



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
<p>Develop the outdoor area in early years foundation stage to support physical development and gross motor skills.</p> <p>Build on partnership with Onslow Sports Coordinator</p> <p>Increase parental engagement with physical education side of the curriculum.</p>	<p>59 out of 60 children achieved the early learning goal for physical development. Children in reception and nursery are confident in key skills needed to support their physical development in balance, coordination and agility. Children across the school are becoming more confident in all aspect of physical sports.</p> <p>Children attended more sporting events this year including cricket and district sports. The sports coordinator ran some clubs to support children's development and helped teachers become more confident with teaching PE by team teaching with them.</p> <p>Parents took children to events which increased participation. Children were extremely enthused to be taking part in sports day and showed excellent team spirit and sportsmanship. The parental engagement and feedback was excellent. Children raced in ability groups to ensure all children had a fair chance of winning and so they were not deterred by setbacks. Children participated in 6 different sporting events.</p>	<ul style="list-style-type: none"> - Further funding will be deployed on outdoor equipment to continue the success of being active during playtimes and lunchtimes. - Continue to build on this to attend more events as a school, particularly targeting PPG and SEND children - Continue to build on this next year

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	Teachers Pupils Sports Apprentice	<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>Teachers are clear about the progression of skills across the school and how they link across the various PE units.</p> <p>Children receive a broad range of physical activity through the curriculum, with staff more confident in the delivery of PE and they are therefore bringing high quality teaching into these lessons.</p> <p>Children are able to use specific vocabulary linked to their PE units and can also link this to other curriculum areas as evidenced in drop-ins and pupil voice.</p> <p>Sports apprentice has used Get Set PE to support his progress in teaching PE. This has enabled the pupils to have a higher skilled professional teaching them PE.</p>	£650
PE resources: Installation of OAA course from Enrichment Education	Teachers Teaching assistants Pupils Facility team	<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</p>	<p>We have paid for 2 courses to be put into the grounds of the school- one of these is a permanent course and one is moveable.</p> <p>Access to curriculum resources that link to the course across all curriculum areas. Engagement in curriculum areas has been increased while children are able to keep more active. Pupils have used this course to practice spelling, answer history kids, multiply and divide by 10, times tables all while learning how to map read and understand a key on a map.</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>	£1824

		<i>of a range of sports and activities offered to all pupils.</i>	The school has been provided with their own maps and teaching staff took part in a CPD session. Staff and pupils' confidence and knowledge has increased throughout the time using the course.	
PE resources: General resources to enable a broader range of PE and sporting activities	Lunchtime staff Teaching assistants Teachers Pupils After School club staff and children	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 2: Engagement of all pupils in regular physical activity	<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> <ul style="list-style-type: none"> - Stepping stones - Table tennis table and equipment - Mini trim trail - Outdoor climbing frame for early years - General equipment for playground play <p>PALS is being led effectively due to the equipment available to them and the large increase in children that are taking part. Children are being encouraged to talk about brain breaks, movement breaks and using language that promotes activity so that they can link their play to their health and well-being. More children are engaged through play in being active and they are learning new sports and their agility and stamina is growing.</p> <p>Children engaged in Skip2benefit and keen to learn how to use this as a way to be active for 30 minutes a day.</p> <p>59 out of 60 children achieved the early learning goal for physical development. Children in reception and nursery are confident in key skills needed to support their physical development in balance, coordination and agility and are confident with their gross motor development. This is due to investing in new climbing frame structures and resources for the EYFS outdoor area.</p> <p>Sports apprentice is running games, including football, at lunchtime which is encouraging more children to keep active for 30 minutes a day.</p> <p>Children in after school club have the opportunity to use the resources in the hall and outside. This has impacted the amount of</p>	£4385

			active time these children are getting each day and encouraging team games, climbing on the climbing frame and general fitness. More children are wanting to go outside during this time and use the resources available. This has been supported by the sports apprentice.	
Staffing (including on costs) to provide effective leadership, PE support for class teachers and a range of extra-curricular activities	Teachers Sports Apprentice Pupils	<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: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Sports Apprentice has had a successful year within the school. Children have received higher quality PE lessons due to somebody having more time to invest in the set-up of PE lessons, gathering the correct equipment and having more expert subject knowledge to deliver the lessons.</p> <p>The sports apprentice is knowledgeable and skilled in understanding different types of sports and activities. He supports with delivering high quality PE lessons while working with the whole class and smaller groups. Children are given the support needed to feel confident with what they are doing whether this be in gymnastics, balls skills or any other PE lessons in our curriculum.</p> <p>The sports apprentice is running the boys football club and the girls football club and has supported with taking them to matches. This has enabled our football team to practise and thrive and has also given the opportunity to the rest of the year groups to play at lunchtimes with the support of an adult. He has run after school clubs, including flag football and bench ball with support and plays lots of active games with the children at after school club.</p> <p>Having a sports apprentice who is so engaged has allowed Howe Dell to promote the importance of being active during lunchtimes and playtimes and in extracurricular activities.</p> <p>More sports clubs have been able to take place due to this support. Children have been more equipped when taking part in various events as they have had time with the sports apprentice to get them ready for it.</p>	£13 060

<p>Enrichment including subsidised activities for vulnerable learners</p>	<p>Teachers Pupils Sports Apprentice</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</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 sports.</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, flag football, multi-skills, Ferdinand Football, bench ball, dance, badminton 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>Children have taken part in a fundraising activity run by an athlete (Saffron Severn) that has helped inspire and engage them in fitness as well as performance gymnastics. This has also raised money for the school to invest back into sports equipment or PE CPD(free). This supported parental engagement across the school.</p> <p>Children skilled in football took part in an event hosted at Onslow Secondary School where they were coached by the Tottenham Football Clubs coaches and had the opportunity to show case their skills</p> <p>Children took part in District Athletics to support engagement on a competitive level. This boosted parent engagement as all parents supported the children throughout the event.</p> <p>Year 3, 5 and 6 took part in swimming lessons at David Lloyd to ensure this provision continued and that all children had the opportunity to learn how to swim despite their circumstances. More children are leaving school being water safe than previous years.</p> <p>Children in year 5 received a half term of Badminton coaching from an ex-England coach. This enabled high quality teaching from an expert and allowed them to take part in a different type of racket sport</p> <p>Sports day boosted parental engagement and sporting engagement across the whole school. Children were given the</p>	<p>£1000</p>
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			<p>opportunity to take part in new sporting activities, took part in competitive games and were able to show sportsmanship like behaviour throughout the event.</p>	
<p>Member of a sports partnership</p>	<p>Teachers Pupils Sports Apprentice</p>	<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 1, year 2 and year 3 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 and sports apprentice 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. We have had a boys' football team throughout the year and took part in district athletics.</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> <p>Children who are 'stand out' in certain sports have been able to show case their talents at specialised events such as Tottenham Hotspurs football coaching that took place at Onslow Secondary School which was organised by the partnership.</p>	<p>£3000</p>

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?	80%	<i>This cohort of children also took part in swimming lessons whilst in year 5 and in year 3. It has been a challenge to ensure we have the space to keep these lessons going this year for the other year groups in the school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	<i>Many of these children take part in swimming lessons outside of school and many were confidently swimming a range of the strokes.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	20%	N/A

<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/No</p>	<p><i>We are currently above the national expectations for swimming. Year 6 children had the Autumn Term completing swimming lessons once a week for 15 weeks.</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>Yes/No</p>	<p><i>We have professional swimming instructors who teach the children and have been through CPD with their own company.</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 Subject Leader</i></p>
<p>Governor:</p>	<p><i>Kashifa Saley</i></p>
<p>Date:</p>	<p><i>11.07.2024</i></p>

