

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
Total amount allocated for 2022/23	£ £17,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£ Assumed at £17,800
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ Assumed at £17,800

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 2022.</p> <p>Please see note above</p>	60%
<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>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	10%
<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 (Swimming catch up programme for the Year 5 children)

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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:	
<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: %
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:
Increase the number of pupils able to swim 25m in a range of strokes by end of KS2.	Extra swimming sessions booked for Year 5 children in the Autumn term to help them catch up.		£1368 £2100		Continue to use catch up sessions for Year 5 children in the Autumn term.
Focus on embedding physical activity throughout the school day through a variety of different activities after the success of beginning this last year.	<p>Pupil voice steered after-school provision and lunch time activities.</p> <p>All children were able to access the provision regardless of needs or disability. This included after-school clubs.</p> <p>Afterschool clubs were included each day afterschool to ensure there were more opportunities to participate. Each key stage set days varied each term so every key stage had access to each day.</p>		£900	<p>Children across the school have access to free sports provision.</p> <p>Observations at lunchtime and during after school provision have shown that children are more active during the school day. This is reflected in the increase in children taking part in after school activities.</p> <p>A questionnaire carried out by teachers showed that children</p>	<p>Speak to staff members about their expertise and offer extra clubs to encourage more children to participate.</p> <p>Continue to offer free after school sports clubs to ensure all children are able to access them.</p> <p>Continue to monitor lunchtime activities and alter where necessary.</p>

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	New lunchtime staff were trained by head lunchtime supervisor to ensure they had the knowledge required to support coaches at lunchtime. Further sports equipment was brought to encourage activities at lunchtime and more varied activities after school- including netball posts and badminton nets.		were happier with the variety of clubs being offered and this was reflected in the increase of people signing up to after school clubs as a waiting list had to be created.	Purchase equipment to further support a wider variety of physical activity during break and lunchtimes.
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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:
Revise PE curriculum plans to ensure pupils make good progress across the year groups.	Introduced new scheme: PE hub across the school. Staff are now being provided with high quality PE planning and easier access to assessment. PE lead met with PE hub staff to make sure it was being implemented correctly. All staff were provided with lesson plans and access to CPD on the PE hub website.	£1600 (Subject lead cover for courses and CPD opportunities and new PE scheme)	Children are able to participate in a range of sporting activities across the year groups. This allows them to develop a broader skill set. Children have commented on their increased enjoyment of PE sessions and are able to explain what they have been covering in a lesson and where the next steps are/ how it built on previous sessions.	Continue to develop the whole schools skills progression and revise the curriculum. Deliver and embed this so pupils are encouraged to make good progress and have access to good quality teaching.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%

Intent	Implementation	Impact	
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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:
Develop subject knowledge for teachers and learning support staff through staff CPD. This will ensure the children are taught by confident staff and encourage them to develop a broader range of skills.	<p>Carried out a staff audit of interests, strength and expertise.</p> <p>Observations were carried out with a Sports specialist.</p> <p>Drop in sessions were provided so staff could ask questions/ speak to members of PE hub about assessment.</p> <p>New scheme provides detailed lesson plans with videos to watch to help understand skills/ skill progression documents.</p> <p>Staff worked with specialist sports coaches to develop their understanding of the curriculum and assessment in PE.</p>	£5600	<p>As a result of training, the new scheme and CPD support throughout the year, staff are beginning to feel more confident with delivering the lessons to their children.</p> <p>Staff audits show increased confidence in specific subject areas and improved outcomes for children. 100% of staff showed increased confidence in teaching PE.</p> <p>Increased % of children receiving Secure judgements in PE across a range of different skills. New assessment makes it easier to identify this.</p>	<p>Repeat staff audit to identify staff strengths, interests and areas for development to support staff CPD.</p> <p>PE lead to arrange CPD for Dance and Gymnastics as these were the areas identified as areas for improvement.</p> <p>PE lead to offer drop in sessions for staff if needed.</p> <p>Continue to be active members of Dancedesk network to share good practice and secure better outcomes for pupils.</p>
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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Ensuring all children have the opportunity to access extra-curricular provision for PE.	Clubs will continue to be offered free of charge across the school. Monitoring of children who take part in clubs to ensure that there are opportunities for all children. Pupil voice will be used to inform and change provision for children in clubs to make it relevant and fill the spaces. Netball club to be run throughout the Spring and Summer term ready for a team to be created next year.	£5990	As a result of free extra-curricular provision, all children have access to clubs/sporting activities in school. Children who take part in clubs include SEN/PP children. The number in clubs has increased as the year has gone on. Up from 31% to 36% for PP children. Up from 40% to 46% for SEND children. Due to a lack of PP children staying after school for sports, lunchtime provision has meant that children have been able to access sports activities.	Continue to zone the playground to allow different activities to take place at lunchtime. Continue to ask the children what they want to do during lunchtimes and after school to ensure a range of skills are being covered.

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:

<p>Children to be provided with opportunities to take part in competitive sport.</p>	<p>Sports day took place for all children in the school.</p>	<p>£100</p>	<p>Sports day was enjoyed by all and children were able to compete against the other children in their class. They were able to gain insight into athletic events.</p> <p>The enthusiasm for PE lessons was visibly noticed by teachers in the run up to Sports Day.</p>	<p>PE lead to work with local schools to arrange matches.</p> <p>Afterschool sports clubs to be planned to prepare pupils for these games and competitions.</p> <p>PE lead to try and get involved with WBNLC collaborative events.</p>
<p>Provide opportunities for competition within school time between classes and peers.</p>	<p>Move it March was created to provide children with the opportunity to compete against their peers and other classes. Each child had to tally how much exercise they did within the month of March. This was displayed in the school hall.</p>	<p>£150</p>	<p>Children were visibly engaging in 'Walk and Talk' on the playground in the morning to get their exercise steps in. At lunchtime and playtimes, staff commented on the number of children actively participating in a form of exercise. Children enjoyed seeing the running tallys on the board and were actively talking about it.</p>	<p>Continue to put on different events to encourage increased participation in exercise.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rhianna Owen
Date:	24.07.23

Governor:	
Date:	