

## The Primary PE and Sport Premium

evaluating website tool Planning, reporting and Updated May 2023

Commissioned by

Department for Education

Created by





respective roles and perform these in a way that enhances the effectiveness of the school' makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their It is important that your grant is used effectively and based on school need. The Education Inspection Framework

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

three headings which should make your plans easily transferable between working documents To assist schools with common transferable language this template has been developed to utilise the same

they offer. This means that you should use the Primary PE and sport premium to: must use quality <u></u> Physical Education, funding to make School Sport and Physical Activity additional and sustainable improvements (PESSPA)

- Develop or add to the PESSPA activities that your school already offer
- pupils joining the school in future years Build capacity and capability within the school to ensure that improvements made now will benefit
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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 Please visit gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend

can be carried forward into 2023/24. should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding Schools are required to publish details of how they spend this funding, including any under-spend from

copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final We recommend regularly updating the table and publishing it on your website throughout the year. This evidences







Total amount carried over from 2021/22	£ zero
Total amount allocated for 2021/22	£ 17,560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ zero
Total amount allocated for 2022/23	£ 17,690
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18,705

## **Swimming Data**

Please report on your Swimming Data below.

Yes - The booster sessions are used in year 2 the 'normal' sessions are	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?
Unknown	What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?
	Please see note above
11.5%	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
	school at the end of the summer term 2023.
	N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary
11.5%	What percentage of your current year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?
	What porcentage of your current Voor C sohort suite competently confidently and proficiently over a distance of at
	if they do not fully meet the first two requirements of the NC programme of study
	Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even
	dry land which you can then transfer to the pool when school swimming restarts.
	N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on
	Meeting national curriculum requirements for swimming and water safety.









evidence of impact that you intend to measure to evaluate for pupils today and for the future. Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2022/23	Total fund allocated:£17,690	Date Updated:23.05.23	23.05.23	
Key indicator 1: The engagement of a	<b>Key indicator 1:</b> The engagement of $\underline{all}$ pupils in regular physical activity – Chief Medical Officers guidelines recommend that	Chief Medical Off	icers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	primary school pupils undertake at least 30 minutes of physical activity a day in school	day in school		72%
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:
Free after school clubs for all children so all have the opportunity to attend at	<ul> <li>Work with Ed Start to provide all the after school clubs.</li> </ul>	£6,630	children are starting to attend after school clubs more regularly	The free after school clubs will continue next year. The after
least once a week.	<ul> <li>Liaise with TD for pupil premium children to get more children involved.</li> </ul>		r target no	school clubs will be tailored to our competitive events so that the
			payment. The children are children become familistransferring these skills into their PE rules and expectations. lessons. 57.2% of the children were pupil premium children. 44.7% of these children had EAL.	children become familiar with the rules and expectations.
Progressive primary curriculum with children building on the skills in each	irriculum sussed on building	N/A		This needs more work next year and the curriculum we will be
year	<ul><li>work alongside other subject leads to find cross curricular links.</li></ul>		vocabulary and lessons each week. Children are noticing the link between each year group. Through	continuing to progress the PE curriculum further. Children will have access to different sports
			pupil conferencing, it is evident children remember and build on	each year and will build on their skills. For example, each year
			what they have learnt. This has shown through more children	group will participate in athletics and each year their technique will
			reaching age related expectations	grow as they learn more.











Reception, Year 1 and Year 2 completing	Daily activities in the afternoon for	600	The children are using these skills	This will continue next year,
Fundamental Movement Skills activities daily.	<ul> <li>Training for teachers regarding these</li> </ul>	17,000	within lessons and it is helping their gross and fine motor skills develop	targeting Reception children every Thursday morning to help them
	skills.			progress to mature in all FMS
	<ul> <li>Additional sessions for children who</li> </ul>		0	areas. The teachers in these year
	are working towards in FMS.			groups will also be focussing on
			82.2% Year 2 achieved mature in these aspects throughout the FMS. 80% of Year 1 achieved mature week and we will be sending	week and we will be sending
			in FMS. 83.4% of Reception	home activities for parents to
			hieved developing.	complete.
Weekly swimming lessons to Year 2	<ul> <li>Weekly sessions</li> </ul>	£7 100	·е	Children will continue to swim in
(Summer) and Year 3 (All year) to help	<u>.</u>	±2,100	confident in the water. 10% of children secured 10m metres and	Year 2 and Year 3. School will look at Year 6 to have extra booster
water.	school hours		S.	sessions after SATs to reinforce
			a significant improvement on last year.	swimming skills.
Key indicator 2: The profile of PESSP	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole schoo	ool for whole sch	ool improvement	Percentage of total allocation:
		- 1		%
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:
Fundamental movement activities being sent home for parents and a focus of the week for EYFS and Key Stage 1.	<ul> <li>Send home booklets and activities for parents.</li> <li>Teacher training on FMS.</li> <li>Display for FMS for parents and other staff members to see.</li> </ul>	N/A	The parents are on board with the FMS skills needed for EYFS and Key Stage 1. The displays are visible and teachers have been mentioning it in parent's meetings.	This will continue next year. A parents meeting will be held to explain to parents the benefits of FMS and how they can help at home.
Using oracy in PE lessons to engage children to critique their own development.	<ul> <li>Sentence stems to be used in lessons.</li> <li>Children build on Voice 21 strategies that are used in class.</li> <li>Teachers encourage evaluation and feedback during lessons.</li> </ul>	N/A	The children are starting to talk more in lessons and it was evident in pupil conferencing that children are becoming more confident during stems for lessons PE lessons to give feedback to their peers.	This will be developed next year by having a PE board in each class with vocabulary and key sentence stems for lessons.













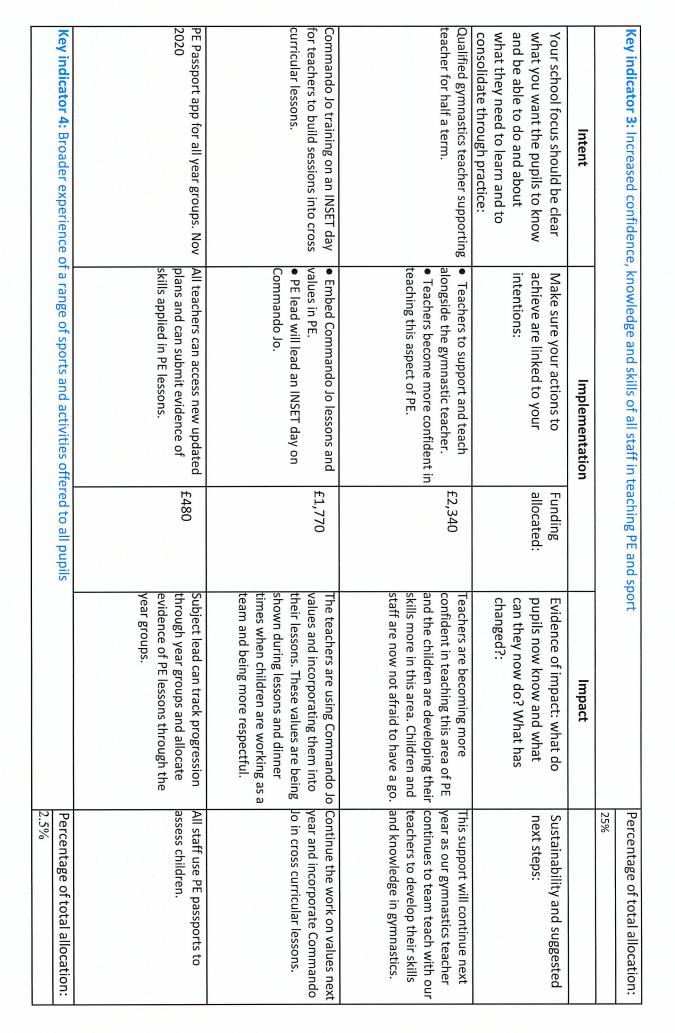






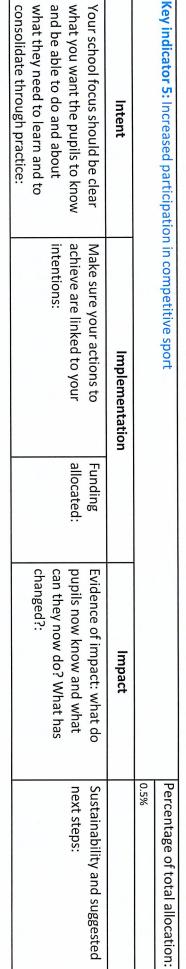












Sporting NRG.

Dinner time clubs provided by Ed Start.

activities for different year groups.

£585

bike safely on the road.

Children are becoming more aware of Make sure our school values

school on 'Bike to School Day'. In Year children now ride their bikes to

they need a helmet to do so. Many

their bikes out on the road and know the Bikeability Plus Module – riding a bike and are confident taking | Year 5 and Year 6 will complete

Bikeability Fix.

The children are now confident in

This will continue next year for

5, 60% of the children can now ride a

and are persevering with the rules

lessons and competitions. Make and Love) are transferred into PE (Love, Trust, Peace, Thankfulness

sure children know how our

vision and scripture link with

They are starting to use teamwork the different sports available to us

and are now being respectful to

referees within the game.

lessons as well

Tailor these to different values in

Ed Start to provide a range of

the road.

Children feel safe riding a bike on

and risks of riding a bike.

children to know about the safety

riding a bike.

Bikeability sessions carried out by

All children feel more confident in

intentions:

achieve are linked to your Make sure your actions to

Implementation

Funding allocated:

pupils now know and what

Evidence of impact: what do

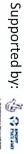
Sustainability and suggested

next steps:

can they now do? What has

changed?:

consolidate through practice: what they need to learn and to and be able to do and about what you want the pupils to know Your school focus should be clear







Signed off by				
Head Teacher:	- Succonnect			
Date:	ET 02 - 9-02			
Subject Leader:	Mous			
Date:	20-6-2023			
Governor:	I tesh	(CHAIR) FRED KERSHAW	221	
Date:	25.9.23			









