

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](#) 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 | £0 |
| Total amount allocated for 2021/22 | £16,230 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £16,170 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 0 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p> | 75% |
| <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> | 75% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 50% |
| <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> | No |

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.

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| Academic Year: 2022/23 | | Total fund allocated: 16,170 | | 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: 6.18 % |
| 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: |
| School Council to audit the current equipment and school to purchase quality playground resources required by the pupils. Replenish damaged equipment. | Provide equipment for activities, overseen by lunchtime supervisor, during break and lunchtimes to encourage participation. | | £1,000 | Pupils engaged in activities and continued active participation rates during all playtimes. Learning new games and developing new friendships through being active. | Maintain the increased participation in activities. Widen the variety of activities available. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 7.90 % |
| 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: |
| Raise the profile of PESSPA across the school and use it to motivate and engage pupils. | School Council requested outdoor seating areas so that they could learn outside with their friends. Link PE to other curriculum areas. PSHE -Explore values exhibited by | | £372 EYFS £89 | Outside play equipment was ordered. The whole school took part in a sponsored Rudolph Run to raise funds for a local charity. | Explore link between Physical and Mental Health further. Plan for more outside learning for KS2. Children to be take responsibility to contribute to the whole PE |

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| <p>Target reluctant inactive pupils to participate by using technology to enhance their experiences.</p> | <p>sports people and link to school values. Music- A new music scheme Charanga which promotes dance/moving in lessons. Science -Healthy Eating</p> <p>Purchase 3 ipads (one for each class) for pupils to explore apps, videos and record their own performance in PE sessions.</p> <p>Sports Day has a non-competitive element (round robin approach) as well as competitive activities to encourage all pupils to take part.</p> | <p>£816</p> | <p>The School Council voted to use Joe Wicks workout as a reward for the whole school. Children have enjoyed the physical movement aspect in music lessons. Pupils more aware of how to make healthy choices. Improved gymnastics and dance movements. Pupils are more confident to discuss their next steps and comment on successful aspects.</p> <p>All of the children were eager to participate in front of parents on Sports Day.</p> | <p>display board and to suggest future ideas.</p> |
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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | | | | <p>Percentage of total allocation: 46.9 %</p> |
|---|---|---------------------------|---|--|
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Appoint a PE specialist/coach to teach PE across the whole school.</p> <p>Continue with PE Scheme of Work</p> <p>Provide CPD for staff – provide consistently high standard of teaching.</p> <p>To support teachers and staff with the development of skills to enter external</p> | <p>Annual Service Level Agreement with PE service provider</p> <p>Reduced planning time so teachers can focus on their delivery and hitting the objectives.</p> <p>Increased staff confidence.</p> <p>Regular observation and discussions</p> | <p>£7,583</p> | <p>All pupils received specialist teaching/coaching.</p> <p>Non-specialist teachers have and will continue to benefit by increasing their knowledge, understanding and confidence to teach PE.</p> <p>Resources are easy to access and easy to understand, taking the pressure away from planning and therefore</p> | <p>Monitor effectiveness of PE Specialist.</p> <p>Monitor PE scheme – ensure all staff are using it effectively.</p> |

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| events such as Moving Targets. | with the specialist coaches take place. Supported planning between Sports specialist teacher and non-specialist teachers. Successful dance performance. | | increasing the quality of the delivery of the lessons. All of the KS2 pupils were confident when performing on stage. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 37.1% |
| 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: |
| Additional achievements: Continue partnerships with existing external providers and create new relationships to get more coaches/sports into school. Organise fixtures with other schools/attend events in other sports/activities To deliver a wider variety of after school sports clubs. | Specialist sports coaches brought in to work alongside teachers and deliver CPD of the following eg. Cricket Develop contacts with other schools/organisations. Attended football, netball and rounders fixture with other primary schools. Deliver clubs all year round for KS1 and KS2. | £6,000 | Enables all teaching staff to receive CPD – enabling coaching to be self-sustaining. High quality teaching and learning provided. Greater coverage and progression. Increased knowledge. Exposure to other sports. Links to community and networking for PE Lead. A weekly Sports club run throughout the year for KS1 and KS2 pupils. | Liaise with external coaches next year to get them into school. Provide links to parents to get more children into clubs outside of school. Monitor the groups of children and percentage of uptake for after school sports clubs. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 1.92 % |
| 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: |
| To organise/attend HMFA tournaments/events. To cover supply costs to release staff. To release staff to enable participation in matches, federation activities and other sports fixtures/tournaments. | Enter competitions and events within our federation. Opportunities for all children to participate in a wide range of events. | £310 | More girls are involved in sports. Development of team co-operation. Adapting skills from outside the classroom into the classroom. Ensure that PE Subject Leader can always accompany pupils to fixtures/tournaments. | Ensure we continue to enter all sports competitions within the federation. Ensure that a member of staff is qualified to drive the Federation minibus which will ensure that children have access to more opportunities. |

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| Signed off by | |
| Head Teacher: | Angela Clarke |
| Date: | 21 st July 2023 |
| Subject Leader: | Hollie Preece-James |
| Date: | 21 st July 2023 |
| Governor: | Rowena Williams |
| Date: | 21 st July 2023 |