

# 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 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	£
Total amount allocated for 2021/22	£19 600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19 600

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	84%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	84%
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?	Yes/ <b>No</b>

## 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><b>Key indicator 1:</b> The engagement of <b>all</b> 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?:		
<p>Use of sports coach to ensure all children are offered opportunities to attend extra-curricular clubs</p> <p>To ensure all children participate in 30 minutes of physical activity during the school day</p> <p>To offer children a range of sports to participate in during the academic year</p> <p>Use of REAL LEGACY package to ensure all children follow the same teaching format, building on prior learning</p> <p>Adapted curriculum to focus on mental health and well-being</p> <p>Ensure all children receive the best teaching possible</p>	<p>Half termly/termly clubs ran by sports coach after school, during lunch time or during the school day to promote active and healthy lifestyles.</p> <p>Children have continued to take part in “Try Something New”, which is led by sports coach. This gives children the opportunity to learn a new sport or skill every term to show children a range of new sports.</p> <p>Use of REAL PE, REAL GYM and REAL DANCE. This is included in our REAL LEGACY package.</p> <p>Staff to team teach with Sports coach to build CPD in PE.</p>		£5,000	<p><b>98.37% children</b> (96.6% boys, 100% girls) at Boldmere Junior School have attended at least one additional extra-curricular club</p> <p>Data tracking by PE lead to monitor physical activity of all children within the school</p> <p>Pupil voice, staff voice and other monitoring to monitor teaching, sports clubs and use of REAL LEGACY package in lessons as well as Try Something New</p>		<p>Sustainability and suggested next steps:</p> <p>Continue to track pupil’s participation in extra-curricular sports clubs</p> <p>Introduction of PE Hub PE plans to support teaching of PE across school</p> <p>Use of sports premium to purchase lunchtime equipment to ensure children are active for more than 30 minutes a day</p>

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:
<p>Up-skilling staff to support their CPD to ensure all teaching is good/outstanding.</p> <p>Introduce a range of enrichment opportunities, such as giving children opportunities to try new sports and activities</p> <p>Sharing of competitions on twitter and in assemblies</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond</p> <p>To ensure high quality PE lessons are delivered</p> <p>Use of sports ambassadors and sports crew</p> <p>Using children to lead clubs</p>	<p>Use of sports coach to deliver lessons, where children try new sports opportunities</p> <p>Sharing match reports during assembly time and sharing via twitter</p> <p>PE lead to have time to develop curriculum links to other subjects, to ensure children are learning valuable skills through PE lessons and sport opportunities</p> <p>PE lead to monitor lessons and pupil voice and staff voice opportunities</p> <p>Setting up of sports crew. Sports ambassadors to lead. Children to run clubs after receiving leadership training via our REAL LEGACY package</p>	£3000	<p>Children have more opportunities to learn new sports and skills. Children are more active (which is tracked via an in-school tracker)</p> <p>Successes are celebrated in assembly and on school's social media</p> <p>Pupil voice – looking at which areas of PE we can transfer out of lessons and how this is helping us</p> <p>Sports Crew running events and clubs, which has specifically come from training, received in Autumn term. This is strategically designed to support children and give them as many opportunities as possible</p>	<p>Use of Sports ambassadors and Sports Crew to try to be increased so they can run clubs and allow children to be active. Make their role stand out in school</p> <p>Use of PE lead and other teachers to give children opportunities to run clubs to continue</p> <p>PE lead to continue to monitor PE lessons to ensure whole school improvement</p>

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 up-level staff by offering CPD opportunities	Provide opportunities for staff to develop their CPD	£4 000	Staff voice from PE lead, which has shown increased confidence from staff.	Ongoing CPD for all staff across the curriculum
To ensure all staff are confident to teach a range of skills in PE and apply new ideas they have learnt via CPD. PE lead to monitor via staff voice	Use of REAL LEGACY package to support staff when teaching PE  Use of specialist coaches to support staff CPD. This has ensured staff can witness teaching of PE with their own class and work alongside specialist coaches to team teach some PE lessons		More range of activities being taught in lessons, which link back to CPD opportunities offered to staff.	
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?:	Sustainability and suggested next steps:

<p>Monitoring and development of “Try Something New” to ensure all children are introduced to a wide range and variety of sports and physical activity</p> <p>Offering a range of school clubs and activities, ran by sports coach, school staff and sports crew (during school day)</p> <p>Inter-school tournaments (led by staff and sports crew)</p> <p>Purchasing of new equipment</p> <p><b>Additional achievements:</b></p> <p>Gold in School Games Mark</p> <p>Represented Sutton Coldfield in both the boys’ and girls’ HMS tournament (football)</p>	<p>Continue with “Try Something New” and monitor this using pupil and staff voice.</p> <p>PE lead to continue to track active and inactive pupils</p> <p>Pupil voice to determine which clubs children would like to see run</p> <p>PE lead to work with sports ambassadors and sports crew to set up inter-school competitions</p> <p>Purchasing new equipment to ensure children can participate in a wide range of sports and activities</p>	<p>£4 500</p>	<p>Children have experienced new opportunities to learn new sports each term. All children participate in these sessions.</p> <p><b>From tracking pupil participation, over 99% of children at Boldmere Junior School have participated in at least one extra-curricular activity this academic year. Over 36% have represented the school in a sports team this academic year and we have 100% participation in inter-school sports competition</b></p> <p>Children have participated in competitive sport within school to give all children opportunities to compete</p> <p>School has received the “Gold” in the School Games Mark due to broader range of experiences offered to children</p>	<p>Continue with “Try Something New” PE sessions</p> <p>Ensure children have opportunities to contribute to compete within school</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
Encourage as many children as possible to participate in competitive sport	Fully utilize WSAS package + enter competitions (travel costs)	£3 000	School has received the "Gold" in the School Games Mark due to us participating in as many competitions as possible	Continue to use WSAS package to attend as many competitions as possible
Increased participation in WSAS competitions	Sports Crew + Sports Ambassadors to be trained to lead these (real leaders) + help organize events in Infants to get a cross-federated sport.			
Purchasing of new kit to ensure a wider range of children can represent the school	PE lead to track children's participation			
Sports Day stickers order				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	