

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Hartsfield JMI
Action Plan 2022-23

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.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £19,540 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £1098.18 |
| Total amount allocated for 2022/23 | £19,540 |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023 | £18,441.82 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | <p>53% at the start of year</p> <p><i>After 3 pupils attending top up swimming lessons at £30 each and consulting with parents about swimming progress:</i></p> <p>58.6% of year 6 achieved NC by end of summer term 2023</p> |
| <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> | 53% |

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| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>53% assessed at pool passed safe self-rescue</p> <p>100% of our Year 6 pupils will receive 2 in school (dry land) water safety lessons as well as being taught basic water safety as part of their curriculum swimming in Year 4. Additionally, they attend a 4 night residential in June where they participate in outdoor water activities.</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 over and above the national curriculum requirements. Have you used it in this way?</p> | <p>Yes</p> <p>Top up swimming budget for Year 6 pupils £650 £90 spent</p> <p>3.3% of PE Premium 0.5% of PE prem Subsidised Year 5 swimming.</p> <p>5 days – 1 hour per day.</p> <p>£650 £620 spent</p> <p>3.3% of PE Premium 3.2% of PE prem</p> <p><i>Current Year 5 swim results</i></p> <p><i>2021-22 43% NC level</i></p> <p><i>2022-23 After a week of swimming lessons 67.8% of year 5 have now met NC level.</i></p> <p><i>57.6% passed the self-safe rescue level during the week.</i></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.

| Academic Year: 2022/23 | | Total fund allocated: £19540 | | Date Updated: 10/07/23 | | |
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| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | | | Percentage of total allocation: £14,626.10 = 74.9% | |
| Progress in PE 2022-23 <i>Years 1-6: 87.7% of children are working at the expected level of achievement in PE with a further 7.4% of children working at greater depth. Year 4&5 continue to have a high level of SEN and will need to be a focus of support next year. EYFS: 97% achieved their gross motor skills and 92% achieved fine motor skills. These children will be identified to their Year 1 teachers and support staff, who will be able to support these children with their access to PE and physical activity.</i> | | | | | | |
| 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? | |
| To continue to improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence. | | 1. Employment of Premier Education coach to support teachers delivering PE | £1260 | <p>1. <i>Premier Education coach delivered: Year 2 gymnastics (used getset4pe after using Val Sabin for years) Year 6 badminton (new unit) Teachers reported that it provided them good opportunity to see how the getset4pe can be delivered and year 6 pupils said they improved their skills and liked rallying with a partner.</i></p> <p>2. <i>Staff continue to report how getset4pe is improving the quality of their PE lessons for pupils.</i></p> <p>3. <i>With the employment of a PE TA, we have been able to improve access to PE for our SEN pupils, especially in year 3 and 4 - as recognised as a focus area</i></p> | Sustainability and suggested next steps: | |
| | | 2. Use GetSet4PE scheme of work for PE to develop whole school curriculum map. | £440 | | The investment in staff training will improve the teaching of PE in the areas covered. | |
| | | 3. Employment of a PE TA to support pupil progress in PE lessons. | £7260 | | Staff opinion and confidence will need to continue to be monitored | |
| | | 4. Use the OAA scheme of work | £0 | | Pupils will continue to receive HQ PE lessons and make good progress with their learning. | |
| | | 5. Become a Gold member | | | | |

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| <p>For all pupils to receive a broad and balanced variety of sports and activities in their PE curriculum</p> | <p>of the North Herts School Sports Partnership (NHSSP) – includes Youth Sports Trust membership</p> <p>6. Cover for staff to attend Sports Partnership meetings and PE courses.</p> <p>7. Head Teacher and PE subject leaders to attend the PE conference 2023.</p> | <p>£2250</p> | <p><i>from last year.</i></p> <p>4. <i>We have discontinued the use of the separate OAA scheme as our OAA lessons with getset4pe are very good and provide good progression and resources.</i></p> | <p>PE equipment will need to regularly checked that it is safe to use and that there is sufficient equipment to support learning in PE.</p> |
| | <p>1. Review PE long term plan and ensure balanced coverage.</p> <p>2. Purchase equipment to ensure PE cupboard is well stocked and we have enough equipment to deliver a broad curriculum.</p> | <p>£2500.54</p> | <p>5. 6. 7. <i>NHSSP courses attended and support from School Games Organiser has improved PE at Hartsfield. Information shared with staff at Nov 22 staff meeting.</i></p> | |
| | <p>1. PE long term plan has been reviewed across the year with staff. They like the diagrams and lesson ideas on getset4pe. KS1 staff report there can sometimes be too much in a lesson but that they are happy to select what is appropriate for their class to ensure coverage of the curriculum. Due to the importance of physical literacy in EYFS and KS1, all of these year groups deliver a fundamentals unit at the start of the year. Year 3 also deliver a ball skills transition unit to support pupils in PE as they start KS2. This was a change after delivering 2 sessions of outdoor and adventurous activities which the children were not ready for. The change in plan saw improved behaviour and access to the lesson for the SEN children.</p> <p>2. After consultation with teachers and PE TA, new hockey sticks, tri golf equipment and many smaller items were purchased. The new equipment means more children can access PE activities at once using equipment of an appropriate size/material.</p> | <p>£915.56</p> | | |

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| 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 | Percentage of total allocation: |
| | £546.89 = 2.8% |

Active Lives Survey
 We took part in the Active Lives survey 2021-22 and our results showed that 57% of our pupils had been active an average of 60+minutes across the week compared to 45% nationally. We have taken part in the Active Lives survey again in summer term 2023.

| Intent | Implementation | | Impact | |
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| 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: |
| To continue to encourage all pupils to be physically active (to fulfil their Active 30:30 offer) | <ol style="list-style-type: none"> 1. Replenish class playground equipment (PV 2021-22 requested sponge balls & ankle skips) 2. Set up Year 5 pupils as Play Pals – Sports TA to supervise and support on certain days. 3. Class teachers to teach pupils playground games as one of their PE lessons a term. 4. Employ Sports TA to lead playground games at lunchtime. 5. Speak to School sports council (PV) and book a whole school active experience. 6. Use Year 6 sports captains to deliver activity sessions at lunch (PV – successful during sports week) | <p>£546.89</p> <p>See KI 1</p> <p>Funded by School council</p> | <ol style="list-style-type: none"> 1. <i>From School sports council discussions, new basketballs, sponge footballs and ankle skips were purchased for each class. Reviewing this in the summer term with the council – much of the equipment had been lost/broken and will need replacing next year. The basketballs on the back playground continue to be popular and children have requested some for the front playground (we discussed safety concerns).</i> 2. <i>Year 5 received 6 lessons on how to be a Play Leader. All pupils took part on a rota with 12 pupils out of 60 continuing as Play Leaders. Year 5 pupils said, ‘it was tricky when the little ones didn’t listen’ but also reflected ‘the ball games were popular’. MSAs reported it gave somewhere for children to play when they seemed to be lonely.</i> 3. <i>Our focus in our School Sports Week has been ‘Play for fun – play for 60’. Year 1,2 and 3 received playground game sessions with our School Games</i> | <p>This play equipment will need to be supplemented through general wear and tear. We have seen access to equipment, like skipping ropes, and lessons on playground games and activities encourage children to be active. This will need to continue.</p> <p>The play leader scheme is one that can be continued beyond the Sport Premium funding. We have a good unit of plans and capacity as a staff to set up play leader timetables as well as keen pupils who respond well to leadership</p> |

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| | <p>7. Communicate with MSAs to ensure message of pupil activity is understood by all staff.</p> | | <p><i>Organiser and all teachers have taught classes extra games. Skipping has also been a focus in daily active. By providing pupils with skipping ropes in their break times, we have seen an increase in levels of activity.</i></p> <p>4. <i>Mr Moye (PE TA) has been a fantastic role model at lunch times where he has led playground games and supervised games of football to prevent disagreement among pupils. Year 4 pupils enjoyed 'Chicken, twin, hero' as it meant they could run lots and run like a chicken.</i></p> <p>5. <i>School council requested Bounce Beyond (who we had in autumn 2021) so we booked them during sports week. A year 5 pupil said, everyone had a smile on their face – even our teacher!'. A year 2 pupil said, 'it was good exercise'.</i></p> <p>6. <i>Year 6 sports captains delivered playground game sessions during Sports week. KS2 pupils reported the games were brilliant. KS1 pupils said it was good but the games could have been newer.</i></p> <p>7. <i>Close communication with site manager (who is also on lunch duty with children) and PE TA has meant extra play equipment has been purchased over the year and equipment has been used to encourage the pupils to be active. This has included extra mini football goals – meaning we now have 3 7 a side sets of goals and 3 sets of 5 a side goals.</i></p> | <p>opportunities.</p> |
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| 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: |
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| | | | | £0 = 0% |
| 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: |
| To ensure pupils and staff are aware of the active 30:30 daily activity guidance and how they can achieve this through PE, school sport and physical activity. | <ol style="list-style-type: none"> 1. Termly assembly to promote Daily Active and the importance of a HAL (PV 2021-22 – 75% of pupils in a hands up survey knew to be active 60mins a day) 2. Staff meetings to share information with staff 3. Use School Sports Council to support class discussions and share information. 4. Class teachers to include daily active/break sessions | | <p><i>In a staff meeting in Nov 22, staff were confident with the active 30:30 offer and could list why it was important to be active. We recapped the positive impact on learning and concentration and discussed the difference between PE, physical activity and school sport. School sports councilors report that their teachers do deliver daily active sessions and that it helps them focus. Termly assemblies have meant that our staff are accountable to the children, who recognise daily activity helps them concentrate.</i></p> <p><i>Staff continue to promote the Olympic and Paralympic values (Excellence, Inspiration, Determination, Friendship, Respect, Equality, Courage) across the year with our children – as a tool for whole school improvement. As part of this, one year 3 class wrote to athletes to ask about the qualities it takes to do their sport. Two pupils had a personal reply from Ellie Simmons and were inspired by</i></p> | <p>An embedded awareness of the active 30:30 offer by pupils and staff enables pupils to take responsibility for their own activity.</p> <p>An understanding of the importance of being active is a cross-curricular effort and must continue to be taught like this.</p> |

| | | | <p><i>her response.</i></p> <p><i>As part of our end of year Sports award assembly, pupils also enjoyed a visit from Lisa Drage, who has qualified for the British fencing Championships. Pupils were able to list many of the qualities needed to compete at this level and sat in awe of the time and resources needed to compete at that level. Lots of children wanted to try fencing! Next year, we will try to facilitate a fencing club or links to a local club to encourage this.</i></p> | |
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| <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> <p>£750.05 = 3.8%</p> |
| Intent | Implementation | | Impact | |
| <p>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:</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> |
| <p>Extra-curricular opportunities to be provided ensuring good coverage of age range and activity type.</p> | <ol style="list-style-type: none"> Employ a Sports TA to support PE lessons and provide extra-curricular opportunities. Collect information on activity clubs children attend outside of school. Use this to target less active children in school. Year 3 teacher to renew archery instructor certificate | <p>See KI 1 Additional £710.05</p> <p>£40</p> | <p>Attendance extra-curricular clubs % of year group / %PPG / %SEN Year 1 – 32% / 0% / 35% Year 2 – 32% / 0% / 0% Year 3 – 46% / 20% / 57% Year 4 – 37% / 50% / 30% Year 5 – 88% / 100% / 75% Year 6 – 71% / 100% / 63%</p> <p><i>This year we have spent time developing our PE TA. In the autumn term, he was supported by Hartsfield staff and Premier Education when delivering extra-curricular</i></p> | <p>Having a specific staff member available to deliver clubs means they are able to build a rapport with the children attending and be responsive to their needs and wants. It would be great if this could continue.</p> |

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| | to deliver archery to year 4 and 5 pupils during sports week. | | <p><i>opportunities and attending events. With this support, he is now independently providing a range of extra-curricular club opportunities and enabling our pupils to attend many competitive and participation events.</i></p> <p><i>Our extra-curricular clubs and events data shows that we are now providing the same level of opportunities to our year 5 and 6 pupils as we were before the Covid pandemic. This is a huge achievement but does show that next year, we must improve our provision for years 1-4.</i></p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | £1808.78 = 9.3% |
| School Games Mark 2022-23 – GOLD award achieved for the 4th year running | | | | |
| 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: |
| To continue to provide all pupils with the opportunity to participate in competitive sport. | <ol style="list-style-type: none"> Membership to NHSSP who provide in person and virtual school sport opportunities as well as the Year 6 Paralympic event. Continue to promote intra-school sport opportunities | <p>See KI 1</p> <p>Sports day/week</p> | <p>Attendance of events 2022-23</p> <p><i>% of children attended/%PPG/%SEN</i></p> <p><i>Year 3 – 98% / 100% / 100%</i></p> <p><i>Year 4 – 55% / 75% / 70%</i></p> <p><i>Year 5 – 73% / 80% / 50%</i></p> <p><i>Year 6 – 100% / 100% / 100%</i></p> | Intra-school sport opportunities will be sustainable and will continue to be embedded as part of Hartsfield’s school sport offer. |

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| <p>To update PE equipment to support competitive sport opportunities (and provide active opportunities during break and lunch times)</p> | <p>with a balance on team and individual competitive opportunities. Year 6 Sports captains to support the running of these events.</p> <ol style="list-style-type: none"> 3. Employment of a sport and PE teaching assistant 4. Employment of a Premier Education coach to support the delivery of Year 6 football club. 5. Provide KS1 pupils with more opportunities to take part in competitive sport 6. Membership to the LDSSA to provide local football and netball competitive opportunities. 7. Coach for 30 year 3 pupils to attend a multi skills event run by NHSSP <ol style="list-style-type: none"> 1. Purchase a third set of 7 a side goals and have the area at the top of the field remarked as a 7 a side pitch. | <p>stickers/trophy /medals £169</p> <p>See KI 1&2</p> <p>£540</p> <p>£0</p> <p>£245</p> <p>£854.78</p> | <p><i>Our attendance at competitive events this year has been very good. We have also managed to provide a high number of SEN and PPG pupils with these opportunities too. Pupils report that they feel proud to wear the school kit and to be 'selected to compete'. Providing transport via coach, where possible also maximises pupil access to events. Two particular teams that have performed exceptionally well this year were our year 6 girls football team (see below), and our year 5 boys cricket team, who competed in a year 5/6 cricket event and placed 2nd after a very close final. This has encouraged more children in year 5 and 6 to be involved in cricket during their lunch times.</i></p> <p><i>Additional goals have allowed us as a school to host the Letchworth and District competitive football events. They have also allowed us to host more football teams on one evening meaning an increase in competitive football opportunities. These goals have also been used to encourage activity and better behaviour during break and lunch times as reported by MSAs.</i></p> | <p>We shall continue to facilitate as many inter school events as we can and monitor who attends ensuring there is coverage across all pupils (especially SEN and PPG).</p> |
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| <p>To purchase a new sports kit for when pupils represent Hartsfield playing football</p> | <p>1. Purchase new sports kit for boys and girls football teams.</p> | <p>£0</p> | <p><i>Girls' football team kit was purchased and sponsored by a local company. Our girls' football team won the Letchworth and District Schools tournament and went forward to the county cup in January 2023 where they came 2nd – losing by one goal in extra time! The girls reported it was a fantastic experience but were very disappointed they didn't win. As only the county winner received medals, we purchased silver medals for the girls to distribute during our sports assembly.</i></p> | <p>A sense of pride will be established for many years to come as the kit continues to be worn.</p> |
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| Signed off by | |
| Head Teacher: | <i>P Smith</i> |
| Date: | <i>31.10.22</i> |
| Subject Leader: | <i>R Lawes, L Gregory, R Williams</i> |
| Date: | <i>31.10.22</i> |
| Governor: | <i>S Chrimes</i> |
| Date: | <i>31.10.22</i> |