





The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.



Created by: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST
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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£21,254
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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. **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**	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **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. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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.

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:
All children from EYFS through to Year 6 to have at least 2 hours P.E a week.	• Children to have PE lessons taught by class teachers based on the curriculum provided by Champions PE scheme. • Year 3, 4, 5 and 6 to have swimming lessons for a term on a rolling basis.		Children have developed key skills. They have been able to: • Master basic movements • Keep active/healthy • Develop teamwork attributes • Compare performances and demonstrate improvement to achieve their personal best.	Our school curriculum is in line with the whole school drivers and referenced to the NC.
Children to be actively engaged in high quality activities at break/lunch time.	• Resources purchased for the children to use during break/lunchtimes to encourage children actively take part in more structured/supervised play. • New interactive ActivWall installed. • Play facilitators trained so	£7,000	Children are now more active during break/lunchtimes and have access to equipment during this time. There are less incidents of bad behavior due to these being supervised by play facilitators. New ActivWall has been installed	To be more diverse with the types of and amount of structured activities during lunch and break times that caters for the needs and interests of our children.

	children become familiar and aware of adults on the playground to supervise activities.		for children to play a variety of games at break/lunchtime. There are less unresolved disagreements and children are generally happier going back into class.	
Playground equipment for EYFS.	EYFS children to have a dedicated outdoor space to take part in active and imaginative play, improving fine and gross motor skills as well as cooperative play.	£10,700	Children have developed key skills. They have been able to improve their: • Personal, Social and Emotional development • Physical Development • ELG – Speaking and listening • ELG – Managing self • ELG – Fine and Gross motor skills.	Children have been able to work on ELG's due to the introduction of this dedicated space for children.
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:
Active participation in competitive sports girls and boys football.	• The school now has both girls and boys football teams representing our school in competitive matches throughout the school year. • Children enthusiastic about representing the school and working as a team to	£	Children are now more aware of what it takes to work as part of a team and understand that team sports are not focused on a singular individual. Children were/are so proud of their own personal/collective achievements – self worth and	Continue to increase the amount of competitive sports we provide for the children next year as well as the variety of sports on offer.

	achieve their collective and personal goals.		awareness has certainly improved as has self-esteem.	

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:
Equipment purchased to support the delivery and confidence of teachers delivering PE sessions.	• New equipment purchased to support staff to deliver a high quality curriculum that all children can access. • Focus on a diverse curriculum with covers all areas of the National Curriculum.	£3,225.05	Teacher have the resources available to them to teach lessons to a higher quality. Children have access to the correct equipment to take part in lessons effectively.	Provide staff with CPD to ensure they are fully comfortable delivering the curriculum effectively.

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:

Use of minibus for travel to and from sporting competitions.	Staff are able to provide children with more opportunities to take part in competitive sports.	£300	Children have been able to access more and a wider variety of competitions provided and hosted by schools within our district. SEND children attended a dodgeball tournament and boys and girls from Y3-6 have been able to actively take part in competitive sport.	Increase the exposure and opportunities within school to KS1 and EYFS when and where appropriate.

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:
Develop links with schools in our cluster to participate in a range of team sports to increase participation.	• Children to have the opportunity to compete in a wider variety of sporting competitions against local schools. • SEND only competitions ensure increased participation or special educational needs children in competitive sports.	£	Children have been able to access more and a wider variety of competitions provided and hosted by schools within our district. SEND children attended a dodgeball tournament and boys and girls from Y3-6 have been able to actively take part in competitive sport.	Continue to develop stronger links in the coming years. Already in a cluster of schools locally and have forged strong links with other schools in the district how are willing to allow us to use their facilities to aid the development and opportunities we provide for our children.

Association fee for Walsall girl's football league.	Girls and boys to take part in matches in competitive leagues against their peers.	£30	Children are now more aware of what it takes to work as part of a team and understand that team sports are not focused on a singular individual. Children were/are so proud of their own personal/collective achievements – self worth and awareness has certainly improved as has self-esteem.	
Forge links with the local community to use facilities on offer to enhance the provision we provide for our children.	Provide children the opportunity to use a variety of facilities (grass/artificial grass) due to the constraints on our school site.	£	Relationship formed with the local LMRCA Railway Club. Access to their 4G astro turf pitch complementary for one hour per week, as well as access to their playing fields when needed.	Continue to develop wider/stronger links within the local community.

Signed off by	
Head Teacher:	A. Taylor
Date:	June 2023.
Subject Leader:	A. Johnson
Date:	June 2023
Governor:	
Date:	