

# 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:

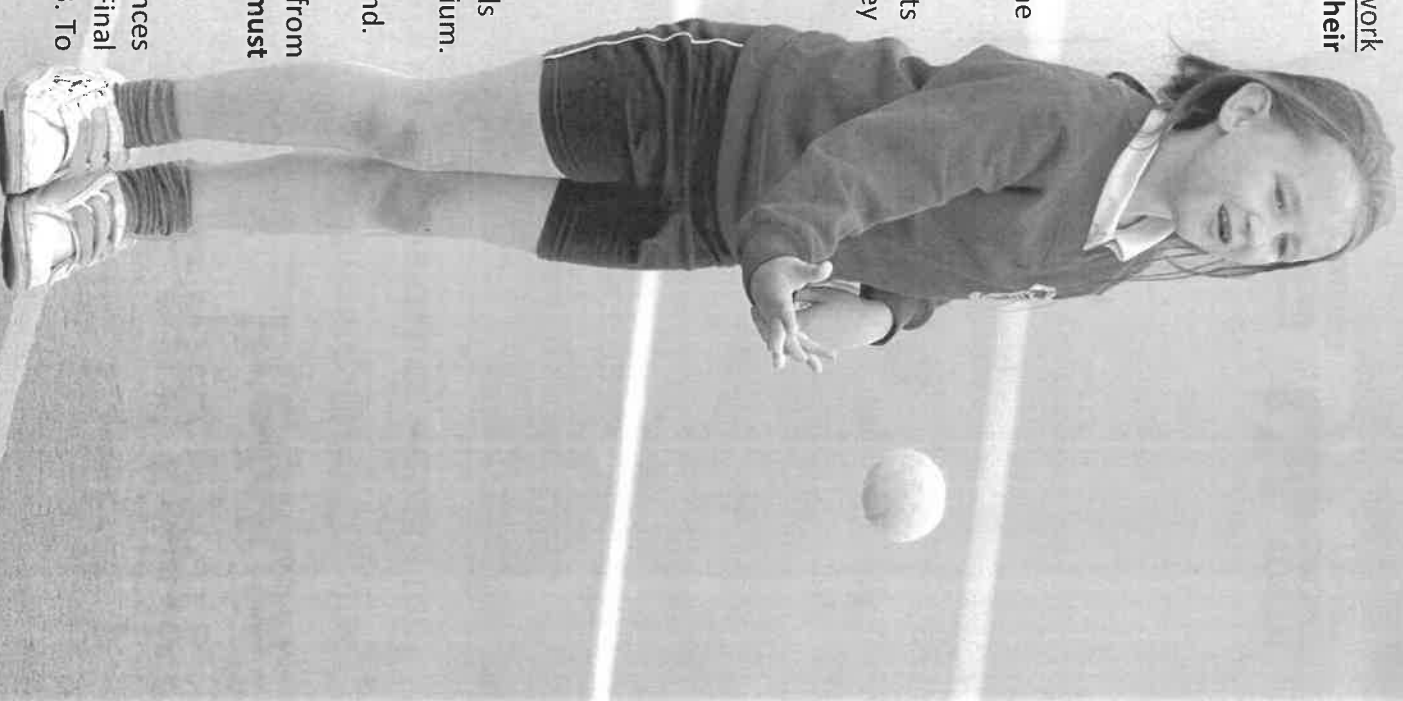
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which school should demonstrate an improvement. This document will help you to review your provision and report your spend. DfE encourage 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. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence of 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	£1581
Total amount allocated for 2021/22	£18504
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1627
Total amount allocated for 2022/23	£18564
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 7738

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80%
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 2022. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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:		
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: %
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the amount of aerobic exercise our children undertake in school.	PE Apprentice and P.E Teaching Assistant organising games Lunchtime and Break time	£6071	Our P.E Assistant runs and sets up numerous games and activities on the playgrounds. Setting up of a competition point system so the children have competition within the skills and activities. This has also been used to “level the playing field” between our higher ability and lower ability increasing self esteem and confidence in our children.  Our School Sports Ambassadors also run games and activities under the supervision of our PE Assistant.	This will run next year – to develop this we shall run more activities. Our P.E assistant will provide CPD for our Apprentice. To further develop this in to a termly reported points competition with a trophy for the winning children/sports house.  Our School Sports Ambassador have left a legacy that our new ambassadors will follow.
	Equipment		Children who may struggle to	These will continue and

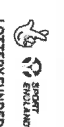
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	Clubs	£450	engage at playtimes and lunchtimes have sensory circuit sessions in the morning/early afternoon or have some activity time in the afternoon. This allows us to suit the needs of the child and allow that child to be ready for home time or be ready to learn in the morning/afternoon.	progressed further next year with our new P.E apprentice.
	Daily Mile	£750	Daily mile is completed every day by EYFS, KS1 and KS2. Teachers encourage and join in. Impact – children more active, children running outside of school, children have another incentive to be active at school.	

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

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 use P.E, games and swimming to develop pupil wellbeing.	PE Assistant – Behaviour, Inclusivity, Mental Health and Wellbeing.	£0 Already allocated section 1	Our PE assistant has supported children with behavioural and additional needs. This has then had a direct impact on those children in class and around the school. Children have also been further encouraged to take part in activities at break times and Lunch times, this has then	Our TA and apprentice will be able to work collaboratively with more children.  We work to continue to provide equal opportunities throughout our school and even opportunities that are exclusive to allow use to break stereotypical norms.
To use P.E, games and swimming to ensure children make progress in other areas curriculum areas such as PSHE and Maths.				

	<p>Breaking stereotypes within sport</p> <p>Providing more girls sport and a wider range of sports that are accessible by more children including our SEND children.</p> <p>School Sports ambassadors – self-esteem, confidence</p>	£0	<p>increased their confidence and self-esteem as well as allowing them to have the opportunity in different areas of sport.</p> <p>This includes assisting in promoting the breaking down of gender stereotypes in sport by further celebrating everyone's successes in sport .</p> <p>Wildcats football provision</p>	<p>We will continue to look for opportunities for all of our learners to excel in what they enjoy.</p>
	Promoting reading within sport.	£0	<p>As part of our reading pledge we have promoted reading throughout all our subjects and clubs. We have encouraged children to read autobiographies and read around players history and experiences to further promote reading in the school.</p>	<p>We will further provide opportunities for children to access literature that supports our reading pledge.</p>

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:	
	%
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:
<p>To upskill teachers in teaching different aspects of P.E and Games.</p> <p>To allow teachers to inform the areas of CPD they require:</p> <p>To ensure teachers are not deskilled due to us having a full time P.E teacher.</p> <p>To ensure of P.E lead has the knowledge and skills to ensure excellent outcomes in P.E.</p> <p>To increase confidence and knowledge of PE apprentice and PE assistant.</p>	<p>CPD provision and clubs to upskill teachers</p> <p>CPD for P.E Lead</p>	<p>0</p> <p>Already allocated</p> <p>Section 2</p>	<p>As mentioned above.</p> <p>The upskilling of teachers has also had an impact on the teaching and learning of our EYFS children as they have a PE session with their class teacher and the CPD sessions that they have attend have helped further the quality of these.</p> <p>The P.E Lead has attended online conferences and webinars for P.E this year and as a result has then brought them back and planned to or has implemented them within the school.</p> <p>Our P.E lead has also attended CPD training on disability and inclusive sport through Inspire+. This has allowed them to develop and progress our curriculum and ensure that our learners are getting the diet that they require and the best deal possible.</p>	<p>Our CPD programme to upskill class teachers in sport will run again and the teacher will learn about a new sport and gain confidence in that. This will then offer more sport to our pupils.</p> <p>Our P.E lead and new P.E apprentice will attend conferences again next year to gain the latest insight and knowledge, to further provide excellent opportunities for our learners.</p> <p>These courses have allowed further informed planning of our curriculum and thus affords our learners a better P.E curriculum.</p>

	CPD for PE apprentice	allocated Section 1	Our PE assistant has also attended the conference/webinar that our PE lead has to further their confidence, knowledge and skill.	Our P.E apprentice will also attend training that will allow them to implement the most up to date learning.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				
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:
<b>Additional achievements:</b> To ensure children get to try a wide range of sporting activities.  To ensure that all children are able to understand and complete the basics of a wide range sports and activities.  To challenge all children at all levels of ability.	Clubs to upskill teachers	£0 Already allocated Section 1	The continual CPD programme from last year has allowed us to upskill teachers and provide clubs.	Further CPD training for teachers that will mean more sports being offered.
	P.E Assistant	£3596	The P.E Assistant has allowed us to provide 5 further sports clubs a week as well as helping and supporting in P.E lessons.	Clubs will run again for sports ran by specialists in their sport. We will look for further avenues to increase this.
	PE Apprentice	£ already allocated	The PE apprentice provides a further 6 clubs a week both after school and at lunch time.	Our P.E assistant and PE apprentice are still with us next year and will continue to provide provision.
	P.E leader	£6630	The P.E lead organises our	



			<p>extracurricular club provision or which we have over 20 clubs a week per term running for a total of 30 weeks. Approximately 15 of which are Sports Clubs.</p> <p>He also makes sure that we have high quality teaching and learning through out of P.E curriculum as well as facilitating the provision at break and lunch times and the CPD that the classroom staff need to progress.</p>	<p>Our PE lead will continue to provide and lead this club provision and look for more ways to provide more sports opportunities.</p>
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**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:				
%				
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the number of children who attend competitive sporting events.	Enable PE led to take children to more competitive events Transport		This year we have attended many competitions with many children. Amongst these we have:	We shall attend at least the same amount of competitions and look to attend competitions that are linked to the specialist coaches to further our attendance at competitions.
To make sure that every KS2 and KS1 child attends a competition.	Inter school competitions (PE TA and PE Lead) SSP membership to enter competitions	£1895	Every child in KS1 and KS2 has attended at least one inter school competitive competition.  Every Girl in KS2 and KS1 has also	

<p>To create more opportunities for Girls and SEND competitive sport.</p>	<p>Transport</p>	<p>£2436</p>	<p>attended a girls football event. We attended 2 further SEND competitions. We also won the area Hockey and Netball competitions.</p>	<p>We will also provide more opportunities to further increase the breadth of inter school competitions available to SEND, girls and KS1.</p>
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Signed off by	
Head Teacher:	<i>[Signature]</i>
Date:	17.7.23
Subject Leader:	D. Toothill <i>[Signature]</i>
Date:	17/07/23
Governor:	GEOFFREY BARNES <i>[Signature]</i>
Date:	20/11/23

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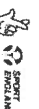


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