

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ £9,700
Total amount allocated for 2021/22	£ 19,430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ £9,700
Total amount allocated for 2022/23	£ 19,420
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 29,120

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <ul style="list-style-type: none"> Met the national curriculum requirement for swimming and water safety. Yr 5 / 6 participated in a 2 week intensive swimming programme at the London Aquatic Centre. Ensured a higher percentage of students could swim 25 metres unaided at the end of KS2 Higher % of pupils were able to achieve the end of 'Key Stage 2' outcomes. Children were given the platform to excel and exceed expectations. Keir Hardie is driven to ensure all students can swim by the end of primary school. <p>N.B. Complete this section to your best ability. For example you might have practiced 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>				
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?			Y5 - meeting end of KS outcomes	Y6 - meeting end of KS outcomes
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. Please see note above.			15.7%	31.5% 12% of pupils exceeded end of

		KS2 outcomes
<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>Y5</p> <p>11%</p>	<p>Y6</p> <p>17%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Y5</p> <p>11%</p>	<p>Y6</p> <p>17%</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>	

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: 7,280	Date Updated: July 2023	
Key indicator 1: 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: 30%
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:
<ul style="list-style-type: none"> • 2 hours of PE for each pupil per week. • Offer a broad, enjoyable and balanced curriculum. Consequently, this ensures students experience different individual skills (i.e. running) and invasion games (i.e. netball). • Our curriculum encourages children to see sports and physical activity as an important element of their daily lives. Furthermore, it raises awareness of the positive impact physical activity has on their well-being. • SEND pupils have bespoke physical development sessions such as 'Let's get moving' and session of swimming / water safety per week • Gymnastics session for gifted and talented pupils led by gymnastics coach • Embed the teaching of S.E.N.D gymnastics. 	<ul style="list-style-type: none"> • 2hrs of PE embedded into the curriculum. Led by Sports Coach and teachers. • Gymnastics by 'Amplitude' encourages different attributes such as; physical, mental, emotional and community development (i.e. EYFS – Yr 6). The focus on individual skills allows an attention to detail approach, therefore, students have an in-depth understanding. • Furthermore, invasion games let students experience sports from different angles (i.e. attack vs defense, teamwork). • Cricket coach teaching and supporting PE for Yr 4 / 5 • During PE lessons, teaching and learning shows progression across all Key Stages within the skills and sports studied. 	£8,736	<ul style="list-style-type: none"> • Pupils know/ understand the importance of PE and the effects it can have on life in and out of school. This is evident through termly student voice, holistic learning and monitoring done by the PE lead and sports coach. • "It helps my physical and mental health. We are learning basketball in PE. I like this topic because you get to learn different skills; such as, bounce pass, chest pass and overhead pass. (Yr 6 pupil) • Pupils experience different individual skills (i.e. throwing), racket, bats and balls (i.e. badminton) and invasion games (i.e. netball). Therefore, students are preview to numerous experiences and allowed to have an in-depth understanding throughout their academic years. 	<ul style="list-style-type: none"> • Students will experience 'Quality First Teaching' of Physical Educational skills, techniques and working collaboratively. • PE lead, teacher and SLT have termly meetings about PE; the curriculum etc. Essentially, to discuss the positives, negatives and areas for improvement. • High quality teaching and learning will promote cultural capital, expose students to new experiences and assist in having an in-depth understanding of PE and Sports. • CPD training for PE lead, Sports coach, teachers and support staff including midday supervisors and sports leaders.

	<ul style="list-style-type: none"> ● Each session builds on the vocabulary, knowledge and skills taught in the previous one, to allow children to acquire further skills and knowledge, know more, remember more and do better. ● The London Aquatic Centre delivers intensive swimming lessons for our pupils for Yr5 and Yr6. ● PE teacher to do baseline assessment in Autumn 1 and will assess pupils in Summer 2 to check progress. Consequently, a 10% increase will be targeted. ● 'Let's Get Moving' sessions and a swimming session once a week ensures that SEND pupils' physical development is catered for and improves individual outcomes. ● Gymnastics instructor to plan/prepare a session for S.E.N.D students once a week. 		<ul style="list-style-type: none"> ● Assessment analysis shows that students have progressed on their physical attributes (i.e. power, strength, stamina and speed), throughout the academic year. For instance; Chest Push - Autumn 1: 3.40m / Summer 2: 3.60m. (Yr 3 pupil) ● Increased participation in clubs (on average 6%). ● Increase, compared to last year, forend of Key Stage outcomes for swimming ● G&T gymnastics club has increased their membership as more pupils have been identified as G&T for gymnastics ● S.E.N.D gymnastics gives those students an opportunity to learn new skills, progress and experience the sport and learning environment. 	<ul style="list-style-type: none"> ● Staff to work alongside coach (es) to improve their own knowledge on how to deliver and lead PE lessons. ● Y5 and Y6 to continue to have 2 week intensive swimming sessions - Y5 May 2024 and Y6 June 2024 ● Increase the number of clubs for pupils who show an aptitude for a sport: (Target SEND and girls) ● Pupil voice to evaluate pupil progress and collate views and feedback
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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:

<ul style="list-style-type: none"> ● Increase formalised sport leadership for students to lead peer-to-peer activities and foster future leaders in PESSPA. ● Provide participation opportunities through extra-curricular physical activity and sports. ● Provide exposure to the natural environment through the PE curriculum and educational visits. ● Encourage, motivate, inspire and advocate active travel towards/ from school (i.e walking). 	<ul style="list-style-type: none"> ● Deliver Sports Leaders UK student leadership courses for KS2 pupils. ● Purchase student leadership uniform, and rewards system to promote PESSPA student leadership. ● Delivery of an inclusive programme of extra-curricular provisions. ● Recruit support staff and specialist coaches to run clubs after school. ● Facilitate KS2 outdoor learning opportunities via orienteering and other adventurous activities (i.e. Yr 5 - fairplay house and Yr 6 - Wales residential. ● Continue to invest in cycling training for students across the school (i.e. EYFS - balanceability and Yr 5 / 6 - bikeability). Buy into proven schemes that reward children for traveling to and from school in an active way. Furthermore, introduce inter-competitions (i.e. Year groups, classes or house colors). 	<p>£5,824</p>	<ul style="list-style-type: none"> ● Sports leaders lead a variety of games during lunchtime confidently, safely and effectively. ● “I like to be a sports leader because of the positive influence I have on other students.” (Yr 5E pupil) ● “I like to be a sports leader because we can help children. Also, I can show my communication skills.” (Yr 5I pupil) ● Visible presence through sports leadership kits. ● Participation in a variety of activities and sports that are not easily accessible outside of school for different reasons. ● Gifted and talented gymnastics was a success. The programme was designed to motivate, inspire and further develop pupils who excel in gymnastics. Furthermore, the group created a performance for Keir Hardie carnival 2023. ● “I like the dodgeball club because it is fun, enjoyable, exciting and competitive. Also, I get to get people out by throwing, or catching the ball.” (Yr 6S pupil) ● Delivery of ‘dodgeball / multi-skills’ clubs twice a week before the beginning of school improved punctuality. 	<ul style="list-style-type: none"> ● Ensure a high percentage of KS2 pupils get sports training, allowing for progress over a period of at least 2 academic years. ● Student voice to obtain views and feedback. ● Reduce staff costs by using support and teaching staff to deliver after school clubs exclusively. ● Audit the physical environment and aim to create a playground which is exciting, stimulating, inclusive and encourages children to be physically active and develop problem solving. ● Consider purchasing storage facilities for bikes and scooters. Make active travel an easy option for families by ensuring the school grounds are accessible for bikes and scooters. Introduce a reward system. ● Sustain the Achieved School Games Mark ‘Gold’ 2022 - 2023
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			<ul style="list-style-type: none"> ● Girls football academy was successful. Led by a female football coach from Forest Crusaders, it encouraged, motivated and provided an outlet of energy, building skills / teamwork. ● Girls were inspired and empowered, due to the creation of the club and the instructor who took lead. ● Children are now encouraged, inspired and motivated to actively travel to and from school. Students are seen walking, cycling and scooting with families. ● Achievement of Healthy Schools Gold status - June 2023 ● Achievement of School Games Mark 'Gold award' - July 2023 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 18%
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:

<ul style="list-style-type: none"> ● The Complete PE scheme of work assists in the creation of learning journey's, delivery of PE and extra-curricular provisions. ● Liaise with CompletePE. Make use of the extra assistance provided with the package (i.e. assessments, resources etc) ● Liaise with CompletePE and make use of the extra assistance provided. ● CPD training for the PE lead, sports coach and teachers offered or provided via Newham SSP. ● Provide curriculum support to teachers and teaching assistants. ● Team teaching by PE lead, Sports Coach and specialist teachers for all staff. ● Build a relationship with other schools' PE department. So, the PE lead and Sports coach are able to sustain a healthy link. 	<ul style="list-style-type: none"> ● Sign up to an interactive primary Physical Education resource - Complete PE learning journeys ● Sign up Sports Coach, teachers & support staff to scheme of work for provisions. ● Sign up to a school sport partnership - Newham SSP. ● PE lead, Sports Coach, teachers & support staff to attend CPD training when available. ● Subject leader, teacher and teaching meetings commence every week. Essentially, this gives the PE lead and Sports Coach to discuss Physical education, in regards to the good, bad and areas for improvement (i.e. PE, the curriculum, assessments, extra-curricular clubs, events, competitions). ● Observe PE lessons conducted by teachers and support staff. ● PE lead / Sports coach communicates with other school PE departments. Essentially, organise meetings and visits to discuss the PE curriculum, lesson planning, events, competitions, good / bad practice and community links. 	<p>£5,2416</p>	<ul style="list-style-type: none"> ● The implementation of a high quality PE curriculum. ● Raised attainment in PE ● Enjoyment and positive attitudes to PE through a more creative lesson structure. ● "I like the game battleships because it is fun, enjoyable and interesting. Also we compete with and against others and work on our throwing skills." (Yr 3 pupil) ● Extra-curricular clubs are more inclusive and of a higher standard due to staff running the clubs having expertise (bought in services). ● Increase in understanding, knowledge and self-confidence of Sports Coach, teachers and support staff. ● "I believe team teaching is extremely fun, time effective and helpful. I liked it because the PE teacher and I got to work together and was able to work on good / bad practice. Moreover, I gained more knowledge and understanding." ● "I liked team teaching because it's flexible, a collective responsibility and helpful. I learnt to be clear, 	<ul style="list-style-type: none"> ● Renew annual scheme of work package. ● Renew annual subscription to Newham SSP. ● Continue to organise CPD training to PE lead, Sports Coach, teachers and support staff. ● Organise observations once a term to help teachers/support staff on better practice. ● Staff voice and share outcomes with local schools to work collaboratively
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			<p>concise and simple, how to transition, but also a few technical terms (i.e. aim, swing, step and throw)."</p> <ul style="list-style-type: none"> ● The Sports Cover Supervisor appointed has a good impact on delivering high quality PE lessons. ● The PE department knows and understands what they are doing good, bad and areas for improvement. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 17%
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> ● Our PE curriculum will grow, improve and develop techniques, skills, knowledge and understanding of all students and accessible to all. ● Organise a new set of sports, games and activities to inspire and motivate pupils to participate in sports and physical activity. Target SEND, Girls ● Expand the variety of extra-curricular 	<ul style="list-style-type: none"> ● Students will experience / participate in new range sports and physical activities e.g. basketball, karate and boxing. ● Yr 6 pupils attend a Wales residential. Students will participate in the following; gorge walking, mountain climbing and trapeze. 	<p>£ 4,950.40</p> <ul style="list-style-type: none"> ● Increased participation in clubs (on average 6%). ● Children are able to individually perform a skill in KS1, but combine two skills & transition from attack to defense in KS2. Students are able to work as a team. 	<ul style="list-style-type: none"> ● Embedded into the school curriculum map and delivered by the Sports Coach / external providers. ● Deliver CPD training to internal staff to maintain clubs. ● Children understand that physical exercise should be

<p>Sports clubs and introduce lunchtime clubs aimed to target specific pupils .</p> <ul style="list-style-type: none"> ● Introduce Sports, Games and Physical Activity workshops each term for various year groups. 	<ul style="list-style-type: none"> ● Yr 5 pupils attend the Fairplay House residential. Students will participate in the following; high ropes, canoeing, climbing/abseiling, Giant swing, orienteering and night walk. ● Students participate in whole school events and competitions. ● Collaborate with teachers, teaching assistants and external companies to ensure that students have access to a variety of extra-curricular clubs e.g. dance, football, karate, boxing, gymnastics and badminton. ● Contact external providers throughout the academic year and organise a workshop for the term (i.e. 1 day a week). Activities include; Movement, Fun Fitness sessions, boxing, archery, karate, team building and Careers in sport. 		<ul style="list-style-type: none"> ● Lunch play has shown an increase in physical activity (on average 8%). ● Different educational experiences throughout Primary education (i.e. Yr 5 visit to fairplay house, Yr 6's visit to Wales and a 2 week intensive swimming programme for Yr 5 / 6 and balanceability in EYFS). ● Creation of different professional relationships with other schools and external providers. ● Children are able to experience different sports, games and activities throughout a term. Students acknowledge there are other areas for them to encounter. ● Annual 'Sport, healthy eating and lifestyle' weeks - June/ July 2023 ● Live fitness sessions (Energise & Rise) led by PE teacher and other staff members during the 'Sport, healthy eating and lifestyles week. 	<p>embedded into daily routines.</p> <ul style="list-style-type: none"> ● Remain in contact with other schools' PE departments throughout the year. This is to ensure a healthy relationship is maintained. ● Pupil voice
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			<ul style="list-style-type: none"> “I liked Energise & Rise because it was fun, enjoyable and got me ready for the school day. Also, we got to do interesting exercises (Hulk slam, fast feet).” 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 15%
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:
<ul style="list-style-type: none"> Keir Hardie firmly believes in the importance of participation to a child's overall development. Especially, from a competitive standpoint. Students are encourage, motivated to perform at their highest optimal level. Ultimately, they're to have fun, enjoyment, but also develop resilience and competitive mindset. Organising and enter more intra and inter school sports competitions e.g. football, speed bounce Extend links with other sports clubs. 	<ul style="list-style-type: none"> Add information to newsletter / website / social media / assemblies and PE lessons for children to promote school games. Sign up to Newham SSP for virtual and physical competitions where appropriate. <p>Annual events include:</p> <ul style="list-style-type: none"> - KS2 Cross country - S.E.N.D Ten Pin Bowling - KS2 Newham Boys Football tournament 	£ 4,368	<ul style="list-style-type: none"> Improved standards in competitive sport across the school seen in pupil performance. Increased numbers of children participating in competitive sports -all within the school and more participating in inter-school competitions. Ks2 Active Girl's day was successful. Subsequently, the event raised different girls' 	<ul style="list-style-type: none"> Children learn new skills and experience competition beyond their school to encourage learning and desire to improve. Students learn to manage emotions in competitive environments and develop teamwork skills where appropriate. Talented pupils are signposted to appropriate pathways.

<ul style="list-style-type: none"> • Celebration of Students in Physical Education. 	<ul style="list-style-type: none"> - KS1 Mini Olympics - Yr 3/4 Mini Olympics - KS2 New age kurling - Ks2 Girls active Day - Yr 4, 5, and 6 Gifted + Talented Sports - KS2 Newham sitting Volleyball - Gymnastics competitions - UEL Sports In Your Futures festival - KS2 Dance Mats - KS2 Panathlon - Yr 5 / 6 Orienteering - Yr 5 / 6 Newham SSP festival - Participation in mini-Paralympics <ul style="list-style-type: none"> • Students help with the organisation of events and competitions. • Purchase sports kits, equipment and resource cards to support intra-competitions. • PE lead and Sports coach help with enhancing students technique, skills & knowledge across the school. • Reward system for all students, which recognises their behavior, attitude, effort and skill capability in PE (i.e. Certificate) 		<p>confidence, aspirations and those who need a little support.</p> <ul style="list-style-type: none"> • “I like Active Girls Day because it was fun, enjoyable and exciting. We were allowed to do different activities and compete against others. I gained a lot of confidence.” • Increase in students participating in sports and physical activity outside the school (i.e. football, basketball, cricket). • Increase attitudes towards PE as children recognise there is a noticeable incentive. • “I liked sports day because there was a wide variety of activities that allowed us to use all our magic habits as well as resilience to complete the tasks. I also enjoyed it because there was great tension as to which house won.” 	<ul style="list-style-type: none"> • Train student leaders to deliver in-house competitions. • Undertake pupil survey to hear pupil voice in order to evaluate impact. • Pupil / Staff voice. Ask questions pertaining to the reward system (i.e. how and where has it helped).
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	<ul style="list-style-type: none"> Organise an EYFS - Yr 1 / Yr2 - KS2 Sports Day. 			
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Signed off by	
Head Teacher:	Violet Otieno
Date:	
Subject Leader:	Ian O'Sullivan
Date:	
Governor:	Oran Blackwood
Date:	