

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	££1,585.68
Total amount allocated for 2021/22	££19,570
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,560
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.

<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>Year 5 & 6 Participating in Deep Water Swimming throughout the year.</p> <p>Year 2, 3 and 4 to have swimming experience in Shallow Water from Spring Term.</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>	90%
<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>	61%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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:		
<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: 46%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Ensure pupils have a minimum of two hours physical activity a week. This could either be two 1 hour PE lessons or 1 hour PE and swimming. This provision is complimented by the use of the daily mile over the week.</p> <p>The use of sports coaches is intended to allow for greater focused support within lessons/clubs ensuring that pupils of all abilities are challenged appropriately to reach their full potential in PE – with a particular focus on stretching our pupils to demonstrate skills above age related expectations.</p>	<p>All pupils allocated two PE lessons per week – one of which is delivered by the sports coach and supported by class teacher. Daily mile scheduled for all year groups.</p> <p>Offer sports clubs to increase the quantity and quality of physical activity within school.</p> <p>Sports coaches utilised to deliver lessons with further provision by class teachers to provide support/challenge.</p>	<p>£6240 sports coaches contract, £2,800 for swimming coaching support and £400 PE safety check.</p>	<p>Pupils have been challenged in their PE lessons through appropriate progression of skills within and across lessons.</p> <p>Staff have benefitted from working alongside coaches. This CPD has led to staff being able to use range of activities/drills to enhance their own PE lessons for the benefit of pupils.</p> <p>Through club provision pupils have been able to experience and participate in a range of sports for the first time.</p>	<p>Tracking the physical education the pupils are taking part in, for example each class has a PE book or folder where at the end of each lesson they reflect what activity they completed and what they have learnt.</p> <p>Sports coaches complete ongoing assessment using RAG system for pupil attainment.</p> <p>To promote and maintain engagement the sports coaches to remind the pupils of the additional competition between houses, classes, for having the correct kit and participating in PE lessons with this leading to a reward at the end of the year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4% + 19% Inclusive
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:
Daily mile continues across the school to promote daily activity – with pupils knowing the role of this on cardiovascular fitness.	The daily mile is timetabled as part of the curriculum.		The daily mile is part of a routine and this has improved the physical activity of all of our pupils, especially those with sedentary lifestyles. This has had an impact on the physical and mental well-being of pupils and staff. The daily mile has been completed with evidence of pupils completing in classes to improve their performance. Additionally, this has been used effectively as a brain break within extended sessions (due to staggered timings of the day from Covid 19)	Encourage this activity to continue throughout the winter months. Revisit ideas for how to record achievement. Use the PE Planning resources available
Celebration of pupil participation/ achievement in sports outside of school.	Reminder to pupils and parents to share their achievements in local clubs and promptly displayed on the PE board/celebrated in assembly.	£720 for 4 x sessions	The PE clubs board is updated on a regular basis and is located on the corridor on busy hallway to the main hall. Pupils, parents and visitors regularly stop and review this (restrictions allowing). This has been achieved more frequently as part of pupil-check ins in class as part of our aim to improve the SEMH of all pupils.	Celebrate these achievements more often in assemblies to raise profile of sport in the community. Additionally, we aim to be more proactive on twitter to share sporting achievements through competition, PE Curriculum and also clubs.

Improved confidence and skills in pupils' cycle proficiency – offer to two year groups due to Year 6 missing last year due to Covid-19.	Bikeability scheme is offered to Year 5 and Year 6 pupils.		Approximately 48 children (24 per year group) participated in the bikeability program in summer 2. Improved cycling skills and proficiency in road use.	Demand for places from this year was high so explore offering opportunity to more pupils next year (further groupings over extended period of time so could accommodate whole of Year 5 next year)
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 100% of teaching staff are team teaching and being upskilled.
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:
Upskilling of staff in terms of knowledge, skills and pedagogy in teaching PE.	All teaching staff to accompany the PE lessons being delivered by the sports coach. Teaching staff to have access to the specialist's plans and by providing support during the lesson and through observations, develop their practice. This will lead to raised standards of PE provision	Within the £6240 above for sports coaching)	Staff feedback has indicated increased confidence and knowledge to teach PE themselves. Evidence seen of activities being replicated from sports coach led sessions in to lessons led by class teachers. Staff having access to PE plans in advance are more familiar with activities and have taken an active role in supporting groups within PE lessons.	Next steps would be to upskill the teachers further by holding a further CPD session delivered by the sports coaches demonstrating how to deliver a PE lesson and the importance of Physical Education as part of the curriculum

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13% + 19% Inclusive
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: To offer a range of additional sports clubs allowing a wider range of pupils to experience a wider range of sports.	As a school we currently run 4 different lunch/after school clubs as extra curriculum sports for children to attend. This will increase depending on how guidance from the government changes regarding Covid-19. Encourage greater numbers and a wider range of children to take part when possible. Maintain the interest shown in the clubs and offer places to children on stand-by lists immediately. Ensure clubs are rotated to maintain participation numbers	As part of the £6240 sports coaches, £1,000 for Dance club subsidy, £2000 for coach hire to deep water pool and £500 for PE equipment replenish	Register of those attending demonstrates full capacity at the after-school clubs provided along with a rotation of pupils attending. The impact of the clubs, especially through demand is evident in having over 100 children on waiting lists in the last year. Clubs operated on a year group basis throughout the year due to Covid-19 restrictions.	Explore whether it is feasible to accommodate greater numbers of pupils at existing clubs. Explore whether we can increase the quantity and range of our extra-curricular clubs – especially through the use of staff expertise on a rota basis – throughout the year.
Years 5/6 continue to experience deep water swimming at local high school.	Liaise with Crown Pools to ensure pool available for use for designated year groups.		Year 5 & 6 participate in Deep Water Swimming. Year 2, 3 & 4 participate in Shallow Water swimming	Liaise with Crown Pools to arrange for use during 2020/21 pending Covid-19 restrictions.

				<p>Ensure we enter a competent team to compete in the schools swimming gala.</p> <p>Look at running a summer water polo league amongst classes.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Pupils experience a range of opportunities to compete in sports both within school (intra-house) and also inter-school. This will provide opportunity to develop practical skills but also support their social and emotional development – especially in terms of resilience.	Enter more competitions in a wider range of sports for both KS1 and KS2 compared to last year. This will be completed in line with government guidance – hopefully commencing Spring 2021.	£450 for IPSAA and School Games membership	<p>Taken part in no school competitions across the year due to Covid-19 restrictions.</p> <p>A successful sports day was held in the summer term despite Covid-19 restrictions. Pupils enjoyed participating in a variety of events and were motivated to compete for their houses.</p>	<p>Compile a running record of how we get on in competitions and publish on website/school newsletter regularly.</p> <p>Put more photographs around the school so children see the enjoyment associated with competitions and promote further interest by encouraging pupils to write match reports for inclusion on website/newsletter.</p>

			<p>These experiences have had a positive impact on children's self-esteem/confidence and has led to more pupils wanting to become involved in relevant clubs.</p>	<p>Look at the next steps of the School Games Mark to achieve 'Platinum' next year after 4 successful years achieving 'Gold'</p> <p>Utilise the Play Leaders to support with the leading and running of intra competitions</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	