



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
Continued utilisation of a subject specialist to enhance and develop the delivery of PE and School Sport through ongoing, regular CPD across the school.	85% of KS1 meeting ARE. (9% working beyond ARE) 86% of KS2 meeting ARE (7% working beyond)	By ensuring consistency of delivery, it has allowed our curriculum to become fully embedded, with children and staff comfortable with both the delivery of PE and the learning environment which is necessary to facilitate learning in this area of the curriculum.
Expansion of competitive fixture list	45% of KS2 have represented the school in an external sporting competition.	By offering sporting opportunities to wide variety of children rather than a select few, we hope to foster a relationship with sport and physical activity that encourages lifelong participation.

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	Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> ASL Education to provide ongoing CPD for members of staff to support and assist in the delivery of high quality PE. Ongoing use of the Youth Sports Trust endorsed scheme of work (Complete PE) to structure and support less confident staff in the delivery of PE. Replenishment of PE equipment to facilitate the delivery of consistently outstanding PE across the entire curriculum. Membership of Herts Sports Partnership which subsequently provides CPD opportunities for the staff throughout the academic year. 	<p>Subject Leaders, Teachers & Support Staff.</p> <p>Subject Leaders, Teachers & Support Staff</p> <p>Teachers & Pupils</p> <p>Subject Leaders, Teachers & Support Staff</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>KS1 Data for 2023/24 shows that: 85% of children are meeting ARE 9% of children are working beyond</p> <p>This compares to 22/23 where: 85% of children were meeting ARE 9% of children were working beyond</p> <p>The data has remained the same year on year. As a result of ongoing training we hope to see an increase to 90% of children meeting ARE in the coming academic year.</p> <p><i>We have developed and plan to implement a cohesive training programme during the academic year 2024/25</i></p> <p>KS2 Data for 2023/24 shows that: 87% of children are meeting ARE with 14% working beyond. This compares to 22/23 where 86% of children were meeting ARE with only 7% working beyond.</p> <p><i>We continue to set ambitious targets, during the academic year 24/25 we seek to see 90% of children meeting ARE.</i></p> <p><i>With the combination of high quality PE and robust extra-curricular provision we have nearly achieved our target of 15% of GD. We aim to achieve 20% during the following academic year.</i></p>	<p>ASL Education ongoing staff CPD £16,936</p> <p>PE equipment replenishment £388</p>

<ul style="list-style-type: none"> Recruit external provider (ASL Education) to ensure specialist provision across a number of areas. Assess ongoing uptake to ensure optimum accessibility for pupils across the whole school. Amending provision where necessary to match the needs of the pupils. i.e. ensuring adequate provision across a variety of topics. Alignment of extra-curricular and curricular provision to optimize uptake of physical activity opportunities across the school day Integration of Daily Mile into the daily routine of every class to encourage consistent access to physical activity during the school day. Refurbish existing equipment i.e. football goalposts, new netball nets etc. This will increase the variety of activities available for children during their lunch break. Provision of competitive Lunchtime activities by a PE/PA Specialist. Use of <i>Complete PE</i>, a scheme of work endorsed by the Youth Sports Trust, to increase the active time within lessons thus maximising the 2 hours of statutory PE available for children. Purchase of Playground equipment to increase active opportunities for children during break and lunch times. Playground line markings in upper and lower school to increase opportunities for children to be active during break and lunch times. Wall targets and cricket stumps in upper school to encourage children to practice their skills as an extra-curricular activity. 		<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p>	<p>As a result of the targeted increase to KS1 provision we have seen a noted increase in uptake amongst this key stage. During 23/24 72% of children accessed an extra-curricular club. This compares to the academic year 2022/23 where 70% of KS1 children attended at least one extra-curricular club for a period of 6 weeks. Notably this compares to 54% of KS1 who attended during the first year of this delivery model (2021/22).</p> <p>In the academic year 2023/24 77% of KS2 children attended at least one extra-curricular club for a period of 6 weeks. This compares to 74% of KS2 who attended during 2022/23.</p> <p>This means the across the KS1&KS2, 75% of pupils accessed our extra-curricular provision.</p> <p><i>Despite falling short of our ambitious target of 80% uptake of after-school provision. This academic year has still seen this metric trend in the right direction.</i></p> <p><i>By adding additional, and targeted clubs for Reception, both before and after-school, and expanding the range of clubs we offer, we hope to continue to increase this to 80% during the academic year 2024/25</i></p>	<p>Complete PE £105</p> <p>Playground equipment £730</p>
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<ul style="list-style-type: none"> • Recruitment of a full-time subject specialist to assist in the delivery of high quality PE and School Sport. • Internal competitions to drive interest and engagement. Including showcase session using Y6's to model learning in Netball Tennis and Gymnastics. • Creation of a PE Display in KS1 to display achievements and provide a visual link to learning. • Driving participation in Dance by providing 'Dance Fridays' to encourage a culture that embraces Dance. • Creation and Maintenance of PE display in the KS2 hall to display achievements and increase the prestige surrounding school sport. • Provision of Sports Day/Week for all pupils, giving each pupil the opportunity to participate in competitive sports activities for the school whilst also raising the prestige surrounding PESSPA within the school. • Working alongside Majesticks GC and Complete PE to pioneer the delivery of golf within a primary school setting. Including player visits, and filming opportunities for students to showcase Sport and PE at Redbourn. • Continued development of the 'Athlete of the week' award with prominent display in the upper school hall. 		<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>75% of all pupils choosing to attend extra-curricular sports clubs.</p> <p>64% of Upper KS2 Chose to take part in the 'Redbourn Tennis Championship'.</p> <p><i>In the next academic year we aim to increase participation in lunchtime competition to 75% of KS2 Pupils, by providing a more extensive programme of structured lunchtime and inter-house activity. This suggestion has been echoed in our Parent Focus Group where it was highlighted that a more extensive intra-school sporting calendar would help to raise the profile of PE and SS at Redbourn.</i></p> <p><i>This was an existing target from 23/24, however due to staffing numbers and inclement weather it wasn't possible to deliver the programme as planned.</i></p> <p>PE display maintained in the Lower School hall to support the delivery of outstanding PE, but also to showcase the subject area in a prominent area.</p> <p><i>This has been well received by pupils and parents, with children given the chance to showcase their external sporting endeavors on our display boards.</i></p> <p><i>In the academic year 2024/25 we aim to increase the profile of PE as part of the curriculum by hosting a 'Meet The Teacher' evening to allow parents, as key stakeholders in childhood development, to develop their understanding of what our PE curriculum is trying to achieve.</i></p> <p>25 children attended the Little Sticks Festival to play golf with the Majesticks GC Golfers, Ian</p>	
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Poulter, Lee Westwood, Henrik Stenson and Sam Horsfield in addition to the World's Number 1 Disability Golfer, Kipp Popert.

*Wider impact as a result of the above:
Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem*

Pupils are inspired to engage in PE meaning standards achieved in PE to continue to improve.

<ul style="list-style-type: none"> • Providing access for all to a bikeability scheme to allow pupils the opportunity to achieve their cycling proficiency award. • Working with subject specialist to create a varied curriculum that exposes pupils to a wide variety of topics. • Delivery of inclusive sport lessons, including a discussion around disability sport, and accessibility. This will be followed by a practical lesson of Boccia, a Paralympic sport in which all children can find success. • Liaise with a cross-section of pupils to ascertain the demand for new topics, and new opportunities. Subsequently working alongside external providers to meet the needs of the pupils. • Provision of an external dodgeball club for identified (non pupil premium) children to extend opportunities • Working with Complete PE to trial new units within our Early Years setting allowed us to extend our curriculum 		<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>88% participation in bikeability across Y5 and Y6.</p> <p>100% of children taking part achieved cycling proficiency award.</p> <p>In the academic year 2025/26 we hope to increase participation to 100% whilst continuing to achieve 100% attainment on the course.</p> <p>Each year group will have the opportunity to take part in 12 different topics across the course of an academic year. Spanning both the traditional and creative elements of the NC.</p> <p>As a result of work with the student focus group, it was recognised pupils wanted access to new and exciting topics. Golf was therefore added to the curriculum for KS2.</p> <p>This was accompanied by an extra-curricular club to extend the offer. Exit data showed that since beginning golf lessons in school, 75% of pupils had accessed golf in some form during their own time. 3 children have opted to take up membership at local golf clubs.</p>	
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<ul style="list-style-type: none"> • KS1 take part in 12 x Level 1 Competitions per academic Year. • KS2 take part in 12 x Level 1 Competitions per academic Year. • To mitigate the limited provision of tennis locally we have organised 1 x Internal Tennis Competition for Upper KS2. • In addition to this Sports Day provided the opportunity for children to partake in Level 2 activity. • Children were given the opportunity to participate in a Level 4 competition, with 2 children from LKS2, and 3 from UKS2 competing at the National Cross Country Championships. • We had 20 children who won a Level 3 Dodgeball tournament. Leading to participation in a Level 4 competition, in which they finished 3rd. Qualifying for the National Final which secured a place in the Top 15 nationally. • Continued membership of the Herts Sports Partnership, granting access to regular competitions across a host of topics throughout the year. <p>During the course of the academic year 2023/24 we have entered competitive teams into the following external events:</p> <p>Cross Country Girls Football Boys Football Netball District Athletics County Athletics Tag Rugby Rounders Dodgeball Cricket</p>		<p>Key Indicator 5: .Increased participation in competitive sport</p>	<p>As a result of integrated competition as part of the NC, it has been clear to see the improvement in the pupil’s ability to function effectively as part of a team, and to find social success within a PE context. This can be seen in the progress of social attainment data.</p> <p><i>As a result of the continuity of provision, and the familiarity of pupils with the scheme of work and associated teaching we aim to reach 95% of pupils meeting ARE socially in a PE context during the academic year 2024/25</i></p> <ul style="list-style-type: none"> • Student Focus Group respondents highlighted that there is still a limited uptake of competitive sport outside of school. (66% of respondents attend an external sports club) 63% attending extra-curricular sports clubs at school. <p><i>As a result of these findings we are aiming to increase the provision of competitive Level 2 sporting opportunities for children across both KS1 and KS2 during the academic year 2024/25</i></p> <p><i>Furthermore, as a result of an extensive competitive fixture list, 51% of children in KS2 have had the opportunity to represent the school in Level 2 Competition.</i></p> <p><i>This is in comparison to 45% during the academic year 22/23.</i></p> <p><i>With the implementation of our new sporting calendar and a renewed focus on increasing the number of children being afforded competitive opportunities we are setting the ambitious target of 50% of children in KS2 representing the school in a level 2 competition.</i></p>	<p>Event entries £231</p> <p>Sports team kits £3,662 (including football, netball, athletics)</p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Extra-curricular uptake	By signposting children from extra-curricular provision into community sport we have begun to improve the school-club links that are necessary to allow children to access all three stages of our provision strategy for PESSPA.	This has had an impact on children's ability to access the PE curriculum, and has begun to bridge the cultural capital gap as their subject specific knowledge and vocabulary has been enriched.
PE attainment data	<p>With 85% of children meeting ARE and 9% achieving GD, we are in a position to target our teaching resource in order to provide bespoke solutions for individual children.</p> <p>This is evidenced in the increase of KS1 children being assessed as working beyond ARE.</p>	By working closely with our external provider we are able to offer funded places for identified children to access further sporting opportunity in order to give them the chance to develop the skills needed to meet ARE.
Access to competitive sport	Adding to our extensive sporting calendar has ensured that we are able to offer competitive sporting outlets for a variety of topics. This has ensured 51% of all Key Stage 2 children have represented the school in a competitive event/fixture	In alignment with the 3 tier approach to PESSPA we are extending this provision with the addition of further development fixtures and internal competition across a variety of topics

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?	86%	Our children have weekly swimming lessons at the local pool with qualified swimming coaches during Year 4. Following Covid (when the pools were closed), we booked additional weekly sessions to ensure that all children were able to catch up with the missed sessions.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	See above.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>86%</p>	<p>See above.</p>
<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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p>We use qualified swimming coaches at our local pool to deliver swimming lessons. The class teacher and other support staff are in attendance at these sessions. Our PCSO has visited the school to talk to the staff and children about keeping themselves safe near water.</p>

Signed off by:

Head Teacher:	Miss E Fenn
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr A Stevenson-Leigh and Miss A Hughes
Date:	31 st July 2024