

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£16000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16000
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16000

## 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	100%
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	86%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	50%
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?	Yes

## 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:	
<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:
				%
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?:
Ensure pupils meet the expected swimming standard at the end of key stage 2 and have the necessary skills to swim confidently outside of school.	Weekly Swimming sessions through Everyone Active for all KS1 and KS2 pupils taught by qualified swimming instructors.		£2000	- Pupils benefit from having regular access to the swimming pool. - All of our Year 6 pupils have met the National Curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 meters, use a range of strokes effectively and perform safe self-rescue in different water-based situation. - Pupils can confidently swim outside of school.
				Sustainability and suggested next steps:
				Continue to have weekly swimming lessons for KS1 and 2. KS3 and 4 pupils to have the option of swimming in enrichment.

Further encourage opportunities for physical activity throughout the school week.	Weekly Football Enrichment activity  Introduction of seasonal games during weekly Enrichment sessions including table tennis, cricket and tennis.  PE lessons 4 times a week for 30 minutes each  Horse riding, swimming and climbing happen weekly.	£2000	<ul style="list-style-type: none"> <li>- Pupils are healthier and fitter due to the amount of sports they take part in</li> <li>- Gross motor skills have improved, impacting writing</li> <li>- Children are more aware of being healthy and how to stay healthy</li> <li>- Range of skills have been developed</li> </ul>	Continue with this.  Introduction of kayaking for pupils aged 8 and above.
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**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:
Promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity, influencing developments at national and local levels that will impact on pupils' physical health and emotional well-being.	AfPE Cluster Membership  Training for specific sports  Sport specific coaches for Trampolining, horse riding, swimming and climbing,	£65	More information and skills shared among staff  Children learn correctly from coaches.	Continue to buy into the membership and have coaches teach the lessons.
Promote sporting events both in and outside of school to promote and influence pupils' engagement in physical activities. Focusing on developing the pupils' physical health and emotional wellbeing.	Explore avenues to run sporting events in and outside of school, with local schools, schools with similar cohort of pupils or schools within the trust.	£100	Football tournaments have happened outside of school against other SEN schools  Certificates were handed out and the children could share their	Maintain what we have completed this year. Engage in competitions across the academy.

Celebrating the achievements of these events/ trips with the school during assemblies and with parents via newsletters.	Provide certificates and awards for assemblies, along with recognition in the school newsletters.  Sports day competitive event ran within school.		achievements.  They also had the school kit to wear and learnt to be proud of their school and their abilities.  Photos were published in the bulletin for parents to see.  Children learn the social and emotional skills linked to winning and losing.	
Lunchtime clubs used to engage pupils in	Staff are aware of range of games, purposeful physical activity. activities and clubs that can be run. Training staff on the rules and where you can play them. Create a lunchtime clubs timetable for students to engage with, rotating activities/ sports termly. New equipment to be used outside.	£585	Children have games to play and learn at lunch time. They are physical at lunch time, learning the rules and developing social skills in this time too. Staff are beginning to build their confidence with games to play.	Continue with this and the use of the new climbing frame.

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:

Provide appropriate training/resources to support staff to improve their confidence in planning and delivering PE and sporting activities that promote physical literacy and key skills in PE.	New staff continue to be trained appropriately and be physically literate.	£100	Improved confidence in planning and delivering PE lessons which aim to develop the fundamentals of PE. These skills include: agility, balance, coordination, speed and physical fitness.  Bank of resources developed such as games and lessons to use when promoting physical activity during break and lunch times.	Continue to train new staff so that confidence and skill set remains at a high standard
	PE and Sport resources	£300		Ensure equipment is of a good quality and appropriate for the way it is used. Broken equipment to be replaced and equipment is updated as needed.
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: Continue to have these activities as part of our curriculum.
Provide regular opportunities for pupils to experience a variety of physical activities that have physical benefits as well as supporting with emotional well-being and regulation.	Weekly Horse Riding sessions through Epsom Riding School.	£1600	-Horse riding has improved fitness and well-being as well as offering opportunities for success and failure. Horse riding is also therapeutic and allows the children to do something they would not usually do.	Continue with these activities. Kayaking has also been added for the following year.
	Weekly Climbing Sessions through White Spider.	£2350	-Climbing has helped to strengthen arms, legs and core as well as building strength, endurance and flexibility. It	

			has also supported pupils with developing problem solving and communication skills. They are taking positive risks and challenging themselves by putting themselves out of their comfort zone.	
	2 x Weekly trampoline sessions delivered by a trained instructor.	£2000	Trampolining has supported pupils with developing better balance, coordination and motor skills as well as providing sensory feedback for pupils who need it as part of their sensory diet and tools for self-regulation.	
	Outdoor and adventurous activity opportunities at a centre such as Walton Firs or similar.	£2400	Pupils have engaged in a range of activities including high ropes, climbing, archery, survival skills and team building activities. This has provided opportunities for pupils to experience success outside of the classroom and has supported with transition by developing teams and relationships.	
	Trampoline Park trips termly	£1500	Pupils have engaged in Trampolining at a larger scale, experiencing places they would not normally go to. They are able to try out their trampoline skills without the comfort of the instructor and school and have to learn to regulate and manage their behaviours in a wider environment.	



	New climbing frame installation	£5000	This is due for installment soon.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Promote sporting events both in and outside of school to promote and influence pupils' engagement in physical activities. Focusing on developing the pupils' physical health and emotional wellbeing. Celebrating the achievements of these events/ trips with the school during assemblies and with parents via newsletters.</p> <p>This includes events run by Sutton Schools Sports Partnership &amp; Surrey Special Schools Sports Partnership.</p>	<p>Explore avenues to run sporting events in and outside of school, with local schools, schools with similar cohort of pupils or schools within the trust.</p> <p>Provide certificates and awards for assemblies, along with recognition in the school newsletters.</p> <p>Attend events that the partnerships have organised.</p>	£100.00	The children have had the opportunity to represent their school in a competition. It has provided them with a mainstream experience, as well as feeling like a team, complete with kit.	Continue to join events such as these as well as explore the opportunities for events to be held across the trust.

Signed off by	
Head Teacher:	Lynda Harris
Date:	31/08/2023
Subject Leader:	Shelina Duke/ Adam Brett
Date:	31/08/2023
Governor:	Anna Howell
Date:	09/10/2023