



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 2025.**

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 spending and key achievements (2024/2025)

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	Impact	Cost linked to the action
CPD for teaching staff Invest in Get Set PE Planning Support	<i>Teachers</i> <i>Pupils</i> <i>Sports Apprentice</i>	<i>Key indicator 1:</i> Increased confidence, knowledge and skills of all staff in teaching PE and sport <i>Key indicator 2:</i> Engagement of all pupils in regular physical activity <i>Key indicator 3:</i> The profile of PE and sport is raised across the school as a tool for whole school improvement <i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.	Teachers are clear about the progression of skills across the school and how they link across the various PE units. Staff are using the resources available to support with teaching of key vocabulary, we are focusing on the skills taught rather than the sports being taught so that students are able to use the skills in all areas of physical activity. This has been evidenced in pupil voice and lesson drop ins. Teachers are focusing on teaching whole child objectives which supports students in using their skills learned throughout their PE lessons in other curriculum areas and in their free time. Children receive a broad range of physical activity through the curriculum, with staff more confident in the delivery of PE the lessons are of higher quality.	£650

<p>Enrichment:</p> <p>Buying into Enrich Education to use with the OAA course installed last year.</p>	<p>Teachers</p> <p>Teaching assistants</p> <p>Pupils</p>	<p><i>Key indicator 1:</i> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><i>Key indicator 2:</i> Engagement of all pupils in regular physical activity</p> <p><i>Key indicator 3:</i> The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p><i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children have had access to the OAA course for a year and it is being used frequently across all key stages.</p> <p>Staff have used this to support disadvantaged pupils by using intervention resources to help them become more engaged in their learning. Students use the course to become more active throughout the school day by using the school map and orienteering course to practice spelling, answer history kids, multiply and divide by 10, times tables etc.</p> <p>The OAA course supports children with brain breaks and learning breaks for those with additional needs. Staff have used this regularly as a whole class resource. The OAA course has engaged children who find active learning more beneficial.</p> <p>There is an OAA club after school where pupil premium children were invited to attend. This has encouraged children who find physical activity a challenge and they have shown an increase in participation in the club throughout the term.</p>	<p>£1500</p>
<p>Enrichment</p> <p>Staffing for extra-curricular events</p> <p>Subject leader time</p> <p>Partnership with Welwyn Hatfield Sports Alliance</p>	<p>Teachers</p> <p>Teaching assistants</p> <p>Pupils</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 5: Increased participation in competitive sport</p>	<p>Students in Howe Dell have taken part in many different activities this year run by the Welwyn and Hatfield Sports alliance.</p> <ul style="list-style-type: none"> - Year 4 Aspire and Engage activity day - Year 2 Kickrounders - Year 3 & 4 Futsal Festival - TAP event for SEND children in year 5 and year 6 - Year 5 & 6 Cricket Festival - Year 5 & 6 Tag rugby event - Year 5 & 6 Cross Country - Year 3, 4, 5 and 6 District Sports - Year 4, 5 and 6 Football Festival <p>These events have been a mixture of competitive and</p>	<p>£12, 913</p> <p>£2835 (PE release)</p> <p>£402 (staff attending)</p> <p>Total: £16 150</p>

			<p>aspire and engage events which has supported the pupils in learning new sports and finding something they are interested in doing inside and outside of school. Children have been able to showcase their skills in a safe but competitive environment.</p> <p>A staff member organised the boys and the girls football team. Training for both teams takes place weekly which has supported the pupil's skill progression and understanding of the game. It has prepared them to be ready for the competitive game when they attended weekly football matches. The boys team were part of the Hatfield and Welwyn Schools league and attended matches with two members of staff. The girls team have also taken part in matches.</p> <p>Subject leader time provided to enable SL to complete the necessary H&S / admin tasks to enable learners to access off-site activities.</p> <p>Subject leader time has enabled the PE leader to monitor the progress and delivery of PE across the school and implement improvements as required.</p> <p>Howe Dell have had a range of clubs this year that has targeted pupil premium children, vulnerable learners and children who are skilled in specific sports. These clubs include gymnastics, OAA, multi-skills, Ferdinand Football, bench ball, dance, and athletics clubs that is open to all level of abilities and various year groups. Because of these clubs, many students are now taking part in these sports outside of school at sports clubs run by specialized coaches which encourages sports at a competitive level.</p> <p>Sports apprentice supported in the events, lessons and with afterschool club whilst here encouraging children to take part in physical activity.</p>	
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<p>PE resources: General resources to enable a broader range of PE and sporting activities</p>	<p>Lunchtime staff Teaching assistants Teachers Pupils After School club staff and children</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>Children are learning about various ways to be active and the importance of this throughout the day. Children have access to a variety of different equipment to ensure their playtimes and lunchtimes are active and engaging.</p> <p>Equipment has been purchased such as volley balls, high jump, ladders and dodgeballs so that lessons in the curriculum can be taught using the correct and high quality resources. Children have started to play these sports in their lunchtimes because they have learned how to play with the proper equipment during their lessons.</p> <p>PALS is being led effectively due to the equipment available to them and the large increase in children that are taking part.</p>	<p>£5741</p>

			<p>Children in after school club have the opportunity to use the resources in the hall and outside, this includes the climbing frames outside and the climbing frame in the hall. This has impacted the amount of active time these children are getting each day and encouraging team games and general fitness.</p> <p>Early Years purchased 'moving mountains' to encourage pupils in the early years with their gross motor skills.</p>	
Member of a sports partnership	Teachers Pupils Sports Apprentice	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: increased participation in competitive sport.</p>	<p>Children in year 5 and year 6 have been taught by a secondary school PE coach once a week so have been exposed to high quality vocabulary, skills and subject knowledge. The teachers have been supported in growing their own confidence with teaching PE.</p> <p>Children have been to several aspire and engage events where they have been exposed to new sports and are continuing to learn how to take part in competitive games against other schools.</p> <p>Vulnerable learners have been given the opportunity to try new sports in a relaxed environment at the inspire events organised by Welwyn Hatfield Sports Alliance. Due to the sports alliance, we have been able to attend more events as our partnering school, Onslow, have a minibus which we have access to which supports the children getting to and from events when possible.</p>	£3000

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?	95%	<i>56 out of 59 children. This is a 15% increase from 2023-2024.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>55 out of 59 children. This is a 28% increase from 2023-2024.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	63%	<i>37 out of 59 children. This is a 43% increase from 2023-2024.</i>

<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>No</p>	<p><i>The swimming pool we use is a private member's club and therefore there are no other swimming slots available.</i></p>
<p>Have you provided PD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p><i>We have professional swimming instructors who teach the children and have been through PD with their own company. These instructors are not school staff.</i></p>
<p>Head Teacher:</p>	<p><i>Tracy Prickett</i></p>	
<p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p>	<p><i>Lois Lock, PE coordinator</i></p>	
<p>Governor:</p>	<p><i>Katie Fox, Chair of Governors</i></p>	
<p>Date:</p>	<p>26.07.2025</p>	

