

# 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  | £17,680  |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0       |
| Total amount allocated for 2022/23  | £17,680  |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 17,680 |

## 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><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> | Swimming and water safety is covered in first schools in year 4. This has been back to normal standards since 2022. Individual first schools will report on this data in year 5 |
| <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 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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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>   | 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:17,680 | Date Updated: 14/07/23  |   |
|--|---|-----------------------------|---|---|
| <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:<br>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:  |
| For all Y6 pupils to know and understand how much physical activity they need to do each day and the benefits of leading a healthy active lifestyle.<br>For all pupils to achieve 30 mins of moderate to vigorous physical activity each school day. | Assembly on benefits of leading a healthy and active lifestyle.<br><br>Use assemblies to celebrate participation in sport/PA<br><br><br><br><br><br><br><br><br><br>Provide equipment to facilitate physical activity during social times.<br>Promote the use of the mile track.<br><br><br><br><br><br><br>Train and use leaders to facilitate physically active social times. | £1400                       | Assembly delivered to year 6 by SSCO on the benefits of a healthy active lifestyle.<br>Achievements in and outside of school celebrated in assemblies, embed culture of celebrating success. 95% of pupils believe that PE is very important and has a real impact on health and well-being<br><br>Breaktimes PA with students bringing own equipment. Mile track used by significant number of students, particularly in the autumn and winter months.<br><br>Leaders appointed and used successfully to support the | Year 6 pupils have the skills and knowledge to lead healthy active lifestyle.<br><br>Re-launch Moki bands to track and promote PA<br><br><br><br><br><br><br>Playgrounds being redeveloped to support safe space to facilitate PA<br><br><br><br><br><br>Leaders used more effectively to facilitate physically activity in |

|   | Launch extra-curricular program.   |                    | Shelley Pyramid and First School sports days.<br><br>Successful extra-curricular program implemented during lunch times and after school. Registers demonstrate high participation rates.<br><br>Close links forged with community clubs, particularly Emley Rugby Club, Emley Cricket Club and Clayton West Cricket Club. Pupils introduced to clubs and school use clubs facilitates to facilitate participation in competitive sport. | school. Current leaders continue pathway at Shelley College.<br><br>Continue to provide an extensive extra-curricular program. Broaden the range of clubs on offer. Target SEND, PP, girls and those who are less active.                 |
|---|--|--------------------|--|---|
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                    |  | Percentage of total allocation:<br>3%   |
| 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 pupils' ability to manage behaviour during unstructured times, lessons and develop social skills.   | Identify pupils who need support managing behaviour or in developing social skills.<br>Organise staffing for structured break times in association with SENDco | £500               | Pupils identified and regularly attending structured play.<br>Reduction of incidents of poor behaviour during social times.<br><br>48% of pupils feel that their learning in PE helps them concentrate in other subjects   | Structured play has become embedded in school life. Clear links forged with PE and SEND departments. Continue to provide the structure play provision to support students, consider a more structured approach to the activities offered. |

|  |  |  |   |   |
|--|--|--|---|---|
| Build confidence and reduce anxiety when transitioning between schools/ develop networking between schools.<br>Develop relationships between school & parents. | provide equipment to use in structured break.<br>- organise fixtures and events at Shelley College and the middle schools.<br>-invite parents to support at sports fixtures, events, and festivals |  | The Shelley pyramid program run successfully with large participation figures.<br>Pupils participate in sporting events at both middle schools and Shelley College before transitioning. They recognise and build relationships with school staff (SSCO's) and have a familiar face in school on transition.<br>Pupils also meet pupils from other schools before coming together at the middle school or Shelley College | Continue to engage in Shelley Pyramid and school games events.  |
| Sports Leadership Program to develop strong leadership skills and role models.   | S<br>SCO to train sports leaders.<br>Young leaders to assist with the running of pyramid events and competitions.  |  | Sports leaders trained and used to facilitate events within the pyramid. Sports leaders are role models in school. Leader used more effectively in school to facilitate PA social times.  | Current sports leaders continue pathway at Shelley College.<br>Recruit next cohort of sports leaders. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 3%                                       |
| 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 increase confidence, knowledge, and skills of staff with particular focus on newly qualified teachers | Dance has been supported by the dance lead at Shelley College.   | £500 | <p>PE is delivered by a team of specialist PE teachers at SMS. We have developed a link with the Dance teacher at Shelley College. The PE staff were able to work collaboratively with her to increase their confidence, knowledge and skills in the teaching of Dance. Dance modules delivered to all students by SMS PE staff early career teachers.</p> <p>Early career teachers have had the opportunity to team teach with experienced PE staff.</p> <p>90% of pupils feel they are making good progress. 94% of pupils believe their PE teacher has high expectations of their performance in lessons.</p> | <p>Continue to work with outside specialists to maintain staff skills and expertise.</p> <p>Consider staff CPD courses to upskill staff.</p> |
| Increase ability to deliver high quality OAA.  | OAA resources have been developed and implemented for the OAA block of work. Regular CPD will take place in preparation for delivering this again next year. |      | This was a big success and all staff have said they are now confident to successfully deliver this block of work effectively using the scheme of work developed by the Head of PE.   | Regular CPD will take place in preparation for delivering this again next year.  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>     |  |      |  | Percentage of total allocation:  |
|  |  |      |  | 38%  |
| <b>Intent</b>  | <b>Implementation</b>  |      | <b>Impact</b>  |  |

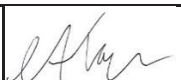

| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:         | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
|---|---|--------------------|---|--|
| <p>To offer a broad and balanced curriculum for boys and girls with equality at its heart.</p> <p>To develop the range of extra-curricular activities on offer.</p> | <p>This has been delivered by the SMS PE specialist teachers. Support the PE department with the use of coaches to strengthen the Y6 EC provision for all</p> <p>Purchase of new equipment.</p> | £6800              | <p>SMS pupils are taught a broad and balanced curriculum of activities which cover the full range of the national curriculum. In year 6 there is a particular focus on skill mastery and development of key knowledge around health and fitness. Participation and enjoyment rates are very high, and PE is successfully delivered within school. The pupils voice suggested that 94% of our pupils enjoyed their PE lessons. Our EC programme strengthens this and encourages participation and also some competition. The dance club have performed at the Christmas Shelley Dance Festival. They have worked hard to practice and rehearse their routine and then been given the opportunity to perform and celebrate it. The Year 6 sports teams have been given every possible opportunity to represent their school in their chosen activity. We have had A and B teams in competitions and</p> | <p>Continue to provide a broad and balanced curriculum and extra-curricular program.</p> |



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>entered some festival based and inclusion events to include all pupils who wish to take part. We do have some elite performers who have had a huge amount of success in a variety of competitions over the year and we are pleased we have been able to support this through the use of external coaches to support out PE department. The new equipment will support our curriculum delivery and hopeful make the lessons more active and engaging. Bikeability went ahead this year with 2 cohorts participating in level 2 and a cohort completed level 3.</p> <p>Dance coaches were employed to provide extra-curricular dance opportunities for 14 boys and girls.</p> |  |
|--|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 48%                                      |
| 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 | 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: |

|  |   |       |  |  |
|--|---|-------|--|--|
| consolidate through practice:  |   |       |  |  |
| <p>Compete in School Games Competitions.</p> <p>Enter all regional, County and National Competitions where we feel we can compete.</p> <p>Provide transport to away fixtures.</p> <p>Allow staff to accompany sports teams to competitions</p> | <p>Maintain the SSCO role within School.</p> <p>Maintain the SPIN Partnership affiliation.</p> <p>Enter relevant competitions. Pay affiliation fees and other associated costs including transport costs.</p> <p>Provide funding for staff cover.</p> <p>Plan a broad and balanced curriculum and extra-curricular program.</p> | £8500 | <p>SSCO's have remained in post supporting our feeder first schools and helping with transition for the year 5 into year 6 students. They have supported the first schools in their delivery of high-quality PE and Sport and provided some opportunities for competition where possible for our year 6 students. The students have had the opportunity to take part in competitive sport in a number of different activities, these include Football, Netball, Cross Country, Sports Hall Athletics, Cricket, Rounders, and Tennis.</p> <p>89% of pupils agree that they have been given an opportunity to take part in competitive sport</p> | Explore opportunities to reduce transport costs. |

|                 |   |
|-----------------|---|
| Signed off by   |   |
| Head Teacher:   |  |
| Date:           | 17/07/2023  |
| Subject Leader: | J Davidson  |
| Date:           | 14/7/2023   |
| Governor:       |  |
| Date:           | 18/7/2023   |

