

# 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	£17,370
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£17,370
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 17,370

## 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	66%
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	74%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%

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: July 23	
<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: 7%
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?:	
Increased participation in sports and active clubs.  Increase access to resources to experience and enjoy PE including outdoor play equipment for lunchtimes.	Implement daily afterschool clubs.  PE and sports equipment and training for playground leaders.		£ 500	Increased attendance at afterschool clubs.  Lunch time activities increased through use of equipment. Playground leaders increased activity of younger children.	
To ensure that all pupils can meet the end of KS2 swimming requirements.	Intensive top up daily swimming lessons - referred to in swimming section above		£750	3 children attended with 2 achieving the end of KS standards.  Introduce swimming into Year 5 allowing intensive support whilst children are in year 6 next academic year.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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:
Development of active maths sessions to improve maths skills as well as physical activity.	Resources and training for teaching staff.	£1750	Children increased confidence and enjoyment in maths.	Forest school specialist school staff to be trained.
Development of forest schools within EYFS & KS1. To be used as behaviour intervention at KS2.	Qualified Forest School coach to work alongside key staff in school to develop sessions and forest school area.		Increased social and risk management skills with forest schools. Recognised forest school area developed and to be developed further.	Further develop the forest school area in school. Introduce Forest School to all classes on a rolling programme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				65%
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:
PE coach to work alongside Class teachers to plan and deliver activities linked to PE curriculum and to assess effectively	Qualified sports coach in school 2 days a week (2 afternoons and 1 full day) to work with all classes from Rec – 6	£11,500	PE lessons have been better planned this year and delivered to a high standard.	Continue work and links with the WLSP. Reduce coach contract next academic year.
Children to access high quality sports coaching	To include a dance specialist one day a week to deliver dance curriculum alongside school staff.		Children enjoy PE and are beginning to make good progress in skills development.	School staff become more confident in PE delivery and assessment. Move to include a dance competition next

School staff to receive high quality CPD to enhance their teaching of PE			Teaching staff have benefited from modelling of good teaching.	academic year. Use of the WLSP assessment framework to support coach/teacher assessment decisions.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 9%
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:
Access to extra-curricular clubs – deliver a range of extra-curricular sports clubs in school including multi-sports, football, netball, basketball, cricket and dance throughout the year which can be offered free of charge to all children	Utilise sport coach, teaching staff and support staff expertise to deliver afterschool activities.	£500	More children taking part in clubs. More children taking part in sport through local clubs.	Increase links with local clubs especially more diverse activities.
Ensure that school residential/trips offer an element of sport/physical activity as a standard.	Offer an OAA based residential in Y6.	£0	Significant uptake of residential opportunity at Y6.	Potential to develop OAA and move to an on-site residential experience to reduce costs for families next academic year.
Bikeability and Scott safe to develop cycling proficiency.	Bikeability Level 1 and Level 2, scoot safe, tots and tyres and Dr bike delivery across the school	£ 1000		Purchase balance bikes/scooters for EYFA/KS1 use at breaktimes.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Re-establish inter school competition following the Coronavirus Pandemic.  Children have access to a comprehensive and regular programme of competition and festivals for children across the primary age range which enables them to compete against other schools	Participation in a variety of events both competitive and non-competitive, inclusion events and most able events.  Central venue leagues:  Cluster competitions: 8 cluster competitions over the year.  Intra school festivals: -Rugby -Football -Athletics	£500  £350  £450  £495	Increased participation in competitive sport.  Opportunities for involved competitive and non-competitive activities for a wider range of children e.g inclusion events.	Develop more activities on school site or working with Wellfield Academy to decrease transport costs.  Increase links with Wellfield Academy to have a regular sports leader work force.  Improve tracking of attendance at sports events and use of a 'fixture form'.



Signed off by	
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