

# 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](http://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 31<sup>st</sup> 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	£707.16
Total amount allocated for 2021/22	£17480
How much (if any) do you intend to carry over from this total fund into 2022/23?	£707.16
Total amount allocated for 2022/23	£18257.16
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 17550

## 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><b>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</b></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><b>N.B.</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>	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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children have a greater opportunity to access large outdoor equipment that allows them to be physically active.	Outdoor gym installed		9,265	Pupil voice: very positive feedback More children active at play and lunch Equipment used as a reward, brain breaks and interventions successfully	To be reviewed July 2023
To help maintain physical activity	Structured play introduced to the children (KS2) lunchtime, led by Elite coaches. 30 minutes once a week.		See Elite coaches funding below.	Monitored through improved behaviour for learning in lessons Reduction in behaviour incidents on the playground and through pupil conferencing	
To ensure greater opportunity for outdoor physical participation all year around.	Artificial grass outside year 1 class. No matter the weather the children can access the outside area to be physically active safely.		1879.17	More physical activity to be had	

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Equipment that allows children to play more football, more competitively throughout the year.	Installed a heavy-duty boot scraper. Teaches children to take more care.	224.99	Allows children to be active in wetter weathers.	
Through weekly forest school led by forest school trained teachers' children have regular physical, outside time.	Consumable products Safety equipment and equipment that allow all children across KS1/2 with SEN to access forest school in a creative, active and safe way.	255.26	Pupil voice positive feedback (100%) Positive parent feedback.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
To maintain high standards at the end of KS1 and KS2 through sport and PE, particularly in recovery curriculum and learning behaviours	Playground sports equipment Focus on identified PP and SEN children either for G and T or greater involvement in sport.	206.75	Standards of attainment and progress are maintained  More children participating in active sports/being physical during break and lunch time. Children taking of the role of coach, supporting their confidence and others in school.  Particular focus on inclusion during play	Review in July 2023
Children have the opportunity to develop gross and fine motor skills, building their confidence and skills.	Development of fine and Gross motor skills including safety equipment.	239.64	Improvement seen not only in PE but areas such as writing. Children making greater progress on to more challenging	

Focus on EYFS/KS1 and SEN.			skills.	
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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:
To improve quality of teaching across a range of sports, to enable teacher to feel confident to then lead PE sessions.	Use of sports 'Elite' coaches to support/model all class teachers across the school in teaching a range of sports.	Elite Coaches £5,290	Teachers are more confident teaching or team teaching a range of PE. More PE lessons are led by the class teachers, less reliant on coaches. All teachers 100% said their knowledge had improved in different sports. 100% teachers said they now feel confident leading at least 1 sport independently. 75% of Ta's present in most PE lessons to also develop their confidence and knowledge.	Review in July 2023

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	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: More children engaged into sport through taster sessions of variety of sports More children accessing sports taught through a specialist coach.	A range of sport workshops/opportunities for children to experience e.g. 'little jockeys, archery, laser tag, skateboarding and fencing.	2,500	To be noted through observation, pupil voice and statistics once completed (term 1). More children being active and learning new skills and gaining knowledge of new sporting opportunities.	Review July 2023 Children to continue to have to opportunity to try new sports and be physically active in different ways.
Children able to broaden their experience of a racket sport.	Specialist badminton coach Informed of local teams/ clubs to join and completed (2 classes) completed an additional 6 hours of sport (badminton)	180	Children have knowledge gained on the sport of badminton. Children gained confidence trying a new sport, for the majority this was their first-time playing badminton.	Continue badminton with 2 new classes next year.
Children have a professional space to prepare for their dance competition (use of mirrors)	Hire of leisure centre studio		More children participating in after school dance club Increase in boy's participation and SEN. More children took part in dance competitively.	
	Olympian Visit and fundraiser	458.69	Children inspired to take up sports competitively Knowledge gained.	

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Funding</b>	<b>Impact</b>	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	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?:	
Maintain participation in competitive sports- majority of children in KS2 to represent the school at local or district level	<p>Programme of sporting events for the year term including Events to focus on PP, disability, LA and SEN</p> <p>Training prior to an event</p>	367	<p>Monitoring more children across KS2 participated in a competitive sporting event. More sporting events held and attended within our own school. Success continued from previous year (reaching the finals of the boys Crickson cup). Girls participating in football continues to grow as does success. More girls have now joined out of school football clubs.</p> <p>Greater success in cross county than any other year.</p> <p>First competitive swimming gala attended by both boys and girls in KS2 with new participants and individual success.</p> <p>First time in many years that we have had a netball team, which competed in a tournament and matches within our school.</p> <p>Competitive opportunity also in: Dance athletics</p>	<p>July 2023</p> <p>Participate in at least the same amount of competitive sports. Include competitive opportunities for KS1.</p>
Develop a greater sense of belonging.	<p>New kits (football, netball and dance)- sense of belonging</p> <p>Introduction of full range of inter-house competitions, equipment needed to promote and lead these</p>	992.81	<p>Children feel more confident, positive and have a greater sense of belonging. They are proud.</p> <p>More competition held within school and between classes and the whole school.</p>	<p>Keep kits up to date</p> <p>Increase inter-house competitions over the next</p>



	as well as equipment kept up to date so children can participate to the highest level. Including whole school sports day			year, try competitions with new sports.
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Signed off by	
Head Teacher:	
Date:	4.9.23
Subject Leader:	S. Ward
Date:	4.9.23
Governor:	
Date:	