

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 2021/22	£ 17280
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17257
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17257

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>N/A – EYFS and KS1 only</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>	
<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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above the national curriculum requirements. Have you used it in this way?</p>	

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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: £17257		Date Updated: June '23	
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					Percentage of total allocation: % 45
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><i>Improve pupil's physical health and wellbeing through regular physical activity.</i></p> <p><i>Use physical activity to improve emotional and mental health and wellbeing.</i></p> <p><i>Pupils understand the importance and benefits of an active, healthy lifestyle.</i></p> <p><i>Provide an environment where pupils can be active, and have opportunity to create and participate in active learning.</i></p>	<p>Use of external agency to provide teaching of PESSPA, physical literacy, early foundations of PE, plus lunchtime sport provision in MUGA.</p> <p>Lunchtime Play Leader – see internal staffing costs.</p> <p>HLTA delivery of Health and Wellbeing sessions to all year groups – see internal staffing costs</p>	<p>£ 8000 – external agency for the provision of expert delivery of PESSPA</p> <p>Internal Staffing Costs as part of K.I.-2</p>	<p>There is strong evidence from pupil voice that good participation in physical activity is increasing across the whole school. All children take part in daily physical activity – both in the classroom and during breaktimes.</p> <p>Teaching and Lunchtime Staff are using the playground and MUGA daily. Children are enjoying having this all-weather space and it is being utilised well.</p> <p>Both the promotion of MDS to Play Leader, plus the external agency support during lunchtimes has led to higher levels of engagement in PA as well as improved outcomes in terms of accidents and behaviour issues.</p> <p>The provision of trained staff at all levels to ensure all children, including vulnerable and SEND, can access and participate in physical activity alongside their peers to build physical, social and emotional skills and to promote wellbeing.</p>	<p>Staff present in the teaching by the external agency received CPD, therefore will be able to continue with this provision internally next year.</p> <p>Play leader to continue in role next year with enhanced training and development received via external agency.</p> <p>Continue with an inclusive approach to ensure ALL children across all groups access and participate in quality and continual physical activity.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% 55
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>In line with the school's Improvement Plan, PESSPA forms part of the focus on the development and embedding of Mental Health and Wellbeing across school.</p> <p>Improve characteristics of effective learning by:</p> <ul style="list-style-type: none"> improving the general fitness of all children in school increasing the confidence of all children in PE increasing knowledge and understanding of benefits of PE for all children Promote star standards through REAL PE Increase emotional mental health and well-being of all stakeholders. <p>Promote social skills, emotional intelligence and resilience through PE and Physical Activity.</p> <p>Use reading and vocabulary opportunities through text / flashcards in PE to raise literacy standards.</p> <p>Promote opportunities to embed key mathematical and scientific thinking skills within PESSPA.</p>	<p>PE Lead to attend all relevant training to ensure best practice.</p> <p>Use the REAL PE Scheme to ensure consistency of high quality PE provision across the whole school with clear progression.</p> <p>Lunchtime Play Leader – see internal staffing costs</p> <p>HLTA delivery of Health and Wellbeing sessions to all year groups – see internal staffing costs</p> <p>Use of Derbyshire County Council SMILERS initiative as a thread through the school to promote Physical and Mental Health & Wellbeing.</p> <p>Promote Travel Smart weeks</p>	<p>£7175 - Internal Staffing costs</p> <p>Memberships of key schemes & organisations: £2250</p> <ul style="list-style-type: none"> AfPE South Derbyshire SSP Real PE <p>Plus Spending as part of K.I.-1</p>	<p>The whole school approach to the delivery of Health & Wellbeing sessions means that MHWB is embedded in the Melbourne Curriculum.</p> <p>The SMILERS initiative has enabled children to make connections between physical activities and their personal wellbeing. Children are able to talk with confidence about the own health.</p> <p>SMILERS has also impacted positively on the social and emotional intelligence of the children.</p> <p>Pupil's engagement in Play and Lunchtime activities has improved behaviour and given opportunity to practice, embed and build PE skills as well as the MIS Star Standards.</p> <p>Outdoor Adventurous Activity opportunities are increasing for all children through continuous provision and breaktime equipment, further developing children's MHWB, resilience and problem solving.</p> <p>The increase in understanding of all staff and children on the importance and benefits of a healthy lifestyle has increased the participation levels of all children in physical activity throughout the day.</p>	<p>Continue with the provision of high-quality PE through REAL PE and develop in-house CPD to ensure it is being used to its full potential.</p> <p>Look at ways to build upon OAA opportunities at breaktimes through OPAL style provision.</p> <p>Consider ways to engage parents further in PESSPA: Sports Week / PACES / OPAL</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:
<p>All staff are valuable in terms of delivery of PESSPA – CPD to be offered to all Teachers / HLTA / TA / MDS.</p> <p>All pupils will benefit from the same ambitious curriculum delivered by confident, skilled and knowledgeable staff.</p> <p>Improved Staff wellbeing through up-skilling.</p>	<p>Subject Lead to attend relevant briefings and training to ensure best practice is communicated to staff.</p> <p>Use of full Real PE scheme to include Real Foundations, Real Dance and Real Gym.</p> <p>Staff survey to establish CPD needs</p>	<p>Spending as part of K.I.-1 & K.I.-2</p>	<p>Staff survey showed positive feedback and reception of the Real PE scheme, with scope for further CPD.</p> <p>PE lead attended all available training.</p>	<p>Provide further inhouse CPD to ensure Real PE scheme is fully utilized to impact positively teacher workload and wellbeing as well as the provision of high-quality PE for all children.</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 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>As part of an ambitious curriculum, pupils will experience a wide range of sports and activities that allow them to meet all the objectives as set out in the National Curriculum.</p> <p>A wide range of sporting groups are invited to provide Extra-Curricular clubs as well as enhancement days and learning opportunities.</p> <p>The local curriculum is used to effect unique opportunities for our pupils.</p>	<p>Use of local community sports groups to provide enhancements.</p> <p>Provide extra-curricular clubs through outside agency.</p> <p>Outdoor provision of OAA for all year groups.</p> <p>Use the REAL PE Scheme to ensure consistency of high-quality PE provision across the whole school.</p> <p>Lunchtime Play Leader – see internal staffing costs</p> <p>HLTA delivery of Health and Wellbeing sessions to all year groups – see internal staffing costs</p> <p>Use of Derbyshire County Council SMILERS initiative as a thread through the school to promote Physical and Mental Health & Wellbeing.</p>	<p>Spending as part of K.I.-1 & K.I.-2</p>	<p>Pupil voice shows engagement in a range of activities and sports.</p> <p>Additional achievements:</p> <p>Tag Rugby Sessions – from local club</p> <p>Cricket Enhancement Day – run by professional from Derbyshire County Cricket Club</p>	<p>Assess range of sports and activities offered in order to engage all children including those identified as less active or less confident.</p> <p>Ensure an equal and balanced offer across all children including SEN.</p>

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>Increase the amount of intra-school sport.</p> <p>Raise profile of 'Personal Best' among the children.</p> <p>Improve pupil growth mindset and embed MIS Star Standards through competitive activities.</p>	<p>School Sports Day with colour group competitive element</p> <p>The use of personal best and progression through the REAL PE scheme of work.</p> <p>Whole school approach to growth mindset and personal best</p>	<p>Spending as part of K.I.-1</p>	<p>Sports day was a huge success and well attended – children had strong sense of belonging to a team and all children tried their best for that team.</p>	<p>Continue to identify opportunities through the year for competitive activity, not just at sports day.</p>

Signed off by	
Head Teacher:	Charlotte Gibbs
Date:	July 2023
Subject Leader:	Liz Fletcher
Date:	July 2023
Governor:	Fran Bonner
Date:	July 2023