

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	£17,610
How much (if any) do you intend to carry over from this total fund into 2023/24?	£930
Total amount allocated for 2022/23	£17,610
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 16.680

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	N/A
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	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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: £17,610		Date Updated: 11.7.2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					15%
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?
All pupils to increase their level of fitness, and enjoyment of physical activity.		Teachers to be aware of the importance of brain breaks, active breaktimes and active lessons during teaching. Active Learn will offer Reception and KS1 ideas on teaching Maths and English actively during their Continuous provision time. All activities linked to the NC.		Subscription from last year's allocation	All children are more active throughout the day. Class timetables now show physical breaks. Active learn lessons have been used to increase physical activities in other subjects.
Active schools timetable established in the school day.		All teachers have access to a range of brain break resources/activities that will be scheduled into their timetable throughout KS1. Movement Mondays introduced in KS1. KS1 to focus on fundamental and multi skills during Continuous provision. This will be linked to what has previously been taught by Premier education that week. .			Movement Mondays are having an impact across the school. The children are engaged in more structured physical activity during CIL on a Monday. This is based on fundamental physical literacy. The resources are then available throughout the week for the children to use independently. This has also given staff more time to access these fundamental skills and put intervention in place to support pupils.
					Teachers are now more confident adding the active learning throughout the day. We do not feel we need to continue with the active learn subscription as teachers are able to use what they have learnt and apply in their own practice.
					We will continue to build on the success of Movement Mondays next academic year.

	<p>Relax kids sessions for Year 2 after governor feedback “ We observed a Relax Kids session for a Year 2 class. The children engaged in discussions and activities relating to respecting other people’s boundaries when it comes to hugging and expressing affection. It was a joyful session that taught important concepts in a low-key, fun and age-appropriate way “.</p> <p>The aim is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances and is an activity staff can timetable to best fit their teaching to provide learning breaks for the pupils.</p>	£1800	Year 2 have benefited from not only physical activity in these sessions but a better understanding of their social, emotional and mental health and the impact that has on their general wellbeing.	We will continue to work with Relax kids next year. We will be extending the provision to Reception and Key stage 1. They will also be providing a lunchtime small group session and training for staff.
Build children’s confidence and celebrate their achievements with the school and with parents/carers	sporting champion award to celebrate a child each week from each class in assembly on Friday. This can be linked to physical activity throughout the week during playtime, lunchtime and PE lessons, and also linked to school values and social skills needed during physical activity (Collaboration, communication, cooperation, respect, kindness, leadership, supportive) Charlotte to print certificate.	N/A	<p>The children have taken pride in being chosen as Sports Champions. The class teachers have also worked with external providers to discuss these awards</p> <p>The parents are able to share in their child’s success as the weekly champions are shared on the school newsletter.</p>	These awards will continue next academic year.
Provide a range of activities enhancing the extra-curricular timetable.	Clubs offered after school and lunchtime. New clubs target a range of skills and foster an ethos of enjoying physical activity outside of the school day.	N/A	The children have been offered a range of extra -curricular activities this year including archery, tennis, mini Olympics, active mats, football, gymnastics.	We hope to extend this extracurricular offer next year and have more children involved.

<p>To ensure opportunities for physical development are accessible to all pupils, including those with special educational needs and disabilities, disadvantages pupils and children with EAL.</p>	<p>Premier education to be provided with SEND register so they are aware of any adaptations they need to make during the lessons.</p> <p>Role cards for children who are not accessing PE so they are still able to participate in the lesson (found in PE folder).</p> <p>Mary S to visit children every term and provide targeted activities for children. This will be communicated to parents and teachers who work with the children.</p> <p>To track pupils acquisition of skills by assessing their fundamental skills throughout KS1 (fundamental skills assessment sheet created by Becca).</p>	<p>N/A</p> <p>N/A</p> <p>Part of SSFT package</p> <p>N/A</p>	<p>Premier staff have been more aware of the children on the SEND register and have ensured inclusivity in lessons.</p> <p>It is very rare that children are unable to join in a PE lesson but if this is the case they have been provided with an activity that matches the learning.</p> <p>Mary has visited some pupils this year and provided targets. The most impact has come from her sharing her assessment tool with all staff. We are therefore able to access and generate our own targets for pupils.</p>	<p>Going forward class teachers have been giving the responsibility of ensuring all PE lessons are inclusive and that all children can achieve. They will complete some training at the beginning of the year and then work alongside Premier staff in PE lessons.</p> <p>Class teachers will continue to assess fundamental skills and call on Mary's expertise as and when they feel it is necessary.</p> <p>Subject lead is looking at extracurricular provision for these children through games at home bags.</p>
<p>To improve the PE curriculum across the school ensuring progression and consistency across year groups.</p>	<p>Staff meeting organised for Autumn 2 which will provide training for all staff and information on the plans for PE this year.</p> <p>shared PE folder provided for all staff to help with their PE activities, CPD, SEND support. KS1 can access this during their PE PPA time (1 hour a week).</p>	<p>Part of premier and active learn subscriptions.</p>	<p>All staff have a clear overview of the progression of skills being taught. They are able to access the resources.</p>	<p>Staff are able to use this training in the coming academic year.</p>
<p>Provision for physical activity at lunchtime.</p>	<p>create activity zones so pupils are able to maximise physical activity at lunchtime. Trained TA to have equipment for and responsibility for overseeing specific areas Independent active play boxes. Resources to be used</p>	<p>£830</p>	<p>There has been a very positive impact on lunchtime both in terms of behaviour and the level of physical activity.</p>	<p>We will continue the active lunchtimes next academic year.</p>

	<p>at break time and playtime to raise the level of physical activity taking place during unstructured times, whilst having a positive impact on pupil behaviour and wellbeing. Introduce equipment and structured games to TAs so they feel confident to implement this during playtime and lunchtimes. 'More active more often' through structured play.</p> <p>Train Year 2 children as play leaders and timetable in a rotation of group activities every lunchtime.</p>		<p>TAs are more engaged with the children at lunchtimes.</p> <p>The year 2 leaders have enjoyed the responsibility of being play leaders.</p>	<p>New Ta's will receive training.</p> <p>New Sports leaders will be chosen for the autumn term. We also have plans to work with Almond Hill playleaders.</p>
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<p>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</p>	<p>Percentage of total allocation: 19%</p>
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Intent	Implementation		Impact	
<p>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:</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>Increase parents'/ pupils'/ teachers' awareness of PE provision in school and encourage positive attitudes towards physical activity</p>	<p>Ensure SSFT package utilised in full.</p> <p>Send out a questionnaire to parents asking about physical activity they do outside of school and if they are aware of free activities in the area.</p> <p>Purchase new T-shirts for all new teaching staff.</p>	<p>£2000</p> <p>£200</p>	<p>This year activities from SSFT have included Active maths, Active mats, mini common wealth games, Children in need activities.</p> <p>We had fantastic engagement from parents to our Active 60 questionnaire. I have been able to use the results to put more activities in place this year and engage parents in challenges and events.</p> <p>All staff have a PE t shirt for PE lessons and sports events.</p>	<p>We have signed up for SSFT next year and have already begun to put a calendar of events together.</p> <p>I will continue to use the results of this survey and do a follow up survey next year. PE newsletter is used to share with parents all the event that are taking place at school.</p>

Participation in sports and activity (both in and out of school time) is celebrated on the newsletter.	Newsletter provide parents with information on weekly park runs and 60 minute physical activities children can do outside of school.	N/A	PE lead has written PE newsletters that celebrate all the physical activity at Letchmore this year. Parents are engaging well.	Links have been made with some local sports clubs with plans for challenges next year.
	Offer a range of resources and equipment during CIL for children inside and outside which allows them to show control and balance, use coordination with or without equipment and Perform actions with increased control when co-ordinating their body with and without equipment. (Physical development CIL box)	£1200	Equipment is available during CIL the equipment has been used to practice fundamental skills. We have seen a huge improvement in skipping, balance, throwing and catching through this regular use of the equipment.	This equipment will be used and replenished as needed in coming years.

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:
				53%
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:

<p>Ensure quality of PE provision remains at a high level and % of pupils making expected or above progress in PE increases.</p>	<p>Ensure all teachers are familiar with current PE guidance and they are up to date with yearly PE plan. Schedule staff meetings Autumn term and KS1 use time during PE PPA.</p>	<p>£8700</p>	<p>Using Premier Sports coaches ensures that the children are provided with high quality PE lessons each week while staff are able to develop their own subject knowledge and teaching of PE. We work closely with Premier to ensure that there is clear progression in skills and that teachers are then able to rehearse these skills with the children during Movement Mondays and CIL.</p>	<p>Staff are team teaching and developing the skills necessary to deliver high quality PE lessons to all children.</p>
	<p>To ensure all staff are familiar with the sports equipment available and that the cupboard remains well stocked and the equipment in good order. All equipment to be labelled so teachers know where to keep it (year group, playground or cupboard).</p>	<p>£316</p>	<p>The equipment in school is well organized and available for all staff to use. We are well resourced and have purchased additional cricket equipment this year to support PE teaching.</p>	<p>The school is well resourced and the PE equipment is looked after.</p>
	<p>Subject leader development courses for new PE lead.</p>	<p>£300</p>	<p>Subject leader has attended the Hertfordshire PE conference and the SSFT annual update. Both courses allow the subject lead to keep up to date with current issues in PE and make contacts.</p>	<p>These annual courses are of great benefit to school PE leads in helping run an active school.</p>

	Time out of class for Subject leader CPD.	£300	PE lead is able to attend courses.	
Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils.	Work with Premier sports to offer high quality PE sessions weekly in KS1 and over two half terms in Reception. Training offered Autumn term for all staff so they are able to access portal and take full advantage of the Premier package.	Premier as above	Staff team teach with Premier staff. This has given them the opportunity to develop their PE teaching and build confidence in areas of PE where they may feel less confident (Gymnastics)	Staff are team teaching and developing the skills necessary to deliver high quality PE lessons to all children.
Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	create PE folders for staff which shows assessment details, differentiation ideas and key skills progression ladder and key vocabulary for each activity.	N/A	All teachers know where to access resources to help with Planning, assessment and inclusions.	Subject lead will continue to update this folder and discuss updates in staff meetings with teachers.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 4%
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:

<p>Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</p>	<p>Ensure Termly enrichment days held to allow children to experience the sports taking place at after school clubs (Premier Education). (Archery, orienteering, Dance, Theatre and performing arts).</p>	<p>£300 premier And part of SSFT subscription above</p>	<p>Each Year group has taking part in enrichment activities this year. Feedback from pupils and staff has been very positive.</p>	<p>Next year we are looking to increase these enrichment activities to 1 a term per year group and also add more of these activities into Movement Mondays.</p>
<p>Providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations</p>	<p>Offer after school sports clubs for children starting in the Autumn term. Archery, Football, gymnastics, basketball.</p>	<p>Premier sport</p>	<p>This Year the children have been offered tennis, gymnastics and football as after school clubs. The engagement in all these clubs has been good.</p>	<p>Next year afterschool clubs are planned for every day of the week this will include tennis football, archery, gymnastics, dance and relax kids.</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 opportunities for all pupils to participate in competitive sports to increase motivation and gain a sense of pride in their achievements and celebrate the achievements of others.	Organise, develop and deliver annual Sports Day. PE teachers and class teachers to prepare pupils for Sports Day.	£61	Feedback from sports day this year was very positive from pupils, staff and parents. The day had a competitive element but was inclusive to all.	We are already planning our sports day for next year. We will keep a similar format to this year as it worked well.
	Participate in 'UK School run' during Autumn term to encourage children to be active and compete against one another.	£534	Every child in the school took part in the Santa run in December. It was a great day for the whole school community and the feedback from children was extremely positive.	We would like the Santa run to become an annual event that the children look forward to.

	School wide skipping competition in the summer term. Personal challenge to beat their own score and prize for the top skipper in each year group, top teacher and top parent.	£30	This challenge has seen an increase in children being able to skip. The whole school community has been invited to attend with some parents being very competitive in their own challenge.	We look forward to introducing more personal and competitive challenges next year.
To coordinate and enter more sport competitions or tournaments across the local area, including those run by sporting organisations	To continue membership of the 'Stevenage Sporting Futures' Team in order to increase pupils' range of access to sporting opportunities, including sports of a competitive nature. To provide pupils with opportunities that arise in the upcoming year, including, key stage 1 festivals, EYFS festivals and workshops.	SSFT as allocated above	As well as the workshops mentioned above the children in KS1 took part in the infant school commonwealth games. We were very successful securing 2 nd and 3 rd place in Year 1 and 1 st and 2 nd place in Year 2 against the local infant school.	We will continue to work with SSFT next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rebecca Pratt
Date:	
Governor:	
Date:	