



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

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

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

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

| Activity/Action | Impact | Comments |
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| <ul style="list-style-type: none"> <li>- Alternative activities and experiences</li> </ul> | <p>We booked an external Quidditch company to visit the school and complete sessions with all year groups. The children were highly engaged, motivated and thoroughly enjoyed the sessions.</p>  |  |
| <ul style="list-style-type: none"> <li>- Using GETSET4PE</li> </ul>                        | <p>The continued use of GetSet4PE has further aided the development of staff's knowledge and confidence when delivering PE lessons as it allows staff to fully embed the technical coaching points required for each skill and aid children in the practical and theoretical application of such skills. This is evident through pupil voice where pupils have commented that they are provided with supportive feedback that outlines the next steps to progress onto a higher level of difficulty.</p> |  |
| <ul style="list-style-type: none"> <li>- Renewing Stevenage Sporting Futures</li> </ul>    | <p>By renewing our contract with Stevenage Sporting Futures, we were able to provide children with the opportunity to take part in a range of diverse activities, both competitively and non-competitively, in a supportive and encouraging environment.</p>   |  |

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

| Action – what are you planning to do  | Who does this action impact?  | Key indicator to meet  | Impacts and how sustainability will be achieved?  | Cost linked to the action                    |
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| African Dance Workshop – To increase staff confidence and provide diverse experiences for pupils  | The African dance workshop supported teachers with further developing their skills and knowledge within the dance curriculum. Additionally, it provided an opportunity to experience more diverse culture/s dances and continue this with the children in dance lessons.                                    | <u><a href="#">Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</a></u> | Primary teachers feel confident to deliver effective PE and will continue to do so moving forwards.   | £918 – included in budget of key indicator 4 |
| SEND PE CPD – To increase staff confidence and knowledge with supporting children with SEND in PE lessons   | School staff were provided with a CPD which focuses on supporting children with SEND in PE lessons. A member of the sporting futures team came in to deliver the session and demonstrated ways, using equipment, that staff could support pupils.   |  | This session increased the staff's knowledge, confidence and understanding of how to support children with SEND in PE – ensuring they always feel included and challenged.  | Included in the SSFT renewal cost            |
| Renewal of School Sporting futures to provide pupils with the opportunity to experience competitive games, be exposed to a variety of sporting sessions and for staff to access PE CPD. | SPFT supports children by providing them with the opportunity to partake in a variety of sporting sessions as well as competitions. Additionally, they will support staff with their own professional development and provide the opportunity to attend courses to improve their own knowledge and ability. |  | Children will be able to use their experiences for future competitions, including both sporting and non-sporting events, applying the morals, values and sportsmanship learnt. Additionally, they will be able to access a greater number of sports/physical activities which will, | TBC- included in budget of key indicator 5   |

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| <p>PE Conference – To develop the knowledge and skill of PE leads and provide opportunity to seek external resources/companies that could be of value to the pupils at Knebworth School.</p> <p>Renewal of Getset4PE – This provides professional development for all teachers and aids the quality of teaching in PE.</p> | <p>PE leads will be able to develop their own knowledge and skills on specific subjects/topics and share their findings with their colleagues – which will allow for staff development. Additionally, this will allow the children a plethora of sporting opportunities from specialists in that field.</p> <p>PE teachers will be able to develop their own knowledge and understanding of the PE curriculum and utilize this during lesson time.</p> |  | <p>hopefully, increase their desire to be physically active. Teachers will continue to use their subject knowledge to further develop the PE curriculum and seek positive experiences for the pupils.</p> <p>Teachers will continue to develop their subject knowledge and embed this within the PE curriculum/lessons. Additionally, the renewal of GetSet4PE will also increase the quality of P.E teaching by providing video demonstrations, wider range of vocabulary and structured lessons which build on previous learning.</p> | <p>£390</p> <p>£594</p> |
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| <p>To provide opportunities for physical activity to be maintained throughout unstructured hours of the day:</p> <p>Lunchtime equipment to be used to increase physical activity and provide opportunities for physical activity to be maintained throughout unstructured hours of the day.</p> <p>Movement equipment for each year group (as requested by teachers)</p> <p>- SEN equipment purchased for 1:1 INCAS to engage students who require 1:1 support in the oak room.</p> | <p>Lunchtime supervisors will support pupils by providing equipment for children to play with. Additionally, staff will provide ideas and provide activities for the children to take part in.</p> <p>Staff use the equipment provided for each year group during the school day/PE lessons to increase physical literacy and confidence.</p> <p>1:1 INCA staff requested specialist equipment to support children, who have SEN sensory needs, whilst in the oak room.</p> <p>Small garden staff to use equipment to support pupils (including those with SEND needs)</p> <p>Year 4 &amp; 5 to use with students who require movement breaks and emotional regulations</p> | <p><a href="#"><u>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</u></a></p> | <p>Pupils can continue to build on a variety of skills (tactical knowledge, communication, technical knowledge etc) using the equipment provided. In addition, pupils can use the equipment to increase their own physical activity levels thus increasing physical fitness.</p> <p>See above.</p> <p>Staff have used this equipment to engage SEN students with sensory needs by supporting them with movement, touch and sound. The children were able to use the equipment provided to meet their own sensory needs and aid emotional regulation. These pieces of equipment can be reused each year.</p> | <p>£92.10<br/>£198.43</p> <p>£326.76</p> <p>£20.98<br/>£212.51 (including SEN equipment for Year 4 &amp; small garden)<br/>£209.17 (including equipment for SEND needs in Year 5)</p> |
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| <p>Opal training – Provide staff with the training on how to effectively facilitate and execute OPAL in school</p> | <p>Opal training will be provided to all members of staff with extended training being delivered to OPAL leads.</p>  |  | <p>Opal training will enhance staff knowledge and understanding of its operational framework. Additionally, it will provide a clear structure outlining the staff's roles and responsibilities within OPAL.</p> | <p>£6000 (included in key indicator 4)</p> |
| <p>Opal resources – Purchase equipment that can be used for OPAL during break and lunch times</p>                  | <p>OPAL resources will be acquired for use by children during break and lunchtimes. These resources will include a diverse range of equipment designed to facilitate play, aligned with the current Early Years Foundation Stage (EYFS) framework.</p> |  | <p>OPAL resources will aid in fostering the pupils' imagination, increase their activity levels, and enhance their interest in play whilst reducing poor behavior and promoting exploration.</p>                | <p>£6000 (included in key indicator 4)</p> |



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| <ul style="list-style-type: none"> <li>- Increase swimming proficiency across KS2</li> <li>- Increase physical literacy in early years and key stage 1</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils in KS2 were provided with the opportunity to increase their swimming proficiency and work towards the ability to swim 25m.</li> <li>- Staff used the equipment provided for each year group during the school day/PE lessons to increase physical literacy and confidence.</li> </ul> |  | <p>Pupils were provided with intensive swimming lessons to increase their own ability to swim 25m. These had a great impact on swimming ability and supported pupils attaining their 25m swimming certificate.</p> <p>This equipment facilitated the development of both fine and gross motor skills, essential for their overall physical development. Fine motor skills were enhanced through activities that required precision and coordination, such as using small hand-held equipment, which helped improve hand-eye coordination and dexterity. Gross motor skills were developed using larger apparatus that encouraged whole-body movements, such as running, jumping, and climbing, thus enhancing their strength, balance, and coordination. The introduction of adaptive equipment ensured that all children, regardless of their physical abilities, were included in sports activities.</p> <p>-</p> | <p>£900 – coach<br/>£561.60 – swimming lessons</p> <p>£209.16 (included in budget of key indicator 3)</p> |
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|  |   | <u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</u> |  |         |
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| African Dance Workshop – To provide pupils with a wider range of experiences and incorporate more diverse activities/focuses | The African dance workshop supported teachers with further developing their skills and knowledge within the dance curriculum. Additionally, it provided opportunity to experience more diverse culture/s dances and continue this with the children in dance lessons. |   | Pupils were educated on a different culture whilst also being provided with the opportunity to experience a different style of dance and the history behind it.  | £918    |
| Superstar Sport – To provide children with a range of opportunities to access a variety of sports                            | Pupils were able to further develop their skills, knowledge and experience in a variety of sports during a lunchtime session. Additionally, this motivated the children to increase and maintain activity levels and thus create an active lunchtime.                 |   | From this session, children were able to increase their activity levels, boost confidence, increase communication skills and experience a range of sports.   | £549.60 |
| OAA Enrich event – To provide pupils with a broad range of experiences in a variety of alternative activities                | Participation in this alternative activity enabled the children to broaden their experiences. Additionally, they developed their communication and team-building skills, which facilitated cohesive collaboration throughout their session.                           |   | By completing the Outdoor Adventure Activities (OAA), the children gained valuable knowledge in map reading, teamwork, and effective communication. These skills will be beneficial not only in future OAA sessions but also within the Geography curriculum |         |

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| <p>Opal training – Provide staff with the training on how to effectively facilitate and execute OPAL in school</p> | <p>Opal training will be provided to all members of staff with extended training being delivered to OPAL leads.</p>  |  | <p>Opal training will enhance staff knowledge and understanding of its operational framework. Additionally, it will provide a clear structure outlining the staff's roles and responsibilities within OPAL.</p> | <p>£6000 (included in key indicator 4)</p> |
| <p>Opal resources – Purchase equipment that can be used for OPAL during break and lunch times</p>                  | <p>OPAL resources will be acquired for use by children during break and lunchtimes. These resources will include a diverse range of equipment designed to facilitate play, aligned with the current Early Years Foundation Stage (EYFS) framework.</p> |  | <p>OPAL resources will aid in fostering the pupils' imagination, increase their activity levels, and enhance their interest in play whilst reducing poor behavior and promoting exploration.</p>                | <p>£4000 (included in key indicator 4)</p> |

|   |   | <b><u>Key indicator 5: Increased participation in competitive sport</u></b> |   |       |
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| Renewal of School Sporting futures to provide pupils with the opportunity to experience competitive games, be exposed to a variety of sporting sessions and for staff to access PE CPD. | SPFT supports children by providing them with the opportunity to partake in a variety of sporting sessions as well as competitions. Additionally, they will support staff with their own professional development and provide the opportunity to attend courses to upskill their own knowledge and ability. |   | Children will be able to use their experiences for future competitions, including both sporting and non-sporting events, applying the morals, values and sportsmanship learnt. Additionally, they will be able to access a greater number of sports/physical activities which will, hopefully, increase their desire to be physically active. | £4250 |
| Netball League entry  | Year 6 students are provided with the opportunity to participate in a competitive sporting league with local schools.   |   | Children can participate in a competitive environment whilst learning how to play fairly, show good sportsmanship in addition to a deeper understanding of how a competitive event takes place. This will support them when taking part in future competitions and increase their desire to do so.  | £10   |

## Key achievements 2023-2024

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

| Activity/Action   | Impact  | Comments  |
|---|---|---|
| <p>Providing children with opportunities to experience a diverse range of sporting activities</p>                             | <p>Children have had the opportunity to engage in a diverse array of activities, including African dancing, orienteering, Wheel Power sport, and programs offered by the Sporting Futures team. These experiences have enabled pupils to develop a wide range of skills and interests beyond the standard curriculum and enabled them to participate in a supportive, competitive environment.</p>  | <p>The children have loved having an array of activities that they can partake in and thoroughly enjoy learning new skills.</p>   |
| <p>Ensuring that Physical Education (PE) lessons are inclusive and accessible to students with diverse educational needs.</p> | <p>The involvement of a specialist in Special Educational Needs and Disabilities (SEND) within the school enabled staff to enhance their understanding of supporting children with diverse needs during Physical Education (PE) lessons. Staff members gained valuable insights from this session, which they effectively integrated into their own teaching practices. Furthermore, we invested in alternative equipment to accommodate students with different needs, ensuring their full participation in the lessons.</p> | <p>Staff commented on their enjoyment of the session and felt it advanced their own professional development when supporting children with SEND in P.E lessons.</p>                     |
| <p>Purchasing additional equipment to support children with physical needs during the school day.</p>                         | <p>The provision of additional equipment enabled children to take movement breaks and utilise these resources to address their sensory needs. This support positively impacted their learning by enhancing their focus and engagement in class.</p>   | <p>Class teachers and support staff commented on the difference these pieces of equipment made when supporting children with sensory needs and the impact it had on their learning.</p> |

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| <p>Children had the opportunity to engage in a diverse array of competitive events and activities.</p> | <p>The participation in sporting competitions within a nurturing environment meant that children were able to enhance their confidence and self-esteem. They also had the opportunity to compete against peers from local schools who shared similar values, promoting the development of respect, resilience, and good sportsmanship.</p> | <p>Throughout the year, Knebworth school pupils have always attended competitive events with respect, responsibility and resilience.</p> |
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# Swimming Data

*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| <u>Question</u>  | <u>Stats:</u> | <u>Further context</u><br><u>Relative to local challenges</u>  |
|--|---------------|--|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?        | 92%           | We have recently transitioned our swimming program to a local pool. The coaches at this facility have exhibited exceptional skill and knowledge in their instruction, which has significantly contributed to a higher level of achievement in swimming among our students. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 92%           | <i>Same as above</i>   |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>   | <p>87%</p> | <p>The majority of our pupils have demonstrated the ability to perform self-rescue in the water and have shown great awareness of water safety.</p>  |
| <p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p> | <p>Yes</p> | <p>We allocated a portion of the Sports Premium budget to provide supplementary sessions for individuals who did not meet the required standards. This initiative proved to be highly beneficial, enabling these individuals to develop their skills significantly and obtain a higher-level swimming certificate.</p> |
| <p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>   | <p>No</p>  |  |

Signed off by:

|  |                            |
|--|----------------------------|
| Head Teacher:  | <i>S Bains</i>             |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>C Hall</i>              |
| Governor:  | <i>N Watson - Governor</i> |
| Date:  | <i>17/08/2024</i>          |