

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](https://www.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. **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 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	£0.00
Total amount allocated for 2021/22	£19,275
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£19,087
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,087

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>	100%
<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 2022.</p> <p>Please see note above</p>	92%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	No

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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 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:	
			%	
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>The use of the play times to encourage physical activity for all pupils. Impact will lead to children enjoying regular physical exercise that each child has chosen for themselves.</p> <p>Less negative social interactions between pupils, leading to each pupil being focused and ready to learn.</p>	<p>All pupils to receive 2 hours taught PE a week with a rotation of indoor and outdoor activities.</p> <p>Range of clubs provided by teachers and First Step sports coaches. This will provide a sports club option at the end of every school day.</p> <p>Competitive games provided for children from year three upwards through the SSP scheme.</p> <p>The use of the Positive Play scheme on the playground and on the field, which will provide equipment to promote active play.</p> <p>Continue to proactively use the Multi-Purpose Games Area (MUGA), promote responsibility for looking after the MUGA allowing for its continued use.</p>	<p>School Sports Partnership</p> <p>£1950</p> <p>Positive Play Resources</p> <p>£1000</p> <p>£13880 (funding agreed prior to change in advice)</p>	<p>Physical evidence</p> <p>Timetables</p> <p>Pupil Tracking</p> <p>Surveys</p> <p>Pupil voice</p> <p>Club lists</p> <p>Pupil fitness levels</p> <p>Children’s love of physical activities shows in choice on the playground.</p> <p>Up take for sports clubs reaches maximum allowance.</p> <p>Children able to express why a healthy life-style is important and what a healthy life style is.</p>	<p>Children have more input in the inter sports events that happen on the MUGA and at lunch time</p> <p>Use the school council to focus on children voice on the playground. Target for future</p> <p>The enjoyment of PE increased participation in wider activities.</p> <p>Integrate further active games found on the school games website.</p> <p>Promote a culture of fair play and respect when team games happen at play times.</p> <p>Starting point for next academic year</p> <p>Year 1 = 48 % active in school</p>

				clubs and playground activities Year 3 = 60 % active in school clubs and activities
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Children feel empowered to make a difference to their own and other pupils well-being. Children perceive that being active can involve traditional school sports as well as creative events. This will impact on their perception of how to stay healthy for life. Children are proud to be fit and active.	School kits to be used on external sports events Maintenance of the gold sports award for next year and beyond The further development of sports leaders on the playground with training and leadership reward programme given high status by all staff	PE Co-Ordinator Leadership Time £250 x 4 = £1000 Playground resources £1000	Play leaders support children in keeping active at playtime. All events that have been entered have been over-subscribed by KS2 children.	Regular reflection on the role of the playground leader with the year five/six teachers, timetabled throughout the year Continuing the ongoing checks in each year group as to the choices being made by pupils throughout the year. More elite sports clubs offered to pupils throughout the year

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	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:

consolidate through practice:				
Consistent use of agreed planning so children have a coherent long-term curriculum which allows for skill development.	Medium term plans available by staff when needed. First Step sports provide plans for their staff. Planning and knowledge organisers used by all staff teaching PE. Staff assess and review assessment to allow for lessons to be further differentiated.	PE Co-Ordinator Conference £250	Lessons are consistently good throughout both key stages. Skills are seen to increase from year to year. Children with a high level of skill are picked up for development programs. Children want to take part in competitions. Teams win some events	The subject leader will be allocated ongoing time; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed

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 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?:
Additional achievements: Develop collaborative skills which are maintained out of the sports situation. Catch up swimming lessons for Year 6 pupils (due to COVID) and Year 4 pupils	Work with jigsaw ethos when in PE lessons. Use of restorative practice approaches in sporting lessons. The development of understanding of the concept of good sportsmanship through assemblies and with teachers providing evidence of good examples of professional sports personalities.	Additional swimming lessons £1500	Children will be able to work in pairs and team lead in lessons. Children will be able to encourage, support, lead warm-up, explain skills, give feedback. Children in year 5 and 6 can organise games and activities for their peers.
			Sustainability and suggested next steps: Continue to use clubs to promote sportsmanship within competition. Photo gallery and rewards board.

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:
Increased participation in competitive sport	Lunch time team games organised by staff with children signing up for a week of drills and games Use of First Step Sports coaching to develop groups of children to build their confidence and take part in events organised by the SSP	£	All clubs promoted within KS2 have been oversubscribed throughout the year both in and out of school time.	Continue to monitor choices made by pupils. Target children who have not chosen a physical activity up to Christmas with meetings of these children to ascertain what they might want to do so they become active. More communication with parents about healthy lifestyles and fit for life information.

Signed off by	
Head Teacher:	N Pidgeon
Date:	27.7.23
Subject Leader:	D Hurst
Date:	25.7.23
Governor:	
Date:	