



# 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.

The funding has been provided to schools to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the funding 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 offer.

Schools need to ensure impact against the following 5 Key Indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

Academic Year	2023/24
Total funding allocation	£17,686
Actual funding spent	£17,686
Date November 2023	

## 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
<p>To improve fitness levels of all pupils by ensuring that all pupils undertake at least 30 minutes of daily physical activity in school, in line with government guidance.</p>	<p>The 'Daily Mile' continued for all year groups. A link to the 'Daily Mile' website was provided on our school website as a home learning activity during the COVID pandemic.</p> <p>Brain breaks and relaxation techniques are fully embedded as part of the school day. This enables pupils the opportunity to self-regulate and ensures that pupils are engaged in physical activity throughout the school day.</p>	<p>Each year group to continue the 'Daily Mile'.</p> <p>All classes continue to include brain breaks and use relaxation techniques to help self-regulate pupils.</p>

<p>Increase opportunities for pupils to try new and different sports.</p>	<p>In the autumn term, the whole school participated in a week of well-being and growth. As part of the new EYFS curriculum the pupils took part in a range of activities on how to stay healthy.</p> <p>We continued to work with Stevenage Sporting Futures. In the autumn term pupils in Reception took part in a 'Children in Need' sporting event delivered by Stevenage Sporting Futures. In the spring term, pupils in Year 2 took part in a mini-Olympics festival. During Maths Week the pupils in Year 1 took part in an active mathematics workshop organised and run by Stevenage Sporting Futures. The pupils developed their mathematics skills whilst being active.</p> <p>Year 2 pupils enjoyed an Indigenous people of America dance workshop as part of their 'A Land Far, Far Away' topic, which gave them the opportunity to experience Native American music, dance and artefacts.</p> <p>In the summer term, pupils in key stage 1 took part in a circus workshop. The pupils enjoyed a demonstration of circus skills and then during each class workshop, the pupils enjoyed exploring a range of circus equipment and practicing a wide range of motor, balancing and other skills.</p>	<p>Continue our strong partnership with Stevenage Sporting Futures this academic year.</p> <p>Investigate workshops that will broaden pupils' experiences further</p>
<p>Senior sports apprentices to work alongside teachers to enhance or extend current opportunities offered to pupils.</p>	<p>Staff team teach with senior sports apprentices. This has given them the opportunity to develop their PE teaching and build confidence in areas of PE where they may feel less confident.</p>	<p>Staff are team teaching and developing the skills necessary to deliver high quality PE lessons to all children.</p>
<p>Increase the number and quality of extracurricular sporting clubs available to key stage 1 pupils after school.</p>	<p>In the autumn term, the senior sports apprentice and sports apprentice ran a fitness club for Year 1 and Year 2. Following the success of this in the spring term a fitness club and multi sports club have been offered and run for Year 1 and Year 2.</p>	<p>Introduce further high quality extra-curricular clubs.</p>

	In the autumn term the curriculum leader ran a girls' football club in Year 2. Following on from the success of this club the girls now have more opportunities to play football at break and lunch times.	
Continue to improve outdoor learning so that it enhances pupils' opportunities for active play and improves gross and fine motor skills. For example, Forest School.	<p>The Forest School has continued to be a significant addition to the school. This is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in woodland and natural environments. Pupils are very eager to participate in Forest School activities.</p> <p>Forest School has been particularly beneficial for different groups of learners, including boys, disadvantaged pupils, and pupils with special educational needs and disabilities (SEND).</p>	Continue to offer Forest School and outdoor learning to as many pupils as possible.
Subject leader development courses for PE lead.	The PE curriculum leader has attended the Hertfordshire PE conference and the PE cluster meeting. Both courses have allowed the curriculum lead to keep up to date with current issues in PE and make contacts.	<p>These annual courses are of great benefit to the school PE curriculum leader in helping run an active school.</p> <p>Continue offering PE CPD to provide shared and supportive practice, through training, coaching and peer on peer support.</p> <p>Continue upskilling teaching assistants and sports apprentice through support and coaching from senior sports apprentice and PE curriculum leader.</p>
Achieve the Youth Sport Trust (YST) PE quality mark.	The school received a nationally recognised badge of excellence for PE and school sport from the Youth Sports Trust. Once the quality mark was complete, the PE curriculum leader identified the main priorities and areas for development to include in the PE action plan.	<p>Complete the Stevenage sporting futures key stage 1 kitemark this academic year.</p> <p>Identify main priorities and areas for development to include in this year's PE action plan.</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
<p>To improve the fitness levels of all pupils by ensuring that all pupils undertake at least 30 minutes of daily physical activity in school, in line with government guidance.</p>	<p>Teaching staff, sports apprentices, lunch time supervisors.</p> <p>Pupils – they will take part.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sport and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>The 'Daily Mile' has continued this year in all year groups. A link to the 'Daily Mile' website was provided on our school website as a home learning activity during the COVID pandemic.</p> <p>An audit of PE stock has taken place across the school. New PE equipment has been ordered to ensure that all year groups are able to receive high quality PE lesson. Each year group has ordered new equipment for playtimes. This has raised the level of physical activity taking place during these unstructured times, whilst having a positive impact on pupil well-being. For example, Year 2 have purchased a table tennis table and equipment. The purchase has increased the level of physical activity and has introduced pupils</p>	<p>Stevenage Sporting Futures membership £2000</p> <p>Scooter workshop £625</p> <p>Hertfordshire Cricket workshop £0</p> <p>Pudsey Bearpee challenge £0</p> <p>National fitness day £0</p> <p>Sports apprentices £13, 812.08</p> <p>Yoga workshop £160</p> <p>Get Set 4 PE scheme £340</p>

to a new sport.

In the autumn term, the whole school participated in a week of well-being and growth. As part of the new EYFS curriculum the pupils took part in a range of activities on how to stay healthy. The pupils in key stage 1 took part in a yoga and mindfulness session. Throughout the whole school, mindfulness, brain breaks, and relaxation has been embedded into the school day. This enables pupils the opportunity to self-regulate and ensures that pupils are engaged in physical activity throughout the school day.


We have continued to work with Stevenage Sporting Futures. In the autumn term a group of pupils from key stage 1 took part in the balance festival organised by Stevenage Sporting Futures. The pupils took part in several different activities where they used their running, jumping, throwing, catching and balancing skills. At each activity the pupils tried to



			<p>improve their personal best time or score. Following on from the balance festival, in the spring term a group of pupils from key stage 1 took part in another festival. The pupils thoroughly enjoyed trying to improve their personal best scores.</p> <p>In the autumn term, we celebrated National Fitness Day by participating in the '10@10 challenge'. The pupils in Reception took part in a 10-minute Joe Wickes routine and the pupils in key stage 1 participated in a whole key stage 'Daily Mile' in the field. After the event, a child in Year 2 said, 'That was amazing, I loved running with my friends.'</p> <p>This year to celebrate Children in Need all pupils took part in the Pudsey Bearpee challenge. The pupils had to complete as many 'bearpees' as possible, through an exciting BlazePod game. The children thoroughly enjoyed this challenge and after the event a child in</p>	
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			<p>Year 1 said, 'I loved seeing how many burpees I could complete in the time, and I loved meeting Pudsey bear.'</p> <p>In the summer term, pupils from Year 1 and Year 2 took part in a mini-Olympic festival organised and ran by Stevenage Sporting Futures. The pupils completed various activities including sprinting, throwing, catching and jumping.</p> <p>A child in Penguin class said, 'I really enjoyed working as a team to put all the beanbags in the hoops.' A child in Pelican class said, 'I loved the sprinting activity.' And a child in Puffin class said, 'I liked the throwing, and I even managed to get a quoit in the hoop.'</p> <p>Out of the other local infant schools that took part, all three of our Year 1 classes came in the top three and in Year 2, one of the classes came 1<sup>st</sup></p> <p>In the summer term, pupils in key stage 1 took part in</p>	
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			<p>a cricket workshop organised by Hertfordshire Cricket. All pupils improved their batting, throwing and catching skills through a variety of small games.</p> <p>In the summer term, pupils in Year 2 took part in a scooter workshop carried out by a world champion. The pupils started by listening to his inspirational story and watching his tricks. They then practiced how to stay safe on a scooter and then tried a variety of stunts and tricks. The pupils all improved their confidence in riding a two-wheeled scooter, with many pupils being able to go from a three-wheeled scooter to a two-wheeled scooter by the end of the workshop. The pupils are demonstrated fantastic resilience, perseverance and balance.</p>	
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<p>To enable pupils to access the fine and gross motor activities they may have missed because of COVID-related school closure, which develops their strength, coordination and fitness.</p>	<p>Year 1 teachers Sports apprentices PE curriculum leader</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>The sports apprentices have worked closely with class teachers to identify pupils who require additional support with their physical development. They have planned activities to address pupils' specific needs, with support from the teachers. All adults have worked with small groups of pupils to support their gross and fine motor skills, both in and outside the classroom. For example, balancing activities outside and threading activities in the classroom.</p> <p>The PE curriculum leader has worked with teachers to monitor the development of fine and gross motor skills. A document that outlines the current activities that are used to develop pupils' fine and gross motor skills and the resources used has been written and new PE equipment has been purchased that will support physical development and gross and fine motor skills.</p>	<p>Sports apprentices £13, 812.08</p>
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<p>Target pupils needing additional support and extra physical development opportunities.</p> <p>Target pupils needing additional support with fundamental movement skills (FMS)</p>	<p>Sports apprentices Class teachers PE curriculum leader</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>The sports apprentices have worked closely with class teachers to identify pupils who require additional support with their physical development.</p> <p>Class teachers and other adults in the classes have planned activities to address pupils' specific needs. They have worked with small groups of pupils to support their gross and fine motor skills, both in and outside the classroom. For example, balancing activities outside and threading activities in the classroom.</p>	<p>Sports apprentices £13, 812.08</p>
<p>Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible in PE.</p>	<p>Sports apprentices Class teachers PE curriculum leader</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a toll for whole school improvement.</p>	<p>The 'Get Set 4 PE' curriculum is now embedded fully throughout the school and staff are using the assessment tool to track pupils in PE. The senior sports apprentice and teachers are using the data to plan and deliver small effective intervention groups for those pupils that are working below the expected standard in PE.</p> <p>During PE lessons, the senior sports apprentice and teachers are making effective use of</p>	<p>Stevenage Sporting Futures membership £2000</p> <p>Scooter workshop £625</p> <p>Hertfordshire Cricket workshop £0</p> <p>Pudsey Bearpee challenge £0</p> <p>National fitness day £0</p> <p>Yoga workshop</p>

			<p>assessment by addressing misconceptions, moving pupils on when they are ready to progress and revisiting skills and knowledge as required.</p> <p>The PE curriculum leader attended a workshop about assessment in PE during the Hertfordshire primary PE conference which gave a good insight into assessment in the subject.</p> <p>In the autumn term, the senior sports apprentice and sports apprentice ran a multi sports club for Year 1 and Year 2. Following the success of this in the spring term, the club continued for Year 1 and Year 2.</p>	£160
To continue to ensure that summative and formative assessment are strong in PE	Teachers Senior sports apprentice PE curriculum leader	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a toll for whole school improvement.</p>	The 'Get Set 4 PE' curriculum is now embedded fully throughout the school and staff are using the assessment tool to track pupils in PE. The senior sports apprentice and teachers are using the data to plan and deliver small effective intervention groups for those pupils that are working below the	

			<p>expected standard in PE.</p> <p>During PE lessons, the senior sports apprentice and teachers are making effective use of assessment by addressing misconceptions, moving pupils on when they are ready to progress and revisiting skills and knowledge as required.</p> <p>The PE curriculum leader attended a workshop about assessment in PE during the Hertfordshire primary PE conference which gave a good insight into assessment in the subject.</p>	
<p>Promote maintaining an active lifestyle and further develop explicit teaching of the importance of keeping physically and mentally healthy.</p>	<p>Class teachers PE curriculum leader</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a toll for whole school improvement.</p>	<p>The new PE scheme 'Get Set 4 PE' has been embedded across the school, each unit has a high focus on physical development and mental well-being. The scheme includes encouraging the pupils to work together, support each other and demonstrate sportsmanship. It also has a clear progression of skills. In key stage 1, each year group has focused on pupil's mental well-being by introducing a yoga unit from the scheme.</p>	<p>'Get Set 4 PE' scheme £340</p> <p>Yoga workshop £160</p> <p>Sports day £514.92</p>



In the autumn term, the whole school participated in a week of well-being and growth. As part of the new EYFS curriculum the pupils took part in a range of activities on how to stay healthy. The pupils in key stage 1 took part in a yoga and mindfulness session.

Throughout the whole school, mindfulness, brain breaks, and relaxation has been embedded into the school day. This enables pupils the opportunity to self-regulate and ensures that pupils are engaged in physical activity throughout the school day.

In the autumn term, the senior sports apprentice and sports apprentice ran a multi sports club for Year 1 and Year 2. Following the success of this in the spring term, the club continued for Year 1 and Year 2. An external provider also run a dance club offered to all year groups. This year over 50% of the key stage 1 pupils have taken part in extracurricular clubs. Next year the aim is to increase

that percentage and offer more clubs to pupils.

During PE lessons, the pupils who are demonstrating the Olympic values are presented with a certificate to show which Olympic value they have shown. This has been an excellent initiative and has helped with pupils' behaviour and attitude during PE lessons.


In the summer term, all pupils took part in a range of competitive races, including sprint, hoop and skipping race. The pupils showed excellent sportsmanship and demonstrated the Olympic values. Adaptations were made to ensure all pupils could take part.



			Before sports day, the senior sports apprentices delivered a presentation about the Olympics and Olympic values in readiness for Sports Day.	
To provide CPD opportunities for staff to ensure a rich PE curriculum is being delivered.	PE curriculum leader Class teachers Sports apprentices	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.  Key indicator 3: The profile of PE and sports is raised across the school as a goal for whole school improvement.	In the spring term, the PE curriculum leader attended the primary PE conference. It was a fantastic opportunity to share good practice with other professionals. The curriculum leader attended workshops on the PE and Sports premium, gender equality in PE and assessment in PE. The PE curriculum leader cascaded the key information to staff.  As part of the 'Get Set 4 PE' scheme, each unit provides a CPD opportunity. It provided small video clips for teaching staff on how to deliver the key skills in each lesson and the correct teaching points. Teachers have commented to the PE curriculum leader that the videos have increased their confidence on how to	Hertfordshire primary PE conference £234  'Get Set 4 PE' scheme £340  Hertfordshire Cricket workshop £0

			<p>deliver key skills correctly to pupils.</p> <p>In the summer term, pupils in key stage 1 took part in a cricket workshop organised by Hertfordshire Cricket. All staff that observed the workshops felt more positive to be able to deliver cricket PE lessons and it gave them ideas to be able to use in other units of work.</p>	
To achieve the Stevenage sporting futures key stage 1 quality mark.	PE curriculum leader Staff Head teacher	Key indicator 3: The profile of PE and sports is raised across the school as a toll for whole school improvement.	The PE curriculum leader assessed the overall effectiveness of PE across the school against the quality mark criteria. The PE curriculum leader discussed the quality mark criteria with the headteacher, and the school received a badge of excellence for PE and school sport. Once the quality mark was complete, the PE curriculum leader identified the main priorities and areas for development to include in the PE action plan.	Stevenage Sporting Futures membership. £2000

<p>To promote that all pupils undertake at least 30 minutes of daily physical activity outside of school, in line with government guidance.</p>	<p>PE curriculum leader Senior sports apprentice Sports apprentice Class teachers</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a toll for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sport and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>In the autumn term, the senior sports apprentice and sports apprentice ran a multi sports club for Year 1 and Year 2. Following the success of this in the spring term, the club continued for Year 1 and Year 2. Over 50% of pupils in key stage 1 took part.</p>  <p>There is a dedicated area for PE on the school website, which includes curriculum documents, action plans and reports. Class pages are regularly updated with PE photographs. PE displays are prominent throughout the school, including sport, Forest School and growth mindset. These include comments from pupils.</p> <p>A link to the 'Daily Mile', Forestry England and Wildlife Trust websites were provided on our school website as home learning activities during the COVID pandemic.</p>	<p>Sports apprentices £13, 812.08</p>
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			Homework with links to PE or healthy living is set for key stage 1 pupils at least once a term; for example, sharing mindfulness activities in Year 1 and showing how to clean teeth in Year 2.	
To ensure that pupils have the opportunity to experience Forest School to enrich the PE curriculum.	Forest school leader Class teachers PE curriculum leader	Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.  Key indicator 4: Broader experience of a range of sport and activities offered to all pupils.	The Forest School has continued to be a significant addition to the school. This is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in woodland and natural environments.    Pupils are very eager to participate in Forest School activities and pupil voice has been extremely positive.  Pupils enjoy the practical activities and exploratory approach, which supports	Forest School equipment £0

			<p>them in developing self-confidence and self-esteem. Forest School has been particularly beneficial for different groups of learners, including boys, disadvantaged pupils, and pupils with SEND. All Year 1 pupils have taken part in Forest School over the year.</p>	
<p>Increase opportunities for pupils to try new and different sports.</p>	<p>PE curriculum leader Class teachers Senior sports apprentice Sports apprentice</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – Chief Medical officer guidelines recommend that all pupils aged 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sport and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>We have continued to work with Stevenage Sporting Futures. In the autumn term a group of pupils from key stage 1 took part in the balance festival organised by Stevenage Sporting Futures. The pupils took part in several different activities where they used their running, jumping, throwing, catching and balancing skills. At each activity the pupils tried to improve their personal best time or score. Following on from the balance festival, in the spring term a group of pupils from key stage 1 took part in another festival. The pupils thoroughly enjoyed trying to improve their personal best scores.</p> <p>In the summer term, pupils from Year 1 and Year 2</p>	<p>Stevenage Sporting Futures membership £2000</p> <p>Scooter workshop £625</p> <p>Hertfordshire Cricket workshop £0</p> <p>Pudsey Bearpee challenge £0</p> <p>National fitness day £0</p> <p>Sports apprentices £13, 812.08</p> <p>Yoga workshop £160</p>

took part in a mini-Olympic festival organised and ran by Stevenage Sporting Futures. The pupils completed various activities including sprinting, throwing, catching and jumping.

A child in in Penguin class said, 'I really enjoyed working as a team to put all the beanbags in the hoops.' A child in Pelican class said, 'I loved the sprinting activity.' And a child in Puffin class said, 'I liked the throwing, and I even managed to get a quoit in the hoop.'

Out of the other local infant schools that took part all three of our Year 1 classes came in the top three and in Year, one of the classes came 1<sup>st</sup>.





In the autumn term, we celebrated National Fitness Day by participating in the '10@10 challenge'. The pupils in Reception took part in a 10-minute Joe Wickes routine and the pupils in key stage 1 participated in a whole key stage 'Daily Mile' in the field. After the event, a child in Year 2 said, 'That was amazing, I loved running with my friends.'



This year to celebrate Children in Need all pupils took part in the Pudsey Bearpee challenge. The pupils had to complete as many 'bearpees' as possible, through an exciting BlazePod game. The children thoroughly enjoyed this challenge and after the event a child in Year 1 said, 'I loved seeing how many burpees I could complete in the time, and I loved meeting Pudsey bear.'



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In the summer term, pupils in key stage 1 took part in a cricket workshop organised by Hertfordshire Cricket. All pupils improved their batting, throwing and catching skills through a variety of small games.

			<p>In the summer term, pupils in Year 2 took part in a scooter workshop carried out by a world champion. The pupils started by listening to his inspirational story and watching his tricks. They then practiced how to stay safe on a scooter and then tried a variety of stunts and tricks. The pupils all improved their confidence in riding a two-wheeled scooter, with many pupils being able to go from a three-wheeled scooter to a two-wheeled scooter by the end of the workshop. The pupils are demonstrated fantastic resilience, perseverance and balance.</p>	
<p>To improve the PE curriculum across the school, ensuring progression and consistency.</p>	<p>PE curriculum leader Class teachers Senior sports apprentice.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a toll for whole school improvement.</p>	<p>The curriculum leader has carried out observations of PE this academic year. The observations showed that progression is being shown though a lesson, that all groups of learners can access the learning and make good progress and that the key vocabulary is consistent. The observations also demonstrated progression of skills from early years through to the end of key</p>	

stage 1.

At the end of year, 82.1% of Year 1 pupils reached the expected standard or above and 83.3% of Year 2 pupils reached the expected standard or above.

The curriculum leader has collected pupil voice from all year groups. All pupils were confident in talking about what they had been learning about in PE and could use the key vocabulary. For example, a child in Reception could name the ball movements they had learnt including, rolling, throwing, catching and bouncing and a child in Year 2 could explain all the different shapes they have made in gymnastics and how to play an invasion game. All the pupils that took part in the extra-curricular clubs thoroughly enjoyed them and hoped to attend again.

Photographic evidence for PE has recently been updated. It includes evidence of the PE learning opportunities that pupils have had across the school

			this year.	
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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> <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?	N/A	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	N/A	
<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>	N/A	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	N/A	

Signed off by:

Head Teacher:	<i>Mrs Rouane Mendel</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Catrina Brown</i> <i>PE curriculum Leader</i>
Governor:	<i>Mrs Katherine Delahaye</i>
Date:	July 2024