

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	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,520
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17,520

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>The children practised safe self-rescue in different water-based situations during their swimming sessions. They can swim at least 25 meters using a range of strokes effectively.</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>89%</p> <p>NB: Children who did not achieve this have additional needs and made progress from their starting points.</p>
<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>	<p>89%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>89%</p>
<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>	<p>Yes/No</p>

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					
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?:
To audit and continue to purchase quality playground resources (replenish some each year).		Provide equipment for activities, run by young leaders, during break and lunchtimes to encourage participation.		£ 282	Pupils engaging in activities run by new Sports leaders. Higher and continued active participation rates during all playtime.
Pupils to understand the importance of daily exercise and how to set themselves challenge to be the best they can be.		To invest in Skip2Bfit. All children are trained by a coach and then begin to embed daily skipping for 2 minutes for all children.			Pupils are driven to beat their PB and become fitter and healthier.
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?:

To Train Sports Leaders/Captains	Set up and lead a team of Sports Captains in school who help run HMFA events, sports days and playground games every break and lunchtime.	£0	<p>Young leaders trained by Sports teacher and supported by class teachers will be able to run playtime and lunchtime clubs for the other children.</p> <p>The Sport leaders will be able to assist at Sporting events e.g. HMFA events and Sports Day.</p> <p>Training by PE Coordinator and PE specialist teacher – pupils lead the activities dependent on which zone they are allocated for that day. E.g. Traditional games, ball games, skipping, craze of the week.</p>	To continue to utilise sports captains and use them more effectively with greater responsibilities.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>Employ a specialist sports teacher.</p> <p>Provide CPD for staff – provide consistently high standard of teaching.</p> <p>To support teachers and staff with the development of skills to enter external events such as Moving Targets.</p> <p>To deliver a wider variety of after school sports clubs.</p>	<p>Regular observation and discussions with the specialist coaches take place.</p> <p>Supported planning between Sports specialist teacher and non-specialist teachers.</p> <p>Successful Moving Targets performance.</p> <p>Non-competitive clubs in gymnastics, dance and multi-skills aimed at encouraging and participating in new</p>	£16,893	<p>100% of pupils received specialist teaching/coaching.</p> <p>Sports clubs run throughout the week and a wide variety of children attend – clubs are full to capacity.</p> <p>Non specialist teachers have and will continue to benefit by increasing their knowledge, understanding and confidence to teach PE.</p>	<p>Implement new/alternative clubs for children.</p> <p>Target specific children.</p> <p>Open clubs up to Reception children (summer term) to capture their interest early.</p> <p>Monitor the groups of children and percentage of uptake for after school sports clubs.</p>

	sports, run on a weekly basis.			Girls football (encouraging girls to get into sport through Wild Kats)
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Key indicator 4: 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:
Additional achievements: Cricket	A course of cricket run by a local coach.	£0	Broadening the experience of a variety of sports for our children.	Continue to make links with the wider sporting community encouraging children to join external clubs and ensure external coaches are invited back in to support the children.

Key indicator 5: Increased participation in competitive sport

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 participate in HMFA games.</p> <p>To cover supply costs to release staff. To release staff to enable participation in matches, federation activities and outdoor pursuits.</p>	<p>Secure places and entries to ensure pupils partake in HMFA games, Winter and Summer School games.</p> <p>Enter competitions and events both within and outside our federation.</p> <p>Opportunities for all children to participate in a wide range of events.</p> <p>Opportunity to focus on mental health and fitness levels by targeting specific children.</p> <p>Staff take pupil Representatives from the school (a range of pupils over the year) are able to attend different sporting events.</p>	£345	<p>Increased confidence, self-esteem and a real desire to learn.</p> <p>Enjoyment of PE increases.</p> <p>Development of co-operation/working in groups/desire to learn.</p> <p>Adapting skills from outside the classroom into the classroom.</p> <p>Ensure that PE Subject Leader / Specialist PE Teacher can always accompany pupils to fixtures/tournaments.</p>	<p>Ensure we continue enter all sports competitions within and outside the federation.</p> <p>Seek out further competitions and different sporting opportunities for the children to participate in.</p>
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Head Teacher:	Mrs E Orton
Date:	31/07/23
Subject Leader:	Mrs K Welsh
Date:	31/07/23
Governor:	Mr K Lawton
Date:	31/07/23