

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	£ 339
Total amount allocated for 2022/23	£ 17,180
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 5,300
Total amount allocated for 2022/23	£ 12,219
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 12,219

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>	N/A
<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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	N/A

Created by:



Supported by:



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: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 13%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?	
<ul style="list-style-type: none"> PE lead to attend PE network meetings to develop knowledge and a progression of skills for areas of PE taught in school. Whole school training to upskill current and new staff on progression and assessment in areas; dance, skipping and cricket. 	<ul style="list-style-type: none"> Progression of skills throughout year groups developed and shared within staff meetings and shared on website. PE lead to identify area of need and contact relevant training coach to provide training in staff meeting/inset day 	<p>£ 795</p> <p>Training and staff time</p> <p>£ 857</p>	<ul style="list-style-type: none"> Children engage in outdoor PE sessions showing higher levels of collaboration. Progression of skills in place ensuring staff are able to see where children have come from, what the expectation is and what their next steps will be. 	<ul style="list-style-type: none"> Staff to continue to embed new knowledge /skills in dance, skipping and cricket. PE leader to source further coaching for staff for next year.

Created by:



Supported by:



Key indicator 2: The engagement of all 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: 68%
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:
<ul style="list-style-type: none"> All children to improve their physical development and physical skills in order to meet age related expectations as quickly as possible Staff to provide active sessions that promote a love of physical activity. PE lessons planned to take into account the SEND needs within each year group. All children to have the opportunity to access physical activity throughout the day – playtimes, PE lessons, brain breaks, daily run, lunchtime activity. Cricket training for midday supervisors to enable them to lead cricket activity sessions at lunch time Play leader to lead lunchtime activities, ensuring that midday supervisors are actively engaging children in purposeful, physical activity. 	<ul style="list-style-type: none"> Identify children that have poor physical development. PE leader to attend PE network meetings and information to be shared within staff meetings. Extend opportunities for Year 1 to be more physical during child-initiated learning (focus – gross motor skills – upper body/core). 	Equipment for lunchtimes and child initiated sessions £3,000 Play leader £5,500	<ul style="list-style-type: none"> Year 2 report that children are now at expected levels regarding physical development both in PE and stamina for writing. All children engage in at least 30 mins. of physical activity over the day within school. Observations and feedback from staff has shown that children’s engagement in active sessions is high. Lunchtime play sessions are clearly structured and there is a high level of engagement from children in a range of physical activities. Pupil conferencing evidences that children enjoy their lunchtime play and behavior has improved. 	<ul style="list-style-type: none"> Continued focus on building opportunities for physical activity into the curriculum, across the school day. Continue to develop midday supervisor skills in leading lunchtime activities. Extend these activities through the year to increase challenge and skill. PE leader to investigate coaching for active maths and active literacy

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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:
<ul style="list-style-type: none"> All children to improve their physical development and physical skills in order to meet age related expectations as quickly as possible. Staff to provide active sessions that promote a love of physical activity. 	<ul style="list-style-type: none"> PE resources are well kept and of high quality. 	£ 753.20	<ul style="list-style-type: none"> Pupil conferencing around PE is positive. Children enjoy and actively participate in PE sessions. PE sessions are taught with a wide variety of high quality equipment. Previously “tired” resources have been removed. 	<ul style="list-style-type: none"> Continue to review resources and replace as necessary, ensuring that children always have the appropriate equipment for the sport. Continue to ensure that equipment is well maintained and stored.

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 12%
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:
<ul style="list-style-type: none"> After school club programme to include a range of sports for all children to access 	<ul style="list-style-type: none"> Programme to be developed and office to monitor which children access clubs in order for all children to have the opportunity to attend <ul style="list-style-type: none"> Ballet Dance Pop dance Football Sports club Acro Tennis 	£ 1500	<ul style="list-style-type: none"> All clubs are oversubscribed and are a popular choice for both children and parents. Ballet children have had the opportunity to perform at The Berry theatre. Children considered vulnerable/entitled to pupil premium funding have been targeted for clubs and this has enhanced attendance. 	<ul style="list-style-type: none"> Cost to be evaluated for next year. Further clubs and opportunities to be sourced to broaden. New office system to ensure all PP children are offered a club rather than inviting parents to sign up.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1 %
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:
<ul style="list-style-type: none"> All children to participate in at least two level 1 competitions within school. School to attend at least three level 2 competitions with local schools. 	<ul style="list-style-type: none"> Multi skills unit to include an end of half term competition between classes. Whole school sports day to be added to school calendar for Summer 2. 	Transport to enable children to attend event £100	<ul style="list-style-type: none"> Children enjoy engaging in competitive events. They are able to discuss within whole school assembly – discussing what went well, what could be improved, what they enjoyed 	<ul style="list-style-type: none"> To develop a competition calendar in September which will enable all children to participate in a competitive event. Further competitions to be sourced for next academic year.

Signed off by	
Head Teacher:	Vanessa Ridler
Date:	17 th July 2023
Subject Leader:	Sharon White
Date:	17 th July 2023
Governor:	Nicola Pendleton
Date:	17 th July 2023