

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,420
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,420
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 19,420

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	57%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	54%
<p>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?</p>	Yes/ No

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: 2023/24		Total fund allocated: £19,420		Date Updated: November 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	
<p>Introduce the new PE scheme (S4K) to further develop the teaching of PE through sports and give children the opportunity to engage in different sports.</p> <p>PE coordinator to ensure the new curriculum is being implemented and teachers are supported where necessary.</p>	<ul style="list-style-type: none"> Deliver training to staff to introduce the new scheme and the features of the scheme Create a MTP with teachers and allow them to choose which sports they would like to teach S4K to come into school to deliver training on how to navigate the app and use assessment tool PE coordinator to deliver a PD meeting on maximising the use of the app and how we can assess children using the app. Opportunities for PE coordinator to observe other teachers and teachers to observe KS1/KS2 lead to share best practice 		<p>£1,500</p> <p>N/A</p> <p>N/A</p>	<p>Upon review, S4K was not the correct scheme for us at GG, so we implemented 'GetSet4Pe'. With this scheme, children are engaging in a breadth of different sports and games during their PE sessions. They are able to use appropriate subject vocabulary to describe learning intentions and key skills and knowledge. Through lesson walks and conferencing with pupils and staff, it is evident that this scheme is a good fit for our school. Our children engage well with lessons as they are fast paced, engaging and focus on developing skills that the children can put into practice. The children are speaking</p> <p>Sustainability and suggested next steps:</p> <p>Continued implementation and embedding of new scheme.</p>	

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			<p>positively about their PE sessions and are able to use detail to explain skills.</p> <p>After two PD meetings led by the PE lead, staff are confidently able to use the new scheme to deliver well-structured, high-quality PE sessions across the whole school. Staff are now able to assess the children's ability confidently, using the 'assessment checklists' for each area of PE.</p> <p>After learning walks by the PE lead and HT, it was beneficial to give staff clear next steps with implementing the new PE scheme. Areas for development were apparent and staff were able to receive constructive feedback that outlined clear manageable changes.</p>	Monitor teachers' assessment and use of assessment throughout 24-25 year.
<p>Key indicator 2: 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</p>				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

<p>Children to take part in the Daily Mile</p>	<ul style="list-style-type: none"> • Send out information for teachers in the Spring Term to share with their classes so children know expectations. • Children to take part in a 'mini marathon'. • Staff to engage in Daily Mile and demonstrate positivity towards exercising and building resilience 	<p>N/A</p>	<p>Many teachers take part in walk & talk or daily mile style activities to boost engagement during learning and improve fitness levels. Children are showing greater fitness levels and more willing to exercise on a more regular basis.</p>	<p>Reintroduce scheme again in spring term 2025.</p>
<p>All year groups to have access to games related practice and matches during lunchtime.</p>	<ul style="list-style-type: none"> • Sports4Kids to deliver lunch time sports club to all children. • Create timetable for year groups to schedule in set sessions across the week. • PE coordinator to check in with Sport4Kids and decide on matches and games. 	<p>£2,280</p>	<p>Children are taking part in more structured activities during lunchtime in a constructive, well-managed way.</p>	<p>PE Lead to liaise with S4K to ensure that lunch time clubs are a positive experience for all children. The children are keen to have a breadth of different activities that they can all take part in.</p>
<p>All year groups to have access to physical activities that are set up and run by Sports Leaders (Year 1 – 6)</p>	<ul style="list-style-type: none"> • Sports Leaders to attend training • Whole school assembly to be delivered introducing Sports Leaders and lunchtime games • Lunchtime timetable to be sent out to class teachers to share and display in their class 	<p>£250</p>		<p>Implement use of Sports Leaders with new member of staff for 24-25 school year.</p>
<p>Children to have access to a variety of after-school clubs to facilitate a healthy lifestyle</p>	<ul style="list-style-type: none"> • Using Sports4Kids to provide after-school clubs for Autumn, Spring and Summer Term for year groups 1-6 	<p>£7,500</p>		

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practise:	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:
<p>Yr 11 Kings College sports leaders to come in to run PE sessions with children from YR-6.</p> <p>Andrea from Surrey Storm to offer outreach netball opportunities.</p> <p>Create a PE display so that all children and adults are kept up to date on physical activity around the school.</p>	<ul style="list-style-type: none"> Children are exposed to opportunities which highlight where PE can take them in their education. Children to receive free training from a professional netball coach. Display all sporting event dates and results on the board so that the whole school are kept up to date Display a picture of all Sports Leaders so children can identify them at lunchtimes Display photos from tournaments and PE sessions 	1,122 (gym inspection)	<p>We have built positive relationships with the PE team at Kings College. This allows the children to see older children as positive role models running events in a fun, relaxed engaging way. The Year 11 children helped to run our Sports Day and the children at GG enjoyed it greatly.</p> <p>With construction work going on in the front part of the school, the displays were all changed/taken down to accommodate structural changes that happened.</p>	Create a PE display that shows key vocabulary for units being taught, events and clubs that are happening and any sporting achievements.

<p>Create opportunities for staff members to demonstrate a positive attitude towards physical activity.</p>	<p>so whole school can see the physical activity children are engaging in</p> <ul style="list-style-type: none"> • Display daily mile progress to raise the profile throughout the school. • Teachers to take part in whole school events (sports day, daily mile etc.) • Importance placed on teachers wearing PE kit for each session. • Teachers to ensure that they are taking children outside for PE in a range of weather conditions. 		<p>The teachers are now all consistently wearing PE kit for their classes PE days, including TAs. This demonstrates to the children positive attitudes towards PE learning and has encouraged more children to be wearing the correct uniform on the correct days. This has boosted participation and engagement levels in lessons, throughout the school.</p>	<p>PE lead to continuously place importance and remind all teaching staff the need to wear PE kit when teaching it. School to buy teachers PE tops/hoodies to wear during PE lessons.</p>
<p>Ensure that PE equipment is cared for and organised.</p>	<ul style="list-style-type: none"> • PE Lead to complete an audit of the current equipment that the school has. • PE Lead to order new equipment that matches the need of the curriculum offer. • Sports Leaders to support PE Lead and Sports Assistant in the upkeep of the PE equipment and storage space. 	<p>£2000</p>	<p>PE lead completed a big order of equipment that correlated to the equipment needed to deliver the scheme. Children are now able to complete activities in lessons in smaller, safer groups due to the increase in equipment (balls, hoops, cones etc.) The children also taking more pride in the equipment, using it correctly and ensuring it is stored correctly for their next sessions or for other learners to use. Teachers are able</p>	

			to access the storage space with ease, decreasing the need for preparation time before teaching.	
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
All children to have the opportunity to participate in a range of sports that will be provided during 'Healthy Living Week'. Introduce children to positive role models in sports, inside and outside of school.	<ul style="list-style-type: none"> • Use contacts from Sports4Kds and book coaches to come in and coach each class/year group. • Use pupil voice to find out what sports they would like to try and implement it during this week • Make the most of all opportunities that are offered to the school e.g. coaches from professional clubs such as Harlequins 	£	N/A- new PE scheme bought this event didn't happen. Children have been exposed to positive role models this year such as cricket coaches from Surrey Cricket Club. Engaging with these coaches allowed the children to	Book whole school events that encourage children to participate in activities and PE lead to liaise with PSHE lead to increase the profile of healthy living across the school.

<p>Ensure the children are exposed to a range of clubs and events.</p>	<p>Rugby Club.</p> <ul style="list-style-type: none"> • Sports role model e.g. Olympic athlete to be invited to come and do a fitness session in school • Surrey Storm netball outreach training • Year 11 King College Sports Leaders to run sessions for children. <ul style="list-style-type: none"> • Sports Leaders to implement new games and activities for lunchtime on a termly basis. • After school clubs are offered for various sports and year groups. 		<p>feel excited about their learning and think ambitiously about their future in sport. Some children were newly enthusiastic about taking part in some extra-curricular activities outside of school time.</p> <p>The children responded well to the Year 11 students running sports day and spoke positively about doing the same when they get to secondary school.</p> <p>All children (Y1- Y6) are invited to sports clubs after school. Children are exposed to a range of sports throughout the school year as the clubs on offer change with each term.</p>	<p>Olympian organised for March 2025.</p> <p>Surrey Storm netball training to happen during 24/25 school year.</p> <p>Align clubs offer to the sporting events that take place throughout the school year to ensure children know the rules of sports/ have played before going to any events.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

<p>Provide greater opportunities for pupils to participate in competitive sport</p> <p>Sign GG up for local tournaments as soon as they arise.</p> <p>Sign up school for any other competitions that GG host.</p>	<ul style="list-style-type: none"> Administration costs for organising competitions. Identify children who are not accessing competitive sport and organise events they can take part in – intra and/or inter Membership of Guildford Primary School Sports Association (District Sports etc) Ensure clubs are reflective of events coming up. PE Lead to run sessions before events that ensure children feel confident in the sport before partaking in event. PE Lead to attend termly PE meetings with other PE leads PE Lead to track the emails from local cluster schools to ensure that we are partaking in all events relevant to us. PE Lead to liaise with other PE coordinators in Guildford to arrange matches with schools in the local area. PE Lead to reach out to other schools to arrange football and netball matches at Guildford 	<p>£2,798</p> <p>£600</p>	<p>In each term, different children participated in activities such as football events, panathlon event, netball events and sports hall events. The children felt a sense of achievement by taking events with other schools.</p> <p>PE Lead attended network meetings with other PE leads from local schools to develop strategies to improve curriculum, clubs and events.</p> <p>PE Lead liaised with contact from Active Surrey to organise an event hosted at Guildford Grove for local schools. (event cancelled due to unforeseen circumstances with Active Surrey)</p>	<p>Continue to raise the profile for school events and competitions.</p> <p>Event to be rescheduled for next academic year.</p>
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Head Teacher:	Rona Mackie
Date:	29.11.24
Subject Leader:	Hannah Riley
Date:	28/11/24
Governor:	Efficiency meeting
Date:	2.12.24