

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



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](http://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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#)





YOUTH  
SPORT  
TRUST

## 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**

We are currently providing swimming for Year 1,2,3,4, 5 and 6 children. As part of children's swimming provision they get the opportunity to take part in safe self-rescue techniques in the water. We are lucky to have a swimming pool onsite so we have been able to provide these opportunities from the start of term. We were able to run a full programme of swimming provision for the academic year 2021-2022 and have continued this same provision in 2022-2023.

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 2020.

Please see note above

95% of our pupils in Year 6 can swim competently, confidently and proficiently over a distance of at least 25 metres. We have really focused on the children that we were targeting in swimming lessons and will continue through their swimming provision this year and also through, "Top up" swimming. We are in a position to have these children continuing in our school to Year 7 so we will be able to continue top up swimming for them going forward if there are any children that don't meet this criteria.

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| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | <p>This is also at 95% of children who can swim using a range of strokes effectively.</p>   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>100% of our children have had the opportunity to perform safe self-rescue but the percentage is still 95% owing to swimming ability.</p> |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p> | <p><b>Yes/No</b> ( This is above and beyond as we provide CPD, swimming in every year group and also ‘top up’ swimming.</p>                 |

## 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.

| <b>Academic Year:</b> 2022/23   |  | <b>Total fund allocated:</b> 18,996.00  |  | <b>Date Updated:</b> January 2023  |  |
|---|--|---|--|--|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> 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:<br><b>£8,975 47%</b> |
| 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:   |  |
| <p><b><u>Improve physical activity levels in our most inactive pupils</u></b></p> <p>-Ensure that the least active groups as well as targeted groups of children with fine and gross motor needs within our primary phase are motivated and engaged in PE lessons and provided with opportunities to excel in a particular sport.</p> <p>-Each class includes daily physical activity initiatives into their day.</p> <p>-Training sports leaders in our Year 6 cohort to ensure they are provided with fundamental leadership skills</p> |  | <p>Ensure equipment and experiences are made for these children. These could be in the form of trying out a new sport that we currently do not have resources or equipment for to ensure high participation levels.</p> <p>Ensure staff are provided with a range of resources and techniques to allow for these throughout the day.</p> <p>All children in Year 6 to be trained as sports leaders to support leadership across the whole primary phase and</p> |  | <p>£500</p> <p>£0</p> <p>£200</p>  |  |
|   |  |   |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   |  |
|   |  |   |  | Sustainability and suggested next steps:   |  |
|   |  |   |  | This has resulted in children being identified already that are least active or have been reluctant to be engaged with sporting opportunities. As a result of this club the children are now active weekly and are beginning to change their attitudes towards physical activity and sport, thus building a lifelong long enjoyment and positive attitude to their sporting journeys. Some of these children have changed their attitudes so much that they have now received presentations and trophies for their achievements. |  |
|   |  |   |  | This will need to form part of every plan going forward as there will always be new children identified. This will be sustainable as this club will continue to be run each year now having the equipment provided to ensure enjoyment and motivation to take part in the sporting activities. Next step would be to ensure no other children have been missed off the list and continue to check registers from extra-curricular provision to see those children not taking part in any sporting activities.                    |  |
|   |  |   |  | This has resulted in all of Year 6 having a leadership qualification and has meant they have been  |  |
|   |  |   |  | This qualification will support them with their leadership going forward into secondary and give   |  |

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| linking with our careers education.  | leadership in all areas of the curriculum and their school life.   |                                   | able to lead events from the partnership such as the Year 2 rapid fire tournament.   | them opportunities to continue their leadership. For next steps it will mean they can help with partnership events in Year 7 that will take part with Larch children enhancing our all-through and ensuring they use their qualification.                              |
| -Training/supporting lunchtime staff to engage more children in active play at lunchtimes.                                     | Ensure there is training for teaching assistants and lunchtime staff to ensure high quality physical activity in playtimes.  | £0                                | This has resulted in more active play for our young people as adults know how to encourage play and can direct children to games. Sports ambassadors have also supported with this to make lunchtimes active.  | Going forward this needs to happen yearly with staff change over to ensure that high quality play continues. Sustainability wise those that will still continue next year can support and train new staff and grow each year from their knowledge and training.        |
| -Purchase quality equipment to be used to increase daily physical activity.  | Replenish depleting equipment. Ensure new equipment is purchased for new sports clubs that have not been taught before as well as to increase daily activity.                                      | £800                              | This has given all children new opportunities to try sports they have not had a go at before. It has also ensured that there is re-engagement of children's active journeys on the back of the pandemic which continues to have an impact on our children. | This is now sustainable as we have the equipment necessary to ensure that daily physical activity is increased. Next steps would be to look at hot spots of inactivity throughout the week to see how they can become more active to increase daily physical activity. |
| -Working to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible. | Employ a sports coach to ensure children get a range of opportunities, are active for at least 30 minutes a day and are able to attend extra-curricular provision and attend festivals and events. | Percentage of JL salary<br>£6,000 | Having a sports coach has ensured that a wealth of extra-curricular activities have been able to be carried out, resulting in increased participation of children. This has resulted in the children always  | We hope this will continue to be sustainable by continuing to have sports coaches in the Larch which results in increased participation and opportunities for all of our children. Children are able to  |

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| <p>-Educating our children in the value and benefits of a healthy active lifestyle.</p>  | <p>This is to be embedded in the school day and within our curriculum.</p>   | <p>£0</p>   | <p>being active at playtimes and lunchtimes and have structured sessions in this time. It has raised the profile of sports and PE in the Larch.</p>  | <p>attend events and have opportunities to take part in new sports as a result of this.</p>   |
| <p>-By ensuring our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p>  | <p>Ensure the curriculum has breath and depth and is broad and balanced to allow for this.</p>   | <p>£0</p>   | <p>By linking PE and learning for life and integrating this within PE lessons has resulted in children understanding how to be lifelong learners of physical activity and sustain a healthy lifestyle.</p> <p>As a result of the curriculum being broad and balanced has resulted in an over 90 % uptake in clubs with clear indication that our children are becoming lifelong learners of physical activity. Children get all areas of the curriculum throughout the school year and we ensure all find a sport they can excel in.</p> | <p>To progress further this still needs to be at the forefront of all PE lessons and the link to Science and learning for life made so that all children see the relationship and benefit.</p> <p>Our curriculum needs to continue to be adapted to meet the needs of our children and cohorts need to be looked at to ensure interest. Progressing further we still need to give all these experiences to our learners and ensure we provide club opportunities both within schools and out of school.</p> |
| <p>To ensure a range of different curriculum areas are active to replace previously sedentary lessons. This will result in engaging children in curriculum time.</p> <p>-Using active lessons to increase physical activity levels and learning.</p> | <p>Active English/maths resources to support cross-curricular PE for all children. As well as including in homework to ensure the 30 minutes of Physical activity is met each day.</p> | <p>£975</p> | <p>The impact has been children being more active in all their lessons. Timetables have been explored to see the least active timetables to then ensure that this is an active Maths/English element to ensure an active lifestyle.</p>  | <p>This has resulted in a more active cross curricular curriculum. As this is becoming the normal at our school each year the amount of activity increases and more subjects are being taught through an active means.</p>  |
| <p>-Raising awareness of the best places to take part in sport and physical activity outside of school.</p>  | <p>Linking with local clubs and ensuring this information is sent out in our newsletters to raise awareness.</p>   | <p>£0</p>   | <p>We have had a big uptake in children taking part in clubs in the local areas. This is as a result of linking with clubs and</p>   | <p>Going forward these links need to continue to grow and remain strong and raise awareness of the pathway in all we are doing in</p>   |



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| <p>-Continuing to work in partnership with the Hertford and Ware partnership and our SGO to increase awareness of the importance of physical activity.</p> | <p>As a school we contribute funding to sustain the Hertford and Ware School Sports Partnership Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> <li>-Primary Membership</li> <li>Additional competitions outside of the School Games programme</li> <li>- Comprehensive CPD programme</li> <li>-PE Conference</li> <li>-Outdoor activity days</li> </ul> | <p>£2,200( Calculated in key indicator 5)</p> | <p>providing tasters from different local clubs especially on a Friday where children could take part in things such as cricket and hockey which could then feed into a club.</p> <p>By being part of the partnership has resulted in children getting a wealth of experience to compete against many other schools. It also means that staff get CPD and support to ensure that these experiences can continue to happen with new current initiatives being actioned.</p> | <p>school. This will ensure that children will continue to be lifelong learners of physical activity.</p> <p>This needs to be continued into next year to ensure that opportunities are continued to be provided and competitive sport continues. It continues to be sustainable as adults receive CPD and have the knowledge to now put this into practice themselves and provide these opportunities.</p> |
| <p>To target groups of children with identified needs and SEND to ensure they can access and are engaged in all areas of the curriculum.</p>               | <p>Ensure differentiated equipment is purchased to ensure all lessons are fully inclusive as well as ensuring that extra-curricular opportunities are provided for these children. Ensure we have a cultural capital and are taking part and have resources for Paralympic sports.</p>  | <p>£500</p>                                   | <p>This has ensured that all of our sporting activities are offered to all and are always fully inclusive. It also means children have learnt the values of Paralympic sports linking to our values education. Children have also attended every1 in festivals to ensure opportunities are high and equipment has been adapted and bought to ensure all children are physically active.</p>  | <p>This has resulted in all children being able to take part in Level 2 competitions and take part in any sport that they want to take part in. Next steps would be to build a club for these children which is a safe space that they feel comfortable to continue their sporting journeys. This has already started and we hope to expand this into the next academic year.</p>                           |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |                    |   | Percentage of total allocation:  |
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|   |  |                    |   | £1,669.13 9 %  |
| 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:   |
| -Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in lifelong physical activity.                   | Ensure staff are confident to deliver activities. Use Sports Premium where appropriate to provide training, experiences and transport to access. | £1,155.53          | By providing CPD to staff has resulted in their confidence increasing in certain areas where they didn't feel so strongly about. This has resulted in all staff delivering all areas of the PE curriculum and giving a broad and balanced curriculum. | There is sustainability as all staff that are staying next year now have this expertise to continue this in the next academic year to provide all children with first quality teaching. This needs to continue each year to keep up with new initiatives and upskill staff that join us. |
| -Engage learners in new different experiences such as new sports and new experiences with local providers.  | Ensure to track children not competing in sports and ensure experiences of new sports in the curriculum.   | £0                 | This has ensured that we know the children that have taken part in no activities throughout the year and can put intervention support in place or look at our club provision.   | Continue to track children each year so no children are missed and continue to see patterns and trends to find new sports all children are interested in.  |
| - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.                        | These will be carried out in PE lessons to ensure leadership responsibilities within them.   | £0                 | This has given children key life skills to ensure that these can be taken with them into their wider school life and also when they leave school.   | Continue to provide these learning opportunities in PE lessons next year and going forward to give children key leadership and life skills.  |
| -Use PE and sport to develop the whole person including thinking, social and personal skills?   | -Ensure PE lessons focus on these objectives.  | £0                 |   |  |
| - Use PE teaching to aid fine and gross   | Especially in Reception and Year 1   | £249.60            | By providing key equipment and training has ensured that  | Next steps to assess children more closely in these areas to see   |

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| <p>motor skill development</p> <p>To provide the children with an athlete visit to raise the profile of sport for whole school improvement. The focus of the session will be on mindfulness, resilience and behaviour to support with whole school improvement.</p> <p>-Use sporting role models to engage and raise achievement.</p> <p>-Ensure PE and school sport is visible in the school (assemblies, notice boards, pupil reward and recognition of pupils)</p> <p>-To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</p> | <p>ensure there are opportunities for climbing to improve moment and fine and gross movement opportunities.</p> <p>Mike Mullen and other athletes to spend a day with identified children working on mindfulness, resilience and behaviour. These link with our values and on our whole school priorities.</p> <p>Ensure assemblies always have a high profile of sports and PE, information to go out on social media and newsletters.</p> <p>Sports leaders run their own club for younger pupils at lunchtimes. - Help run and record the events for Sports Day. Support younger children.</p> | <p>£150</p> <p>£0</p> <p>Already budgeted into key indicator 1</p> | <p>Reception and Year 1 focus on these core elements which if not developed will impact their physical journeys as they move on through school.</p> <p>This has raised the profile and given those children that haven't found a sport yet the opportunity to find a sport that they enjoy and they can attend a club outside of school from it. It has also given those children that can't ride a bike the opportunity to learn and be able to ride one by the end of these sessions. It has also supported the children to develop their resilience, mindfulness and behaviour and has had an impact on them in the classroom as well.</p> <p>This year we have celebrated and promoted success throughout the year. This has resulted in raising the profile and inspiring lots of our children.</p> <p>( See key indicator 1 for impact)</p> | <p>if any more interventions need to be put in place to ensure children have solid fine and gross movement.</p> <p>This is sustainable as we already have bikes in school and it has now relaunched them and raised the profile which in turn has led to more children wanting to get into cycling and BMX. As a result more children are active as they have a role model and children that had never ridden a bike before have now been able to.</p> <p>This needs to continue next year and continue to grow to raise the profile. Next steps would be getting this more child led rather than adult led to also support children with their leadership.</p> <p>( See key indicator 1 for sustainability and next steps)</p> |
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| <p>To raise the profile of representing school at sporting competitions, festivals, events.</p> | <p>Primary teacher's kit-raising the profile of sport and modelling standards.</p>  | <p>£114</p>   | <p>This has resulted in the profile of sport being raised in the Larch as it has ensured that all children have a role model.</p>   | <p>This is sustainable as these kits will now be used for many more years to ensure the profile of sport is raised and that the children have role models. New kits will be purchased in September for new staff joining the school ( this continues as new staff join each year but becomes less each year now we a full all-through school)</p>   |
| <p>Mental health and well-being in the primary phase.</p>                                       | <p>We have ensured we have a Keys to Happier Living Toolkit which is an engaging, accessible and evidence-based programme to promote the emotional wellbeing and resilience of our children. We will also spend money throughout the year to ensure that well-being is very much at the forefront of what we do and we provide opportunities for all of our children.</p> | <p>£0<br/><br/>(We paid for these last year so we now need to embed this)</p> | <p>This has resulted in all year groups incorporating the happier living toolkit into their learning for life lessons. The children now have strategies to help themselves to be mindful. They have also had opportunities and new equipment and resources to support with times where they can be mindful and reflect on their well-being!</p> | <p>This is sustainable as we now have these resources for years to come to continue to support the children with their mental health and well-being. Our next steps will be to continue to use these resources and embed them into our curriculum especially linking with our learning for life curriculum. We will also continue to raise this profile to ensure it is always embedded each year and new staff are onboard and are trained in this area.</p> |

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| <p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> |   |                           |   | <p>Percentage of total allocation:<br/><b>£2,530 13 %</b></p> |
| <p><b>Intent</b></p>  | <p><b>Implementation</b></p>                                |                           | <p><b>Impact</b></p>  |   |
| <p>Your school focus should be clear what you want the pupils to know</p>                                       | <p>Make sure your actions to achieve are linked to your</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what</p> | <p>Sustainability and suggested next steps:</p>               |

| and be able to do and about what they need to learn and to consolidate through practice:  | intentions:  |  | can they now do? What has changed?:   |  |
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| <p>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>- Lesson observations to monitor staff effectiveness and confidence.</p> <p>-Questionnaire to monitor pupil and staff attitudes towards progression in PE.</p> | <p>Staff confidence in delivering PE lessons is improving through CPD opportunities provided through the Hertford and Ware School Sport Partnership CPD programme.</p> <p>-Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>-Purchase quality assured resources to support teachers and support staff.</p> <p>-PE lead and specialist teachers in school used to help upskill teachers through modelling lessons, team teaching and helping with planning and observations.</p> <p>-Leader to attend relevant sport conferences and network meetings to gain relevant information. Primary PE conference attendance to keep up to date with new initiatives as well as CPD opportunities, for example, learning about an Ofsted deep dive.</p> | <p>(Included in subscription for the partnership in key indicator 5)</p> <p>£0</p> <p>£200</p> <p>£0</p> <p>£130</p> | <p>This has had an impact on the children with increased knowledge and CPD of staff. Staff have also taken part in specific CPD to ensure again more staff are trained. As a result of this the impact on the children is that they have had more experiences as a result of this training.</p> <p>This has resulted in up-to-date initiatives and new guidance being adhered to, to ensure high quality physical education is given to all of our children. As a result of attending conferences ensured that information and guidance regarding an ofsted deep dive was given to fully prepare a visit and a mock deep dive took place.</p> | <p>Each year training will continue to be provided for staff and the sustainability here is that staff that have completed training will be able to share this knowledge with other staff to ensure that all children are provided with high quality Physical Education. Next step will be to identify weaknesses upon new staff to ensure all staff have the necessary experience to teach high quality PE.</p> |
| <p>Upskill staff with their swimming knowledge and ensure all children</p>  | <p>-Staff upskilled in swimming as we have a swimming pool on site. This</p>   | <p>£2,200</p>  | <p>Swimming is a vital skill and this has ensured that all children are</p>   | <p>Upskilling of staff with swimming will continue to be</p>   |

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| <p>take part in swimming across both key stages in the primary phase.</p>   | <p>will ensure that swimming can occur in every year group and in every key stage.</p>   |  | <p>swimming each year. This is above and beyond the curriculum expectations of just in one key stage! This has resulted in the children making exceptional progress and leading to them fulfilling the requirements needed for Year 6. 95% of our children are able to swim 25m confidently and 100% of children have performed self rescue.</p> | <p>needed as new staff join and changes in year groups. This is to ensure that all children every year get to take part in swimming as part of the curriculum.</p>  |
| <p>To purchase Get set for PE resources to ensure that high quality PE lessons for all children are provided along with tracking assessment and those children who are least active to ensure interventions can take place.</p> | <p>The delivery of PE is supported and ensures that high quality PE is achieved in all lessons as well as tracking assessment.</p> | <p>(Our subscription will not expire until 2024 and was paid in last years budget)</p> | <p>This has ensured high quality PE is delivered by having access to high quality planning to support staff that may be less confident in teaching PE. This has also ensured that all children are assessed and monitored in their Physical Education journey to ensure SEND and GD are identified.</p>  | <p>This is building the subject knowledge of staff each year and increasing their confidence with children being delivered high quality PE.<br/><br/>Next step to continue and renew so PE and assessment is tracked within the school.</p> |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
**£ 2,100 11%**

| Intent   | Implementation  |                           | Impact  |   |
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| <p>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:</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> |

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| <p>-Identify which activities pupils would like to try by year group, gender and least active groups.</p>  | <p>Ensure pupil voice is achieved to identify the activities across a range of different groups of children.</p>  | <p>£0</p>   | <p>Student voice has ensured that we can tailor provision and experiences to what children are asking for to ensure we meet all children's needs.</p>  | <p>Continue to carry out student voice with a cross section of children through the Larch to ensure we meet all the children's needs as well as adapting planning and clubs to suit the needs of each cohort.</p>  |
| <p>-Ensure our school is providing activities that will engage the most pupils as well as the least active.</p>  | <p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership and after school provision.</p> | <p>£250</p> | <p>All children are tracked of their participation level which has resulted in identifying those children early that haven't taken part in any events this year. This has resulted in interventions being set up to support these children and for them to find a love of sport and competing.</p> | <p>This is sustainable as data can go back to their whole primary journey, but needs to continue each year so that we provide these opportunities each year. Next step would be to provide different opportunities for these children to really spur their interest and for them to find a sport that they love and will be a lifelong learner of.</p>     |
| <p>-Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school as well as continuing to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> | <p>Ensure information is put on newsletters and information sent to parents from taster days to support the uptake of community sport.</p>  | <p>£0</p>   | <p>This has resulted in more links and a higher uptake at local clubs and more children excelling in a certain sport as a result. We have many children in academies and competing at a high level in their chosen sport.</p>  | <p>These links are now established and we are working with clubs to ensure that we support each other in participation and at the elite level. Next steps for next year is to look at what other links can be made with other clubs to ensure that we have a breadth of links and not just solely on team sports but focus on those individual sports.</p> |
| <p>-Provide opportunities to take part in a diverse range of school sports through extra-curricular clubs, competitions</p>  | <p>-Complete the inclusive health check on the School Games Website to review our PE and</p>  | <p>£300</p> | <p>Our sporting provision has been a success this year with over 90% of</p>  | <p>Continue to provide these opportunities for the next</p>  |

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| <p>and events.</p>  | <p>school sport offer in terms of inclusion and use the action plan to develop our offer.</p> <ul style="list-style-type: none"> <li>- Children to attend the extracurricular clubs.</li> <li>- School to enter children into sporting festivals/ competitions.</li> <li>- Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey -</li> </ul> <p>Equipment continues to provide opportunities during break and lunchtimes.</p> |             | <p>our children having taken part in at least one club this academic year. All children are tracked for their participation in clubs and also in competitions to ensure maximum uptake. The inclusive health check has ensured that we can see the points at which we need to up our practice and what measures we need to put in place.</p> | <p>academic year as well as looking at provision yearly to see how it can be improved. Next step is to look at playtimes and lunchtimes to see if even more competitions and events can take part in these times to ensure children are active for as long as possible at school.</p> |
| <p>- Increase opportunities for KS1 children</p>  | <p>Ensure that there are clubs provided to KS1 and equipment bought to ensure these clubs go ahead and increase participation rates.</p>  | <p>£300</p> | <p>We have provided KS1 clubs throughout the whole of this academic year with all children having at least 1 club to attend this academic year. Uptake is high and by providing necessary equipment has resulted in these opportunities being able to be provided.</p>   | <p>This is now sustainable as equipment has been purchased to ensure that this continues into next year. As a next step provision needs to be looked at to see how best to meet the needs of all children.</p>  |
| <p>To provide staff with the opportunity to undertake professional development through National Governing Awards to provide children with the experience of a broader range of sports and activities.</p> | <p>By subscribing to the Association for Physical Education allows staff to attend courses and provides the most up to date information to ensure there is a high deliverance of Physical Education within school.</p> <p>-By being part of the Youth Sports Trust ensures that courses and resources are provided to staff to ensure that development and new</p>  | <p>£400</p> | <p>These memberships ensure that staff CPD and new announcements are kept up to date, thus ensuring that all children get high quality teaching of PE. They also provide new initiatives and ideas to ensure cross curricular development and a values education.</p>  | <p>Continue to be part of these memberships to ensure staff are always kept up to date and have all the necessary information, knowledge and training to ensure high quality PE is always delivered.</p>  |
|   | <p>ensure that development and new</p>  | <p>£250</p> |  |   |



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| <p>To ensure a broader range of sports and activities are offered to the children. Children in Year 1 will take part in balanceability sessions to ensure transition and progression of skills occur within our curriculum where cycling features.</p> | <p>initiatives within the subject are kept up to date thus ensuring a broader experience for the children.</p> <p>All children in Year 1 will take part in 3 balanceability sessions throughout the year. These help children develop gross motor skills, spatial awareness, dynamic and static balance, bilateral coordination and confidence in a safe, challenging but fun way. Within this, money has been spent on the upkeep of our bikes, cycling lessons and clubs to ensure progression is achieved throughout the curriculum and progress is made for all children.</p> | <p>£600</p> | <p>This has ensured that all children learn the vital skills needed such as gross motor skills, spatial awareness, dynamic and static balance, bilateral coordination and confidence. This has ensured that they can then continue this into our curriculum where cycling is taught.</p> | <p>Sustainability means that these children are able to take part in our PE curriculum of cycling as they have learnt these vital skills first. Next step would be to continue to offer this to Year 1 so that this feeds into our cycling curriculum and so that all children can take part in this as they have the vital skills. Also ensuring that cycling has a high profile in the rest of the curriculum.</p> |
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| Key indicator 5: Increased participation in competitive sport  |   |                               |   | Percentage of total allocation:<br>£3,721.87 20%  |
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| 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:  |
| -Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. | -Engage with partnership coordinators and attend competitions run by the Hertford and Ware School Sport Partnership.<br>- Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. | £2,200                        | The impact on having the partnership is to ensure that competitions can still take place and can be virtual against other schools through the partnership. As well as this the partnership are able to come into school to deliver balanceability and sports leaders to our pupils-vital life skills. | This has resulted in the children being prepared for competitions and has ensured that all they have learnt in school can be put into a competitive situation. Next steps would be to encourage and ensure that children are continued to be tracked to identify those that haven't taken part in a level 2 competition so that they do take part to get this experience. |
| -Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.   | By our involvement with the partnership ensures there are these opportunities for school games competitions and for children with SEND.   | Subscription included above   | This has resulted in all children getting the opportunity to participate in competitive sport and opportunities have been provided for all.   | Continue to pay into the partnership to ensure that these opportunities continue. As a next step, continue to grow links with sports clubs and work closely with SENCO to promote and encourage children to compete and check registers to ensure no children are missed off.   |
| - To increase level 2 participation through subscription to the Hertford   | -JL is running competitions at lunchtimes in areas of football,   | £ (Part of JL salary which is | Competitions at lunchtimes have   | Continue to be part of the  |

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| <p>and Ware sports partnership. Enter external events to give pupils the opportunity to compete against other schools - Investigate further use of virtual inter house competition</p> | <p>rugby and cricket to ensure we have inter house competitions.</p> <ul style="list-style-type: none"> <li>- Ensure pupils get the opportunity to take part in local competitive leagues, tournaments and festivals.</li> <li>- Regular (termly), intra-house sports competitions for pupils across different sports.</li> <li>- To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school.</li> <li>- The Hertford and Ware partnership subscription offers us level 2 competition for all of our children. With events, festivals and matches now commencing will result in children getting the opportunity to take part in a range of competitive sporting opportunities.</li> </ul> | <p>included in key indicator 1)</p> <p>Partnership subscription included above</p> | <p>ensured that children are active for longer and has resulted in more uptake at clubs with over 90% of our children competing. The partnership subscription continues to ensure that competitive sport is provided to children and children get the opportunity in a wealth of sports. Not only this but activity days are also provided for most year groups with all children having taken part in a partnership event this year.</p> | <p>Hertford and Ware partnership to ensure competitive sport is offered as well as festivals. Next step is to make sure to target individuals and track participation to ensure all children take part in competitions and events.</p>  |
| <p>To ensure competitive participation is able to take place by providing coaches for events to ensure that transport is not a barrier to competition.</p>                             | <p>Coaches will be used where whole class events and large scale events take place. Where smaller scale events take place the school minibus will be driven to events. Using coaches ensures that transport is not a barrier to competition and as many opportunities as possible are offered to the children. Identify a set number of competitions/events to provide transport to.</p>  | <p>£ 1,000</p>   | <p>As a result of having transport means the profile of sports has been raised to ensure that children are engaged, motivated and have a lifelong participation in sport as they are able to attend the events.</p>   | <p>Transport will always be a barrier, but we will continue to support with attending fixtures so this doesn't become a barrier to competition. Next step is to continue to raise the profile and link with secondary even more to ensure more events and the profile is raised even more by using students to support with this.</p> |

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| <p>To ensure increased participation in competitive sport. Ensure a high profile at sports day, sports awards and presentations are given out and trips out to competitive matches and sporting events to increase participation and uptake at a range of different sports.</p> | <p>Money will be spent on sports day including stickers to motivate and inspire the children, trophies and medals will be given out throughout the year to recognise sporting achievement especially at our sports presentation evening and money will be put towards sporting events to raise the profile of sports and increase participation.</p> | <p>£521.87</p> | <p>This has ensured that there is increased participation in competitive sport and children are motivated and inspired to take part. These have also given children opportunities to increase their participation by being inspired by sporting events and matches that they watch live.</p> | <p>Being able to have this motivation and the profile raised in this way has resulted in participation levels up 30 % of our children! We will continue to provide these incentives and opportunities to not only raise the profile but to also provide these once in a lifetime opportunities for these children and ensure all our children get the chance to take part in competitive sports.</p> |
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| Signed off by   |                         |
| Head Teacher:   | <i>Rachel Kirk</i>      |
| Date:           | 4.7.23                  |
| Subject Leader: | <i>M C Riddle</i>       |
| Date:           | 4.7.23                  |
| Governor:       | <i>Becci Hardcastle</i> |
| Date:           | 4.7.23                  |