

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	£16352
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	££18,260.00
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>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>	59%
<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>	59%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	62%
<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:	
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		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:
All pupils to be engaged in regular physical activity for a minimum of 30 minutes per day.	<p>2x PE lessons per week - Swimming timetabled for Year 4,5 &6 - Active teaching styles throughout the curriculum.</p> <p>This will allow children to move around the classroom and become active whilst learning.</p> <p>16 year 5 children trained in Real Leaders. Schedule set up.</p> <p>Play leader out on the playground at dinner time</p> <p>Qualitas providing Sporting activities during lunch times 3x a week</p>	<p>N/A</p> <p>N/A</p> <p>Real Legacy Package Part - £1,000 = 3.45% (2,495 = 8.62%)</p> <p>£4100 – 14.1%</p> <p>£3465</p>	<p>They access 2 PE lessons a week. - Year 3/4/5 have access to swimming as part of swimming curriculum. - Structure at dinner time for KS1 with play leaders</p>	<p>Continue to purchase new equipment and replacement equipment when required.</p> <p>- Strive for equality for all and look for increased opportunity for girls to compete locally with other schools.</p> <p>- To use schedule board outside to schedule games for KS1 and KS2</p> <p>- Opportunities for children to join sports clubs</p> <p>- Rota to be put into place for KS2 at dinner time utilising reaction board.</p>
				Percentage of total allocation:

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:
Sport has high profile across the school for ALL pupils	<p>- Using sport as an example in lesson helping children become more resilient.</p> <p>Real PE curriculum - using the skill set for each unit in the classroom. - Through our PSHE work, understand the important of sport and physical activity and how it supports mental health.</p> <p>- To encourage children to talk about sports/PE lessons/physical activity through use of displays.</p> <p>Continue to implement orienteering course and staff training for staff to use l the new academic year.</p>	<p>Accounted for already</p> <p>Printing costs</p> <p>£485 =</p>	<p>Using language used throughout Real PE and other lessons, to encourage other children and be skill specific.</p> <p>Pupils are not afraid to 'have a go' and will support one another.</p> <p>Display photographs on the PE display board to encourage children to talk about specific skills learnt.</p> <p>Children refer to them and their personal experience.</p> <p>To get parents to talk about sports in the community.</p>	<p>The challenge is to maintain the level of focus across the school into the future.</p> <p>Celebrate sporting achievement across the whole school, recognising a child's resilience, perseverance and determination. (Potential sport section on newsletter?) –</p> <p>Elect sports council and integrate use of council into the leadership role.</p>
Offer all the children opportunities to engage in PESSPA activities at high quality locations delivered by expert coaches	Children to partake in Qualitas enrichment program which delivers a wide range of sporting activities at high-quality venues	£1956	8 classes/year groups attended a variety of events at high-class venues, including: Fundamentals, Benchball, Gymnastics, Ultimate Frisbee, Dance, Rugby, TagRugby Athletics and Multi-Sport (EIS)	Ensure all classes within the school have the opportunity to attend sporting events at highquality venues delivered by expert coaches
To increase confidence of the children so	Offer Scooter Awareness for Reception And Bike a Mentals for Year 1 and 2	£1908	All Reception and Key Stage 1 children participated in the Scooter	Continue with Scooter

they can ride bicycles/scooters safely	Bikeability instructors for a whole day		awareness training or Bike a Mentals program in January, all gaining in confidence in scooter/ bicycle riding	Awareness/Bike A mentals for EYFS. Year 1 and 2 Look into Bikeability for the Upper Key Stage 2 children.
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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:
PE being delivered by school staff..	Time allocated to sports lead when needed to work with Neil/Jess (Real PE) and to support staff throughout their lessons. Evaluate annually skills of staff and where needs for development are. Sports lead to report this to SLT. - Make sure clear rules are given out for games for the intra competitions – PE Lead to attend CPD (Real PE or Qualitas) to strengthen subject knowledge and to share with staff	Already accounted for Already accounted	Teachers are becoming confident in the delivery of PE. - Increased knowledge of Real PE.	Monitor high standards of PE - Engage in up to date training and keep up to date with new developments e.g. obesity awareness. - To use staff survey to put in place CPD to strengthen teaching in PE (Jess to support subject leader).

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Enhance and extend the range of physical activities and sports offered after school. -	Continue to plan for competition and extend range of sport which include a range of sporting activities. Real PE at home is accessible to children at home. Real play to be implemented with certain families in EYFS.	£2887.50 Accounted for already Accounted for already	Range of sport offered logged and updated termly. - Registers from clubs. - Chn accessing a range of sports from home. - Go through Real PE at home with families to ensure they can access.	Provide a wide variety of sports Rota for dinner time for KS1 and KS2 Report to Governors. Strive for Bonze award - Apply for Bronze/silver award

Key indicator 5: Increased participation in competitive 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:
Engagement with the local sports cluster. KS1 & 2 involved in competitive sport across (Inter competitor) To take part in intra competitions	Continue to participate at a high level and enter all competitions offered. - Extend the range of competition offered to KS1 and to specific pupil groups at KS2. - Inter-house competition each half term, planned on long term plan To hold a Sports Day which will include a variety of field and track events.	Accounted for already	Increased participation in sport. 100% pupils access competition and range of sports offered extends opportunity. Opportunities given to different year groups. - Inter-house competitions provide a safe environment for all pupils to achieve, pupils at all stages can work together which promotes equality, growth mindset culture and charity work promotes social responsibility.	Continue to evaluate what we do and look for opportunities to connect with schools and share facilities. Develop our intra-competitions as a school. Develop sports leaders across school and engage in competition 1x per term starting Spring 1 2023

Signed off by	
Head Teacher:	R.Peacock
Date:	31.8.23
Subject Leader:	R.Shepherd
Date:	31.8.23