

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/23	£ 16,910
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 16,910
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 16,910

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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>	81%
<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>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<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>	Yes/ 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.

Academic Year: 2022/23		Total fund allocated:		Date Updated: July 2023	
<p>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</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<p>All children will be engaged in regular physical activity.</p> <p>Increase levels of daily physical activity throughout the school.</p> <p>Provide children with opportunities to participate in a wide range of extra-curricular PE clubs</p> <p>Gym trail – enabling all children to be involved in regular physical activity</p> <p>New resources purchased as necessary to allow high quality PE and sport to be delivered. New playground markings to engage children in physical activity at break and lunchtimes</p>	<p>Continue to provide twice weekly 1 hour PE lesson.</p> <p>Daily sport initiative for all classes- children will have additional active time each day through a variety of exercises, team building games, well-being and mindfulness activities and sports including the daily mile.</p> <p>Increase the number of 'free' clubs offered both at lunchtime and afterschool.</p> <p>Children who have been identified as needing specific support with developing their gross and fine motor skills are invited to join the gym trail.</p> <p>Ensure equipment is safe for children to access at lunch and play times. Ensure there is quality sports equipment for lessons, clubs and lunchtimes - Install new playground markings to encourage children to be active- dance, hopscotch 8</p>		£7,461.53	<p>All classes take part in twice weekly 1 hour PE lesson and a daily sport challenge. Children are experiencing a wide range of sports/aerobic activities and are active each day. Children's fitness levels are improving and in turn positive effects on levels of concentration and absorption in learning are being seen.</p> <p>Teachers are adapting the daily sport challenges for specific classes to meet the needs of individuals. Children are experiencing a wide range of sports/aerobic activities and are active each day.</p> <p>An increase of children attending clubs each term. Staff provided a wide range of 'free' clubs for EYFS, KS1 and KS2 including- Rounders, Football, Outdoor games, Tennis, Fine & Gross Motor Skills, Netball, Wellness & Yoga.</p> <p>Autumn 2022- 58 children participating</p>	<p>Children to be involved in designing the weekly challenges.</p> <p>Continue to offer a wide variety of activities for children to participate in- pupil voice- see if there are any clubs that the children would like to see offered at school for next year. Clubs are run by existing staff so therefore this is sustainable</p> <p>Gym trail- Staff to be aware to assess children to see if they have progressed and no longer need the support of the club and whether new starters to the school would benefit from the support- use class teacher PE assessments to support with this</p> <p>PE leader to continue to analyse participation and lead discussions with class teachers to signpost children as necessary</p>

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			Spring 2023- 59 children participating Summer 2023- 69 children participating	
			Children are learning new skills and developing/expanding their social interactions. There are increased opportunities for teamwork and children are developing their self-esteem and confidence.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
All children will be involved in regular high-quality physical activity. PESSPA will be used as a tool for whole school improvement PE is valued across the school Identify team and individual success to raise children's self-esteem and confidence	PE Subject Leader to carry out pupil and staff voice to establish current views and opinions of school PE/sport and identify next steps. Use daily sport initiative to increase participation. PE subject leader to work closely with the sports lunchtime MDA to enable more children to access high quality physical activities. Also to provide further structure at lunch times to support children with physical, social and emotional needs PE section in newsletters sent out to parents. PE news shared in Team Assembly.	£3422.16	Children involved in high quality sport opportunities during lunch time.	Maintain and extend number of children reaching the expected standard and above. Children to be responsible for updating the PE school noticeboard and use this as a tool to sign up for daily lunchtime clubs. Continue with year 5/6 sports leaders Identify CPD needs for the following year Meet with PE governor

	PE noticeboard in the entrance hall to be updated regularly with curriculum, team and individual successes			
	Governor monitoring mornings- meet with PE subject governor			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
Ensure that teachers are confident with assessing the children's knowledge and skills at key points throughout the year	Subject leader to audit PE curriculum/provision, monitor lessons and assessments.	£1037.04	Evidence of impact: What do pupils now know and what can they now do? What has changed?
Identify necessary CPD requirements to upskill staff- improving teaching	Staff to attend training to ensure learners with PNI are able to access PE lessons		Evidence of impact: What do pupils now know and what can they now do? What has changed?
Ensure good progress is being made- track assessments	PE assessment staff meeting termly. Assessment is embedded and used to inform future planning.		Evidence of impact: What do pupils now know and what can they now do? What has changed?
			Sustainability and suggested next steps:
			Identify CPD needs for the following year
			Maintain assessment meetings termly- allowing staff to discuss next steps and provision for groups and individuals

			Pupils are clear about their attainment and next steps Pupils who are working below age related expectations can be easily identified	
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To increase participation and enable children to experience a wider range of sports and activities both inside and outside the curriculum. To increase opportunities for children to take part in intra school competition	<p>Increase the range/number of sports clubs offered.</p> <p>Develop use of KS2 sports leaders.</p> <p>Sign post the least active children/vulnerable groups and provide targeted activities for them- pupil voice to see what types of activities they would like to participate in.</p> <p>Lunchtime sport clubs to increase participation and children's experience of different activities</p> <p>Organise and run school sports day. Sports leaders to be involved in the</p>		<p>Funding allocated: £3983.07</p> <p>Pupil voice resulted in lunchtime basketball and 4-square club and an afterschool yoga/wellness club being established.</p> <p>Opportunities for children to participate in different leadership/organisational roles.</p> <p>Curriculum enhancement day- children took part in fencing and archery activities- widened children's experience of sport</p> <p>All children involved in sports day in a variety of different roles.</p>	<p>Continue to use pupil voice as a valuable tool to signpost provision</p> <p>Review curriculum to ensure it's up to date</p> <p>Establish</p>

	organisation and running of this event. Organise and run school team sports competitions across key stages		Broaden the experiences of children with SEN. Daily lunchtime activities to increase daily physical activity.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 develop the range of opportunities for all children to engage in inter school competitions allowing them to improve team work and develop resilience levels To increase opportunities for children to take part in intra school competition	Monitor the children who are representing the school Participate in half termly inter school competitions through the local secondary school events for feeder primary schools Develop in school competitions at the end of each half term units of work	£1,006.20	Children in KS2 have attended cross country, netball, football, rounders, tag-rugby and athletics competitions at a local secondary school competing with other local feeder schools- skill level continues to develop, and experiences are widened Participation is celebrated in weekly team assemblies and on the PE/Sport display board in the entrance hall- further developing links between home and school Individual success in all sports celebrated in weekly team assemblies	Continue with local cluster schools link and partnership to participate in half termly competitions Increase opportunities for further in school competitions at the end of each half term

			and through swimming, sports cup and sports day shield at the end of the academic year.	
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Signed off by	
Head Teacher:	L.Brittaine
Date:	July 2023
Subject Leader:	L.Ansell
Date:	July 2023
Governor:	S.Townsend
Date:	July 2023