

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/2023	£ 17,620
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,620
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17,620

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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>Yes, classes that participated in swimming sessions were taught self-rescue and water safety.</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>	<p>31.25% 10/32</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>28% 9/32</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>46.8% 15/32</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/<b>No</b></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: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 5%	
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure increased confidence, knowledge and skills of all staff in teaching PE and sport, including progression and assessment	<p>Purchased a new P.E Curriculum that focuses on sequencing and progression of fundamental skills and assessment.</p> <p>Ensure equipment purchased is aimed at developing specific sports and that there is enough to use safely</p> <p>Support staff with planning and developing their own pedagogical knowledge within P.E</p> <p>Deliver CPD and support teachers in lessons so that they can develop an understanding of how to make P.E inclusive and deliver inclusive practice.</p> <p>Ensure that staff use assessment to inform curriculum sequencing and</p>	Curriculum £995	<p>Improvement in standard of P.E lessons</p> <p>More detailed and effective assessment and planning.</p> <p>Scaffolding of P.E to develop reluctant learners</p> <p>Increased success for Harper Bell in inter-school sporting events</p> <p>Children happier and more confident in P.E lessons</p> <p>Staff are planning P.E lessons and adapting medium term plans to suit the needs of their class.</p>	<p>Monitor the effectiveness of the new curriculum.</p> <p>Pupil voice</p> <p>Staff voice</p> <p>Effectiveness of assessments</p>

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	<p>adapt teaching accordingly.</p> <p>Ensure that assessment approaches accord all pupils the opportunity to demonstrate what they know and can do (aligned to 5-part lesson pedagogy)</p> <p>To support the teachers with curriculum coherence so that they can support pupils to know more and do more.</p> <p>In planning sessions, discuss progression of pupils' knowledge and how to build skills in complexity.</p> <p>Support teachers in how to break down knowledge for novices and sequence the curriculum to challenge experts.</p> <p>Lead in the assessment of P.E so that teachers know when pupils are ready to move onto the next stage of learning.</p> <p>Give teachers guidance in how to use the new P.E curriculum to ensure that skills are developed, motor</p> <p>Support teachers on delivering the idea of healthy participation in sport and the benefits of physical exercise.</p>		<p>Staff are assessing P.E consistently and submitting summative assessment to be able to accurately measure progress in P.E.</p> <p>Teachers are planning for opportunities to teach and develop key elements of study within physical education: Motor competence, Rules, strategies and tactics and Healthy participation.</p> <p>Throughout each year group, clear progression is evident and pupils are making progress no matter their starting point.</p> <p>Teachers are planning for both inclusive and progressive opportunities to harness and develop skills and knowledge.</p> <p>All units will make reference to the key physical education foci</p>	
Percentage of total allocation:				

Key indicator 2: 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				25%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure the engagement of all pupils in regular physical activity	<p>To ensure that a new P.E curriculum is in place where all pupils are timetabled to participate in physical exercise regularly.</p> <p>Sufficient time allocated for teaching PE</p> <p>Timetable P.E lessons accordingly so that each year group has a designated period where they are focused on physical activity.</p> <p>Ensure equipment purchased is aimed at developing specific sports and that there is enough to use safely</p> <p>Sport Leaders and lunchtime supervisors to continue to lead the use of equipment at playtimes.</p> <p>Sports Leaders and Lunchtime supervisors responsible for leading sports clubs across playtimes.</p> <p>Extra-curricular clubs to have a focus on participation in sport e.g. multi-sports</p>	<p>£</p> <p>Sports Barriers £1327.08</p> <p>Basketball equipment 311.98</p>	<p>Staff are following the P.E curriculum</p> <p>P.E is being taught when timetabled</p> <p>Children are engaged in lessons and every child is participating in sport throughout school</p> <p>Sports Leaders are leading activities every day</p> <p>Lunchtime supervisors are supervising sport across playtimes and in afterschool clubs and actively encouraging children to get involved</p> <p>Sports are timetabled across the curriculum and there is a variation so that all children can inclusively participate</p> <p>Every child will have participated in a sport competitively across the academic year</p> <p>Teachers always teach P.E and</p>	Integrate a physical activity tracker to monitor pupils activities throughout the day.

	<p>All staff to promote 'personal best' and 'fitness' language and actively participate in sports within playtimes.</p> <p>Ensure a high variation of sporting activities and clubs across playtime so that all children have opportunities to participate in sporting activities. E.g. dance, cricket gymnastics etc.</p> <p>Give every pupil the opportunity to compete in a sport outside of school.</p> <p>Give parents relevant information regarding out-of-school sporting opportunities- clubs, trials etc.</p> <p>Ensure that the timetable is flexible so that a high-quality P.E curriculum is enabled.</p> <p>All children in UKS2 to participate in swimming sessions across the academic year</p>		do not adjust the timetable to cater for other subjects	
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<b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Ensure equipment purchased is aimed at developing specific sports and that there is enough to use safely</p> <p>School-wide policies impact on PE positively and focus on the benefits of PE across school.</p> <p>Celebrate P.E achievement in assembly. Share results/photographs with the whole school.</p> <p>Give consistent P.E updates to staff</p> <p>Lead a whole-school P.E CPD where physical education is the focus of the session.</p> <p>Look for extra-curricular links so that P.E can be valued across the curriculum.</p> <p>Ensure that the timetable is flexible so that a high-quality P.E curriculum is enabled.</p> <p>Ensure that extra-curricular opportunities support all pupils to</p>	<p>Equipment 313.80</p>	<p>All children and staff will value sport and P.E in school.</p> <p>A greater sporting participation in sporting activities and a range of sports competitively.</p> <p>Pupils' will be able to confidently share their positive feelings towards sport.</p> <p>The school will receive a Gold Mark for participation 2022/23 with the aim of platinum in 2023/24</p> <p>All equipment is useful and staff have access to the resources they need to teach sport successfully</p> <p>P.E updates are shared regularly during Friday celebration assemblies –LM</p> <p>Staff are confident to lead in P.E and understanding how to follow the curriculum successfully.</p> <p>Through lesson observations, staff are teaching Motor competence, Rules, strategies</p>	<p>Increased opportunities across the timetable for sport</p> <p>Aim to achieve platinum mark by raising the profile of sport further</p>



	know more and do more. Increased opportunities for SEND children to participate in sport and achievements to be shared.		and tactics and Healthy participation.	
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation: 30%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Ensure that the timetable is flexible so that a high-quality P.E curriculum is enabled and children can compete in events during other lessons.</p> <p>Look for opportunities to get involved in more obscure sports to increase interest e.g. dodgeball, bowling, curling etc</p>	<p>After and extra-curricular school staff</p> <p>£16,000 (across multiple objectives)</p> <p>Additional cost covered by school budget</p>	<p>Pupil will experience a better quality of P.E</p> <p>Additional range of sports provided based on children's interests</p> <p>Children with various needs to be supported and fundamental skills developed.</p> <p>At lunchtime, children will have increased opportunities to</p>	<p>Enter a range of sporting leagues and competitions.</p> <p>E.g. Dodgeball, Sport England</p> <p>Invite range of professional athletes to support and inspire children</p>

	<p>During lunchtimes and extra-curricular activities, a range of different sports will be provided for children to experience.</p> <p>Continue to develop partnership the Birmingham Rockets so that extra-curricular opportunities are available for children. .</p> <p>Ensure some flexibility on the timetable and outside generic P.E lessons so that students can experience sports. Teachers to look form opportunities for cross-curricular sporting links.</p> <p>Focus on skill-based activities that can be utilised across a range of sporting disciplines.</p> <p>Look for even further opportunities for sporting coaches and specialist to work with children and progress into the competitive arena.</p> <p>Ensure staff plan some of their yearly timetable around the tournament timetable so that children</p>		<p>participate in board sports and behavior will improve as a result</p>	
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	are as prepared as possible for sporting activities.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%20%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Continue to develop partnership the Birmingham Rockets so that competitive basketball is a fundamental part of the school's sporting competition</p> <p>Continue to work with ESPSFA to ensure high-quality football competitions for all pupils across the year.</p> <p>Further develop links with the Clifton Sports Partnership so that</p>	<p>£45 per hour basketball coach</p> <p>£945 Extra-curriculum budget</p>	<p>Children to improve at specific sporting disciplines.</p> <p>Increased confidence and enjoyment when given opportunities to represented the school.</p> <p>Pupils signposted to local community clubs and extra-curricular opportunities.</p> <p>Focus on children with talents for particular sporting fields and</p>	<p>To host more competitive events at school.</p> <p>To use school capital fund to improve school's sporting facilities.</p>

	<p>children can opportunities to compete in inter-school competitions. Including children with SEND (Panathalon)</p> <p>Enter all possible boys and girls events, including those events for SEND and EYFS/LKS1</p> <p>Actively participate in all local sports leagues across schools and districts</p> <p>Ensure some flexibility on the timetable and outside generic P.E lessons so that students can practise skills and tactic related to particular competitive sports</p> <p>Share the timetable of tournaments with staff so that they are aware of upcoming events.</p>	<p>ESPSFA League Affiliation £100</p>	<p>opportunities for them to develop further,</p>	
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Signed off by	
Head Teacher:	COLLETTE WOODBURN
Date:	
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Date:	
Governor:	
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