

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	£3614
Total amount allocated for 2021/22	£18,180
How much (if any) do you intend to carry over from this total fund into 2022/23?	£368
Total amount allocated for 2022/23	£18,410
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,778

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>Swimming lesson did not take place in 19-22 due to Covid and a lack of swimming pool provision. Previously all pupils receive a 10-week swimming programme in Year 4</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>Approximately 45% but they were assessed in 18-19 when they were in Y4 by staff that no longer work at the school. Not assessed in 19-20 due to Covid Lockdown restrictions. Previously all children received a 10-week swimming programme in Year 4.</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>Approximately 35% but they were assessed in 18-19 when they were in Y4 by staff that no longer work at the school. Not assessed in 19-20 due to Covid Lockdown restrictions. Previously all children received a 10 week swimming programme in Year 4.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Approximately 30% but they were assessed in 18-19 when they were in Y4 by staff that no longer</p>

	work at the school. Not assessed in 19-20 due to Covid Lockdown restrictions. Previously all children received a 10 week swimming programme in Year 4
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:	
<p>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</p>					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?:
Increase overall participation rates and school provision for after school clubs for KS1 and KS2 children		Ensure the enhancement and extension of our curriculum provision offers a range of activities for all children (inclusive of their needs). Designated member of staff (with achieved coaching qualification) to support and lead external sports provision across the school. Inclusion- key focus- PP children, less active and more able. Activity leaders leading playtime and lunchtime activities (Year 5 and 6 children to take lead after training). Specialist (martial arts, street hockey, gymnastics, rock climbing) and school staff running after school clubs (football coach Initiate Sport leaders in UKS2 to lead playground sporting and physical activities.		Specialist member of staff to lead and manage lunch times and after school sport provision (£7020) Introduce new sports to different groups of children to motivate and dispel stereotypes e.g. Frisbee, cycling Frisbees Cycling helmets	Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in. Positive attitudes to health and wellbeing due to a tailored provision. Improved behaviour and attendance of targeted pupils. Improved pupil attitudes to PE 70% of children to be involved in at least 1 sporting-based club in the academic year. 60% of PP children to attend a sportingbased club during the academic year. Highly able taking part in clubs with specialised coaches to develop specialist skills. Develop leadership skills for pupils in year 5 and 6 children – year 6 children to then train year 4 pupils in preparation for the forthcoming year – sports leaders. More varied club options for children Make links with local communitybased sport clubs. Engage with sports providers in the community to run after hours and weekend activities in the school community. 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. Created by: Supported by:
Sustainability and suggested next steps:					
Make links with local communitybased sport clubs. Engage with sports providers in the community to run after hours and weekend activities in the school community.					

			Increased less-active children taking part in clubs due to targeted intervention (50%). Pupil voice feedback (sports ambassadors) shows that children are pleased with the increased club option Improved pupil attitudes to PE 70% of children to be involved in at least 1 sporting-based club in the academic year. 70% of children to be involved in at least 1 sporting-based club in the academic year. 60% of PP children to attend a sportingbased club during the academic year. Highly able taking part in clubs with specialised coaches to develop specialist skills.	
To encourage children to be more active at break and lunch time. Train staff to lead playground games and use equipment more proactively. Broaden the range of equipment the children can use at break and lunch time.		Replenish play ground equipment £1000 to include ropes, hoops, balancing games, target games, table tennis, coordination games,	Increased pupil participation in sports related activities and clubs as they are catered to what they would like to take part in.	Survey children before and after new equipment is purchased to ascertain interest and determine impact.
To ensure that physical activities are increased in EYFS and focus on developing better gross and fine motor skills and increase cardio activity.	Auditing EYFS resources to support physical development of 3–5-year-olds. CPD for all EYFS staff in making the best learning opportunities which PE equipment Introduce sports lessons taught by the school's PE specialist coach.	£Funding allocation of £1000 to include the purchase of: 4 balance bikes 2 advanced scooters 6 butterfly scooters and storage	Improved take up of physical activities by EYFS pupils, particularly girls. 90% children to be able to scoot and ride the balance bikes unaided and with confidence by June 2021	Monitor use of equipment purchased on the impact of the quality of learning (and teaching) of Physical Education in EYFS
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:

To increase the profile of PE throughout the school and therefore engagement of pupils	School / Subject Action Plans / minutes from PE coordinators meetings within Federation and cluster. School noticeboard – club data/ photos/ match reports etc raise profile within the school and with parents. Photos of evidence of activities attended and register of children. Meetings within school – staff meetings, PE meetings with support teacher Charlie Clarke. Sports week focused on Olympics.	£1000	Children given additional sports opportunities during Sports Week run by Premier sports Enhanced quality of provision for children especially target groups. Increased pupil participation in competitive activities – they will be inspired into competition and commitment through enhanced provision. Increased pupil awareness of opportunities available in the community	Children choosing to sustain their interest by joining out of school sporting provision.
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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:
Develop staff CPD Curricular and extra-curricular plans – review termly for coverage and impact on children Observations – video evidence Staff meetings – PE curriculum, Archery etc Development of teachers across the school	Staff to attend courses . All teaching staff to receive opportunities to attend CPD . Use of specialist coaches for staff CPD Video evidence with children's comments using IPad. Long term plan to be followed by staff for coverage of sports. Staff meeting CPD on PE.	£1000	Improved quality of teaching and learning – staff are more confident and competent. Offering alternative provision will engage or re-engaged disaffected pupils and therefore increase pupil participation – concentration and engagement levels will be increased. Enhanced quality of delivery of activities. Positive attitudes to health and wellbeing. Long term planning will ensure the progression of skills and varied sports.	Staff to report back during staff meetings any activities that have been very successful to improve the quality of the overall PE provision. (Currently postponed due to Covid)
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:

Additional achievements: New sports e.g. cricket and rounders Broader range of athletics Cycling To develop outdoor and adventurous sports provision for all children. Increased confidence of children after Ufton Court OAA sessions	Assessment against curriculum strands. Pupil voice – which outdoor/ adventurous sports would like to take part in. Children interviews – before and after provision. Curricular and extra-curricular plans – review termly for coverage and impact on children Website updates	£Bikeability and helmets £500 Games £3000 Cricket and rounders kits Replenish athletics equipment OAA 2500	Extended provision in a range of outdoor and adventurous activities Improved positive attitudes to health and well-being Children to take part in different outdoor and adventure experiences	Continual CPD on techniques to improve physical well-being and strength. Follow up the most popular sessions to see if longer-term clubs are viable
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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:
Increase amount of competitions children take part in within the regional, LA and intra competitions Increase the amount of competitions children take part within LEA. Organise and set up at least 6 intra tournaments with sports ambassadors help (one in every term for Y1 to Y6). Some may be virtual due to restrictions. Ensure the enhancement and extension of our curriculum provision to provide a wide range of different activities and opportunities for children. Inclusion of all children – a register will be kept (especially on vulnerable groups). Improve links with other schools in the federation - network/organise fixtures/shared resources. Set up and continue to update sports noticeboard showing competitions so all staff, parents and children are aware. Partnerships and links with clubs/ schools – in particular the WHF schools. Celebrate success of competitions on website and noticeboard with sports leaders writing	Providing high quality professional learning for adults supporting learning to run sports teams, after school clubs and intra-school opportunities. Provide pupils, who are gifted and talented in sport with expert, intensive coaching and support. Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement (Ridgeway School). Paying external sports coaches to run competitions, or to increase pupils.	Match kits for girls Match kit for boys Football boots 200 Match Transport	Increased pupil participation in outside activities/ experiences in enhanced, extended, inclusive extra-curricular provision. More confident and competent staff through training and support so that they can provide enhanced quality of delivery of activities. Positive attitudes to health and wellbeing by pupil and staff Improved pupil attitudes to PE and sports through a bespoke curriculum and activities. Increased school-community and school to school links Extended provision – increased range of activities for children to take part in. Increased staffing capacity Increased participation in competitions. All children to take	Use the attendance of after school clubs and improved PE provision to create specific clubs linked to events and organise a coach to accompany the pupils.

Signed off by	
Head Teacher:	Matt Parting
Date:	22.02.23
Subject Leader:	Charlie Clarke
Date:	22.02.23
Governor:	Liam McWade
Date:	22.02.23