps:</i></p> <p>External provision, ensures opportunities for all.</p>

	<p>increased opportunities in school</p> <p>Website shares up-to-date information of a range of clubs currently on offer in school and the wider community.</p> <p>Equipment continues to provide opportunities during less structured times of the day.</p> <p>Pupils are aware of holiday activity opportunities, where appropriate</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<p>Continue Dacorum School Sports Partnership membership</p> <p>Participate in activities and challenges organised by DSSP</p> <p>Participation with local schools.</p> <p>Provide opportunities for all children to challenge themselves through school</p>	<p>Participation in the opportunities offered by Dacorum Schools Sport Partnership</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>Intervillage sports participation</p> <p>School to participate in local</p>	<p>£3860</p>	<p>Participation with other schools in hockey tournaments.</p> <p>Competitive opportunities as year groups.</p> <p>Pupils develop sense of belonging to community.</p> <p>Pride in individual and team effort.</p>	<p><i>Sustainability and suggested next steps:</i></p> <p>Greater range of opportunities for pupils to participate in competitive events</p> <p>Investigate further opportunities for activities with other local schools.</p> <p>Analysis attendance data for correlation between</p>

<p>sport competitions where focus is on the process rather than the outcome.</p> <p>Provide additional opportunities for children with SEND, the least active, vulnerable groups and the least confident to attend competitions, events and external clubs.</p>	<p>competitive leagues, tournaments and festivals</p> <p>Reference to activities celebrated in Newsletter and ON website.</p> <p>BHHC TO provide opportunities for competitive hockey tournaments Saracen Rugby Club additional engagement opportunities to be regularly shared</p>		<p>Pupils develop resilience in competitive environment</p>	<p>activities/attendance</p> <p>Review attendance data and identify children for appropriate activity opportunities.</p> <p>Enrollment in next term's events.</p>
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Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	