

The Primary PE and sport premium

Planning, reporting and evaluating website tool

Commissioned by



Department for Education

Created by



SPRING GROVE
PRIMARY SCHOOL



SPORT IMPACT



HOSTED BY ISLEWORTH & SYON SCHOOL

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
Play and Engage Sessions with nursery children and their parents.	90% of children improved their object control 90% of children improved their locomotion 88% of children improved their confidence in playing simple games. 100% of the parents will be playing some of the games they learnt at home	Continue this year. Make a booklet of the games that parents can take home.
Teacher CPD – Teachers get support in their PE lessons from a specialist teacher.	Teacher confidence improved. This had a positive impact on the quality of PE and the progress the children were making in PE lessons.	Continue for 2023/2024
Sports Leaders – Get in Get Active Sports Leaders Club	KS1 children got to engage in Play Leader games during lunchtime resulting in a more active playground with less disruptions. Confidence of year 6 play leaders improved, increased attendance at clubs. Spring Grove achieved a Platinum Games Mark Award.	Develop leadership training to include a Year 3 multiskills event.
Pupil Voice – Kobocca pupil voice survey sent out to all pupils	A clearer idea of pupils enjoyment of PE and the activities	Send out another Kobocca survey September 2023


	<p>they enjoyed. We introduced a badminton club following feedback. It also allowed us to target more children to go to competitions. The new festival competition format supported this too.</p>	
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Key priorities and Planning 2023 2024



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 1 <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>CPD for teachers.</u> Teachers to receive CPD and mentoring in their PE lessons from a specialist teacher.</p>	<p>Primary generalist teachers Pupils</p>	<p>Teacher confidence improved for the primary generalist teacher. This has a positive impact on the quality of PE, the engagement of the pupils and the progress the children are making in their PE lessons.</p>	<p>Sport Impact worked with Nursery, Reception, Year 3 and Year 6.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil voice • Observations/learning walks • Teacher feedback <p>See Survey results for pupil progress and impact report.</p> <p>Teacher Feedback on the teacher support:</p> <p><i>“The support really helped me to grow in confidence to deliver volleyball lessons and adapt them to support the children’s needs. I was not confident in this sport before getting this support (Year 6 teacher)’.</i></p> <p><i>‘xxx gave the children and myself the opportunity and guidance to give feedback to the children after their performances, which boosted the children’s confidence. I valued the learning opportunity I had with xxx and feel much more excited and positive towards teaching dance (Year 3 Teacher)’</i></p>	<p>Sport Impact SLA - £8047.00</p>
<p><u>Subject Lead Support</u> Sport Impact to support BG in subject lead role.</p>	<p>Subject Leader</p>	<p>There is clear Leadership of the subject. The subject leader is supported in their own CDP and development.</p>	<p>Subject Leader attended: The termly borough subject leader forums The annual PE and School Sport</p>	<p>Sport Impact SLA</p>

			<p>Conference</p> <p>Attendance at these CPD events and dissemination of learned information to colleagues ensures that Spring Grove has the most update and relevant information to teach PE.</p> <p>Subject Leader underwent a successful PE Deep Dive and lesson observation as part of the Ofsted Inspection.</p>	
<p><u>PE Planning Support and Assessment</u></p> <p>BG to ensure all staff have access to and are confident with using the GetSet4PE website as well as its assessment grids and knowledge organisers to be used at the end of every unit.</p> <p>Continue to upload videos and images of pupil work and progress in PE.</p> <p>Pilot pupil self assessment in PE</p>	<p>Teachers</p> <p>Pupils</p>	<p>Staff being able to navigate and use the appropriate Get Set resources confidently will ensure progression of skills across the year groups. Familiarity with the Get Set assessment grid, will help all staff track pupil progress and plan accordingly, ensuring success.</p>	<p>Staff are all using the curriculum support from getset4pe. They understand that they can adapt the planning for their class.</p> <p>Teachers are carrying out assessment using the getset4pe assessment platform.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil work (photos and videos) on shared area. • Getset4pe assessment platform <p>Next year look to simplify assessment statements.</p> <p>Continue with pupil self-assessment</p>	<p>Get Set4PE £495.00</p>
<p><u>Staff Voice</u></p> <p>To evaluate how confident staff feel in delivering PE</p>	<p>Staff</p>	<p>Send getset4pe staff voice questionnaire to ALL staff</p>	<p>Positive feedback from staff questionnaire about confidence in teaching PE and enjoyment of teaching PE.</p> <p>Staff requested mini hurdles</p> <p>More ideas for warm up activities and games that support the core activities.</p>	<p>Sport Impact SLA</p>
<p>Action – what are you planning to do</p>	<p>Who does this action impact?</p>	<p>Key Indicator 2 <i>Engagement of all pupils in regular physical activity</i></p>	<p>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>

<p><u>Play and Engage</u></p> <p>Set up Play and Engage sessions with nursery children and their parents.</p> <p>Sessions to include simple games, singing, movement and play.</p>	<p>Nursery parents Nursery pupils Nursery teachers</p>	<p>The nursery pupils develop their fundamental movement skills, including locomotion, stability and object control.</p> <p>The sessions develop the children and parents confidence, listening skills and give them an opportunity to play together.</p> <p>More pupils meeting their daily physical activity goal kick starting an active lifestyle from a young age.</p>	<p>Impact survey</p> <p>100% of children improved their object control</p> <p>100% of children improved their locomotion</p> <p>100% of parents will be using the games they learnt in the sessions at home.</p>  <p>Parent feedback on the sessions:</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p style="background-color: #4CAF50; color: white; padding: 2px;">Free Text</p> <p>Yes</p> <p>Keep doing what you doing but more sessions will help</p> <p>Happy with all this games</p> <p>Yes</p> <p>All the activities are fabulous.. need more sessions</p> <p>Very fun and engaging</p> <p>Anything you do it's amazing and we love it</p> <p>Very good sessions</p> </div>	<p>Sport Impact SLA</p>
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<p><u>Active Playground</u></p> <p>Organise a rota and staffing for the Arena and KS1 active play zone.</p> <p>Check there is adequate playground equipment for leaders and pupils</p> <p>Design a rota to allow Year 6 Leaders to support the KS1 Play Zone.</p>	<p>Pupils</p>	<p>Use break times and lunchtimes to engage all pupils in regular physical activity – kick-starting healthy active lifestyles 60 minutes per day.</p>	 <p>Play leaders play and lunchtime Rota (12.30-1pm) (Year groups to work with in Brackets)</p> <table border="1" data-bbox="1355 507 1742 746"> <thead> <tr> <th>Date</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Hassan Sushine Abdul</td> <td>Lilly Iqra Maria</td> <td>Deborah Lena Amy Iris</td> <td>Tiara Ayana Shravya</td> <td>Zakirya Aisheek Vihaan</td> </tr> <tr> <td>Week 2</td> <td>Arnav Mokshagna Sultan</td> <td>Tristan Ismail Nanak</td> <td>Tachvi Aahana Amolika</td> <td>Aaliyah Naomi Siyona</td> <td>Anyar Jessey Shravya</td> </tr> <tr> <td>Week 1</td> <td>Hassan Sushine Abdul</td> <td>Lilly Iqra Maria</td> <td>Deborah Lena Amy Iris</td> <td>Tiara Ayana Shravya</td> <td>Zakirya Aisheek Vihaan</td> </tr> <tr> <td>Week 2</td> <td>Arnav Mokshagna Sultan</td> <td>Tristan Ismail Nanak</td> <td>Tachvi Aahana Amolika</td> <td>Aaliyah Naomi Siyona</td> <td>Anyar Jessey Shravya</td> </tr> </tbody> </table>	Date	Monday	Tuesday	Wednesday	Thursday	Friday	Week 1	Hassan Sushine Abdul	Lilly Iqra Maria	Deborah Lena Amy Iris	Tiara Ayana Shravya	Zakirya Aisheek Vihaan	Week 2	Arnav Mokshagna Sultan	Tristan Ismail Nanak	Tachvi Aahana Amolika	Aaliyah Naomi Siyona	Anyar Jessey Shravya	Week 1	Hassan Sushine Abdul	Lilly Iqra Maria	Deborah Lena Amy Iris	Tiara Ayana Shravya	Zakirya Aisheek Vihaan	Week 2	Arnav Mokshagna Sultan	Tristan Ismail Nanak	Tachvi Aahana Amolika	Aaliyah Naomi Siyona	Anyar Jessey Shravya	<p>Subject Leader £520</p>
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<p>Action – what are you planning to do</p>	<p>Who does this action impact?</p>	<p>Key Indicator 3 <i>The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>																														
<p><u>Sports Leaders</u></p> <p>Train up Year 5&6 Pupils as Sports Leaders.</p>	<p>Pupils in KS1 and KS2</p>	<p>The pupils develop their Leadership Skills. This has a positive impact on them and the KS1 children that they support at lunchtimes.</p> <p>Confidence of the Year 6 teacher to deliver leadership training will also improve.</p>	<p>The whole of Year 6 were trained as Sports Leaders. Pupils developed Leadership Skills, communication, organisation, teamwork and creativity (see registers, photos and playground games)</p> <p>Year 6 ran a successful Year 3 Play Event</p> <p>Year 6 Leaders supported the Cooperative Day of Sport Event</p>	<p>Sport Impact SLA</p>																														

				
<p>Pupil Voice</p> <p>Send out Getset4pe pupil voice survey.</p>	Pupils and Staff	<p>Send out pupil voice survey to get feedback on:</p> <p>If pupils enjoy PE</p> <p>If they feel confident to take part</p> <p>If they feel safe</p> <p>If they know their strengths and how to improve their work.</p>	<p>On hold and will do surveys at beginning of new academic year 2024/25.</p>	
<p><u>Cooperative Day of Sport</u></p> <p>Plan for a cooperative Day of Sport that includes the whole school.</p> <p>Assign all pupils to teams</p> <p>Train up Year 6 Leaders</p>	Pupils and Staff	<p>The Cooperative Day of Sport allows the whole school community from Nursery to Year 6 to take part in an event that celebrates the Olympic values of:</p> <p>Excellence</p> <p>Respect</p> <p>Friendship</p>	<p>The day was a success bringing the whole school community together.</p> <p>Year 4 pupil said, 'I enjoyed it because it wasn't pressurised. We felt free and we could have fun. It was nice to see the younger children persevering.'</p> 	Sport Impact SLA
Action – what are you planning to do	Who does this action impact?	Key Indicator 4 <i>Broader experience of a range of sports and activities offered to all pupils</i>	Impacts and how sustainability will be achieved?	Cost linked to the action

<p><u>Employment of a Sports Coach</u></p> <p>PE specific interventions for targeted pupils in curricular and extra curricular. Additional coached Lunchtime activity sessions</p>	<p>Pupils Lunchtime staff</p>	<p>The pupils get to develop their movement skills and social skills in a range of PE activities. The pupils get to experience more activities. This builds up their confidence to try new things.</p>	<p>'He is really kind and fair. We have learnt lots of new games. In the ball games, he taught me how to work in a team and include everyone.' (Abyan)</p> <p>He made the games fun and allowed us to choose our favourite games. He made sure no one was left out (Laura)</p> <p>Support with PE lessons in Year 1. Also small group teamwork interventions to help social skills.</p>	<p>£7020.00</p>
<p><u>Girls Football</u></p> <p>Set up a girls only football club and link to local football festival and clubs.</p>	<p>Pupils (girls)</p>	<p>Feedback from pupil voice has indicated the need for a girls only football club. The aim to to engage more girls and build their confidence at playing football both inside and outside school.</p>	 <p>A morning girls football club was set up. The girls attended the following events:</p> <ul style="list-style-type: none"> • Yr 5/6 Cluster Aspire Football Festival • Year 5/6 Girls Football Competition <p>Flyers were shared for local football clubs in the area via the newsletter.</p>	
<p><u>Extra-Curricular Clubs</u></p> <p>Use feedback from pupil voice surveys to ensure extra-curricular club provision reflects the needs of the pupils. Reach out to local organisations to support running of clubs if needed.</p>	<p>Pupils</p>	<p>The engagement of pupils in a range of extra-curricular clubs that cater for ALL abilities and offer a range of activities.</p>	<p>The following clubs took place:</p> <p>Autumn: KS2 Get in Get Active Girls Football Archery Glow Dodgeball Street Dance Gymnastics (KS1) Basketball Football KS1 &KS2 Girls Football</p>	

			<p>Spring: KS2 Get in Get Active Invasion Games Archery Glow Dodgeball Tri Golf Gymnastics (KS1) Basketball Football KS1</p> <p>Summer: KS2 Get in Get Active Racket Club Glow Dodgeball Gymnastics (Y3) Cricket KS2 Football Reception – Y3</p>	
Action – what are you planning to do	Who does this action impact?	Key Indicator 5 <i>Increased participation in competitive sport</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Borough Competitions</u></p> <p>Increase the number of pupils attending competitions by entering the Inspire, Aspire and Higher Competitions.</p> <p>Organise training sessions before competitions to ensure pupils are adequately prepared.</p>	Pupils	<p>More pupils get to experience inclusive competitions that are appropriate for their age and stage.</p> <p>Pupils receive adequate training before competitions to ensure they are prepared.</p> <p>If pupils have an enjoyable experience at the competitions they are more likely to engage in the future.</p>	<p>Update for this year Competition Attendance: Update for this year</p> <ul style="list-style-type: none"> • Year 5/6 Girls Football festival (Aspire) • Year 5/6 Girls Premier • League/Football competition. • KS 2 Osterley Park Cross Country Race- 1km and 1.6 km • Year 5&6 best football • Year 5/6 Bee Netball Festival • Year 5/6 Mixed Bee Netball competition • Year 5/6 Indoor Sports hall Athletics • Year 4 Tennis festival • Year 5/6 NFL flag Festival 	£2115

			<ul style="list-style-type: none"> • Year 5&6 Tag Rugby • Year 5&6 Boys Kwik Cricket • Year 5/6 Hockey Quick Sticks • (came 2nd in Hounslow Borough Finals) <p>Represented Hounslow in the Quick Sticks West London Games at Brunel University.</p> <ul style="list-style-type: none"> • Year 5/6 girls Kwik Cricket • Year 5/6 Boys and best Cricket (Borough Finals) • Year 5/6 Quaddkids Borough Finals • Year 6 Quidditch 	
<p><u>Sports Day</u></p> <ul style="list-style-type: none"> • Plan a Sports Day event for Reception, KS1 and KS2 	Pupils	Children experience an inclusive and competitive Sports Day	<p>Photos from sports day. Pupil and staff feedback. Early Years and KS1 Sports Day.</p>  <p>The children had a lot of fun taking part in this year's school sport days. We had some very entertaining races in the Infants Sports Day!</p> <p>Ks2 Sports Day</p>	

			 <p>Teacher feedback- <i>'Sports Day was a big success this year, it was so nice to see a combination of fun and competitive races. The House system was a big success, the pupils took pride in their House team and loved supporting and cheering each other on'.</i></p>	
			<p>Spending against each key indicator</p> <p>1 - £8047 2 - £520 3 - 4 - £7020 5- £2115</p>	
			<p>Total Allocation</p> <p>Total Reported Spend</p>	<p>£18,079</p> <p>£18196</p>

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><u>Year 6 Leadership:</u> Curriculum leadership delivery Year 3 Play Event KS1 Lunch Play Zone</p>	<p>The pupils develop their Leadership Skills. This has a positive impact on their communication and teamwork skills as well as their engagement in PE. They act as role models throughout the school. There is also a positive impact on the younger children that they support at lunchtimes.</p>	<p>Continue- More prep for Cooperative Day of Sport</p>
<p><u>Play and Engage</u> The Nursery and Parent sessions continued to be successful.</p>	<p>The nursery pupils develop their fundamental movement skills, including locomotion, stability and object control. The sessions develop the children and parents confidence, listening skills and give them an opportunity to play together</p>	<p>Consider offering to targeted reception pupils too.</p>
<p><u>Cooperative Day of Sport</u> A new style cooperative sports day where pupils move round stations from Nursery-Year 6</p>	<p>The day was a success bringing the whole school community together.</p> <p>Year 4 pupil said, 'I enjoyed it because it wasn't pressurised. We felt free and we could have fun. It was nice to see the younger children persevering.'</p>	
<p><u>Celebration of PE and Sport Assembly</u> An assembly to appreciate successes throughout the year</p>	<p>'It was nice to be appreciated' 'I enjoyed going over all the memories' 'It was nice to celebrate other people'</p>	<p>Shorten for next year</p>

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?	27 %	60% (can swim 15m)
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	27%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>All pupils took part in drowning prevention training</i></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>No</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>Susan Colley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Becky Griffiths</i>
Governor:	<i>Rob Heath</i> <i>Chair of Finance Committee and Pay and Personnel Committee</i>
Date:	18/07/2024