

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](https://www.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. **All funding must be spent by 31st July 2023.**

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 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,470
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,520
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,520

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 2022. Please see note above	62%
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	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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

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: £19,520	Date Updated: July 2023		
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				Percentage of total allocation:
				55.3%
Intent	Implementation		Impact	
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:	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:
KS2 to participate in the ‘daily mile’.	To ensure that all children are participating in physical activity.	None	KS2 children to participate in running a mile after registration, before lessons start. Children are able to be active within each school day.	Continue implementing the Daily Mile for the whole school next year.
Maintain the number of children safely cycling to school.	Offer the Bikeability programme to Year 5 children to promote and increase daily activity.	£845	72% of Year 5 children took part in the Bikeability	Continue to offer the programme to children in Year 5.
All children in EYFS and KS1 to participate in daily ‘wake and shakes’	Children complete a dance routine each morning in their class groups.	None	Children are able to be active within each school day.	Continue to implement daily wake and shake in class groups

Following Government guidance- children in years 4, 5 and 6 took part in swimming lessons.	Children in years 4,5 and 6 took part in 10 hours of swimming lessons.	£9940	Children gained confidence in their swimming ability and gained understand of water safety and safe rescue techniques.	Continue to take these year groups swimming next year.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8.1%
Intent	Implementation		Impact	
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:	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 ensure that resources and equipment are available and accessible for staff and pupils and equipment is of a good standard.	Equipment audits taken place each term – checks to ensure all equipment is available and in place to support PE Passport lesson. New equipment purchased when needed.	£1587	Equipment regularly reviewed and renewed. The cupboard is well stocked. Staff have the correct resources needed to effectively teach the PE Passport lessons.	To continue to carry out equipment audits each term and replenish equipment when necessary.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31.2%
Intent	Implementation		Impact	
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:	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:
Continue use of PE passport.	PE Leads reviewed scheme of work and lesson sequencing to ensure all skills are building on prior understanding.	£635	Scheme of work prepared by PE leads to support the use of the app. PE rationale completed by PE Leads in line PE Passport lessons outcomes.	Continue use of PE passport to support teachers with lesson planning.
Having PE specialist support for one PE lesson a week for each KS2 class	Through the hiring of a Sports Co-ordinator, KS2 teachers are now able to teach alongside a PE specialist in one of their PE lessons.	£5461	Class teachers gain confidence in their subject knowledge and skills. It also allows higher quality lessons to take place.	Continue having Sports Co-ordinator support lessons once a week.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.4%
Intent	Implementation		Impact	
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:	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 widen and raise the profile of after school clubs. To use the Sports Coordinator to improve teaching standards and quality.	Teachers and Sports Coordinator to work together to deliver high quality clubs over wide variety of sports.	None	Children to engage in more sports and have an increased fitness levels. Children to be more competent when competing in competitions.	To consider more external clubs to run more sports clubs.
Continue to implement the recently developed sports day drawing feedback from last year.	Children to have time in PE lessons to prepared for events and feel confident in competing as well as develop good sportsmanship. Staff to be made aware of plans and understand the running of the day. Have Sports day trophies and medals to celebrate winning house group.	£275	Children to feel the competitive and excited atmosphere for sports day, taking winning and losing their stride. HCFS community to come together to celebrate their love of sports.	Start preparations with enough time for full practices and make sure plans are shared in a timely manner.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
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:	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 strengthen membership with the Hatfield Schools' Sports Association	To strengthen our Partnership in order to provide a wide range of sports events and competitions. To engage in more competitions and activities to widen our profile.	£100	For PE Custodians and PE coordinator to attend meetings with the partnership and continue communications. For PE Custodians and PE coordinator to enter a variety of year groups in to events, festivals and competitions throughout the year, involving as many children as possible.	To continue to make links with the partnership and other schools within it. To continue to enter competitions and events
To strengthen the school football team (boys and girls)	To have more rigorous trials in order to have a stronger team and allow for competing in competitions.	£287	HCFS to have pride in their school team and want to celebrate wins and support losses.	Allow for more time in school to be dedicated to improving team with the support of SLT.

Signed off by	
Head Teacher:	Victoria Hobson
Date:	20/7/2023
Subject Leader:	Maddie Webb and Georgina Kenison
Date:	14/7/2023
Governor:	Lauretta Baker
Date:	8/8/2023