

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 31st 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	£0
Total amount allocated for 2021/22	£17,450
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,740
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16,740

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023. Please see note above	74%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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

Created by:



Supported by:



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: £16,740		Date Updated: 17.07.23	
Key indicator 1: The engagement of all 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: 32%
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: £2,720	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Ensure children are as active as possible for as long as possible, by offering more opportunities for skill development and play during PE lessons.		Continue to embed Get Set 4 PE scheme of work across school, in which every lesson is based upon skill development and opportunities for application of new skill e.g. in team games.		Subscription amount: £ 660	There is clear progression of skills throughout units and as children move up year groups.
Specialist teaching of PE – 1 day per week in KS1		Staff continuing CPID observing specialist teaching to improve own practice and team teaching		£2,845 paid from sports premium money (Total cost £11,641.50)	Pupils are receiving excellent teaching of PE and staff are secure in delivery of sessions to ensure best outcomes for pupils
To encourage all pupils to consistently make healthy lifestyle choices.		Woven through PSHE and Science curriculum (including physical and mental health).			Children are becoming more active as a result of understanding through the curriculum the need to keep themselves healthy
					Skills and plans are secure and staff know that they are covering the curriculum requirements throughout each unit of study. Develop ECT delivery of units.
					Specialist teaching to be implemented across other year groups and for new staff CPD opportunities
					Children can use these sessions to deliver the same message to a group of friends

To ensure that all pupils engage in at least 30 minutes of physical activity a day in school time.	Continued development of afterschool sports clubs, and structured break and lunch time games/activities on offer for children in Years 1-6 to increase the engagement of pupils in regular physical activity.	Price of all FoB clubs this year: £840	A range of after school clubs have been offered and more structured break times but there is still a need to develop lunchtime provision and encourage structured physical activities and games which are supported by staff.	Continue to develop lunchtime provision through structured activities and games supported by staff and play leaders
Increase participation in PE and Sports for all pupils, including those who have low participation rates such as EAL/SEND.	Regularly monitor uptake of sports after school clubs and drive with SEN/EAL. Conduct pupil voice to see what potential barriers may be for these groups of children.		There has been an increase in the number of both SEN and EAL uptake for sports clubs as pupil voice was taken in to account.	Continued development of variety of afterschool sports clubs for a range of pupils
Audit resources to ensure they are appropriate for the PE curriculum being offered from EYFS to Year 6.	Resources audited and tested to see what equipment was safe and suitable.	New resources cost: £500	Resources have been used to ensure quality PE lessons are taking place	More opportunities for the pupils to be active during the lesson as they will have their own equipment 1:1 or 2:1
Implement new extra-curricular sports activities for children to participate in	A range of sports after school clubs to be offered to children across year groups – conduct pupil voice to gauge interests in different sports/activities	After school clubs: £720	A range of extra-curricular sports clubs have been offered to children across the school and new children have joined. Staff time to facilitate these clubs.	Staff training up to date on sports being delivered to sustain interest in the club

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
13%

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>To continue to embed Get Set 4 PE scheme whilst simultaneously enhancing the PE provision across school by ensuring our PE teaching:</p> <ul style="list-style-type: none"> - is consistently good; - is a whole school priority; - meets the physical and emotional needs of all our learners. 	<p>Regular staff meetings to provide CPD for staff in the consistent implementation of the scheme.</p> <p>Regular monitoring through learning walks and evidenced learning on Twitter of staff delivering the scheme to ensure the aims are met and teaching is consistently in line with expectations.</p>	<p>Staff release time to monitor lessons: £1200</p>	<p>Monitoring has demonstrated delivery of lessons is consistent and lessons are well differentiated to meet all needs. Staff are aware of the importance of assessment within the lesson to identify which children need additional support/adapted activities to still make progress.</p> <p>Children are excited to join in in PE lessons and are becoming more confident in developing their skills in a range of disciplines.</p>	<p>Monitor for disengagement and ensure strategies in place to engage all and best possible participation.</p> <p>Share best practice in each area</p>
<p>Provide children with specialist teaching opportunities to raise the profile of PESSPA</p>	<p>External specialists to provide PE and extra-curricular clubs</p>	<p>£ 500</p>	<p>Working with specialist has meant children have developed a strong skill set across a range of disciplines</p>	
<p>Celebrate physical activity outside of school</p>	<p>Encourage participation in clubs outside of school and celebrate when they achieve through sharing with class, in assembly and on Twitter with school community</p>	<p>£500 - cost of training for mental health and outdoor learning</p>	<p>There has been an increase in the number of children bringing medals, trophies, certificates in to share with class and school</p>	<p>Look to arrange enrichment opportunities within PE lessons</p>
<p>Cross-curricular learning opportunities to be provided to children to link PE to core subjects.</p>	<p>Active Maths to be used during PE lessons. PE links with Outdoor education and Mental Health training. Links with PSHE and making a difference/contribution to the wider world.</p>		<p>Pupils are making links with PE and Maths and also seeing connections to everyday life.</p>	

--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 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:	Sustainability and suggested next steps:
Continue to embed Get Set 4 PE scheme to enhance our curriculum offer in PE, and further develop teachers' confidence when planning for a broad and balanced PE curriculum.	Regular learning walks during staff delivering the scheme as well as monitoring evidence of lessons to ensure the aims are met and teaching is consistently in line with expectations.	£300	Regular pupil voice to check pupil understanding of their knowledge building up.
Enable staff to explicitly teach the key vocabulary and sport specific vocabulary to children throughout the teaching sequence. Enhance subject knowledge through use of the Get Set 4 PE scheme.	Get Set 4 PE scheme of work used as a starting point. Support from external coaches for new members of staff/those that have been identified as through audit have acknowledged they are less confident in the teaching of dance and gymnastics to provider personalised, tailored CPD.	Subscription cost £550	
Further CPD support for teaching staff in dance and gymnastics.	Teaching staff to receive regular feedback from PE lead and external coach to establish a delivery, reflection and improvement model.		Staff can share good practice and observe others in other settings teach PE

Provide children with opportunities to attend a wide range of extracurricular sports clubs.	Teachers and/or external companies to deliver a variety of extra-curricular clubs based on pupil voice.	£450	Varied clubs offered with a good uptake from a range of pupils	
Monitoring of PE delivery and assessment.	PE Coordinator given management time to monitor the delivery and assessment of PE and other tasks.	£300	Monitoring undertaken – improved knowledge and skills and increase in progress for children	Continue to promote extra-curricular clubs and monitor for gifted and talented pupils
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
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:
All pupils are able to access a broad offer of school sport activities. An extensive range of sports and activities is available, including opportunities for all pupils, through a programme that introduces sports and activities that the pupils may not otherwise experience.	Offer a wider range of extra-curricular sporting activities following the review of children’s participation in sport and fitness activities during the periods of national lockdown. Events including: <ul style="list-style-type: none"> • Football • Basketball • Netball • Tag Rugby • Dance • Gymnastics 	£ 880	All pupils experienced a broad range of sports that they would otherwise not have. Further sport and fitness opportunities were incorporated into a number of SEND pupils daily timetable, including physical activity during specialist sensory circuits and gross motor development. Staff reported that children were more settled when returning to their	Widened opportunities to take part in a range of specialist sports. Ensure opportunities for enrichment such as adventurous activities SEND pupils are gaining confidence and independence.

	<ul style="list-style-type: none"> • Summer Games • Athletics • Hockey • Multi-skills • EYFS gross motor skills club 		<p>learning following involvement in such activity.</p> <p>All children across school were offered a range of sports and activities during timetabled PE lessons.</p>	Swimming cycle to continue and top up where needed
	Y6 residential experience with Outdoor Adventurous Activities	£2,920		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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 continue the development of multi-school competitions and tournaments, as well as in school competitions	Add more elements of competition to our lesson sequences, as a means of developing and implementing the skills taught.	£1975	Opportunities provided for children to practice and prepare ahead of all the inter competition experiences	Engage pupils in team sports and develop opportunities for individuals to attend competitions
To develop a positive approach to competition, focusing on children celebrating the successes of others as well as themselves, working as a team and supporting and encouraging team mates to achieve.	A range of children to participate in sporting events competing against other local schools Sports Day as team competition and spectators.		Get Set 4 PE lessons followed which incorporate team games and were used as a basis to introduce competition within classes Children were excited to take part in Sports Day and would have been supported and encouraged by staff	Engage parents to come to school for workshops, etc to promote healthy lifestyle both at home and in school as well as physical activity

	Competitive opportunities including: <ul style="list-style-type: none"> • Y5/6 Girls Football • Year 5 Football • Year 6 Football • Y5/Y6 Netball • Athletics 	£1600	and families had the event been able to go ahead. Their achievements will continue to be celebrated next year.	
--	--	-------	--	--

Signed off by	
Head Teacher:	J. McCallum
Date:	17.07.23
Subject Leader:	Kate Hunter
Date:	17.07.23
Governor:	Sue Robinson
Date:	17.07.23