

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated April 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  | £ 17770 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £ 0     |
| Total amount allocated for 2022/23  | £ 17730 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 17730 |

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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.<br>Please see note above  | 28% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 13% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 40% |
| 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 |

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## 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: 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</b> |  |                       |   | Percentage of total allocation:<br>80%  |
| 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:  |
| - Pupils to spend their lunchtime and breaktime engaging in physical activity<br><br>- Increase pupil participation in after school clubs, offering a range of clubs   | Purchase activewalls for children to use during social times. Staff to be trained in how to use these and encourage the use of them in breaktimes and lunchtimes.<br><br>PE specialist TAs and coaches to lead a range of after school clubs                               | £ 14295<br><br>£341   | Pupils are more physically active during their breaktimes and lunchtimes<br><br>More afterschool clubs have been offered, therefore more pupils have accessed active afterschool clubs.<br>48% of KS2 pupils have accessed an afterschool club in the last academic year.   | Activewalls will last for the foreseeable future and staff have been trained in their usage to raise the profile of them being used.<br><br>Coaches arranged for next year have already been booked in for after school clubs as well as curriculum time. Members of staff to also run afterschool clubs - new baseline questionnaire to be completed to identify which clubs pupils would like us to offer, to increase engagement in physical activity. |
| <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>120%   |
| 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:  |
| Children will have opportunities to take part in physical education in many different formats.<br><br>Pupils will understand that physical activity is not exclusive to PE lessons.  | Pupils have access to physical learning in MPCT sessions, LTN, mindfulness sessions (yoga) and PE lessons.<br><br>Practical lessons in subjects such as maths and geography are encouraged to ensure pupils know that physical activities are not exclusive to PE lessons. | £21300                | 75% of KS2 pupils have accessed MPCT sessions. The final 25% will participate in this next academic year.<br>LTN sessions are attended 1 x weekly by all pupils in KS1 and 25% of pupils in KS2.<br>Pupils are more physically active across a range of different subject areas. This has encouraged them to take part in more enrichment activities. 61% of year 3/4 pupils attended 2 day residential at outdoor adventure centre. 30% of year 5/6 pupils took part in 3 day overnight residential at outdoor adventure centre. | Budget has already been planned for next year to include MPCT, LTN and mindfulness, so this is able to continue.<br><br>Timetables have been planned for next year so, where possible, classes will have two PE lessons per week. This may be delivered through PE lessons, LTN (OOA) and MPCT (physical fitness and resilience).   |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                    |   | Percentage of total allocation:   |
|---|---|--------------------|---|---|
|   |   |                    |   | 17%   |
| 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:  |
| PE hub for all curriculum planning and assesement, to ensure staff have expert lesosn plans, online video support where needed and have access to research behind what makes a good PE lesson.<br><br>Upskilled teachers who can deliver good quality PE lessons, through them working alongisde sepcialist PE coaches. | Extend subscription to PE hub and ensure all teachers have access. Upload long term planning into the curriculum builder. Ensure all chidlren are live on the assessment tracker.<br><br>Teachers remain in lessons with specialist PE coaches so they are able to learn from them and become more skilled PE teachers themseives. They teach alongisde the coach and learn skills relevant to specific skills in specific sports.  | £ 525<br><br>£2612 | Staff have access to high qaulity lesson plans for their PE lessons, so they are learning a range of skills linked to a wide range of different sports. This is developing their ability to deliver high quality PE lessons.<br><br>Teachers are now recording pupils progress within a unit of work, therefore progress can be seen. | Subscription to PE Hub will continue.<br><br>Specialist caoches have been allocated for next year to support staff in their continued professional development.<br><br>Next step: Subject leader to collate views on staff confidence in teaching PE following support from coaches last academic year. Use assessment tracker in PE hub more accurately and affectively. Collate this data to show % of pupils meeting expected standard in PE. Subject leader to observe lessons to ensure lessons are 'good' |
| 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 offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.<br><br>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.  | Extra-curricular clubs have included Cricket, Football, Dance and multi-skills<br><br>Specialist coaches to work with staff in clubs/when applicable lessons, to ensure pupils are accessing a wide range of activities.<br><br>Pupils, who have been identified as having lower take up in sport opportunities have been specifically invited to enage and inspire SGO events.<br><br>Events with Urban Strides and Sports for Schools to raise the profile of different sports.<br><br>Handball introduced to pupils. | £unknown           | Dance workshop to introduce all pupils to a new way of dancing.<br><br>School for Sports event raised the profile of paralympic sport, ensuring pupils are aware ALL can be involved in physical eductaion.<br><br>Handball introduced - 16% of year 5/6 pupils then took this up as an aftershool club.                              | Next steps: enrichment days for PE to include an introduction to a new sport, such as lacrosse - if pupil enjoyment is high, an additional afterschool club in this activity will be added to the extra-curricula time table.<br><br>Following workshop with Urban Striders it is hoped that more pupils will join extra-curricular dance clubs.<br><br>More pupils with SEND will trake part in extra-curricular activites having been inspired by a paralympian.  |



| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:   |
|---|--|--------------------|--|---|
|   |  |                    |  | 35%   |
| 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>Compete in inter-school competitions with other schools in the local area, to experience competitive sport.</p> <p>House days, where pupils take part in competitive activities within school.</p> | <p>School minibus to ensure pupils can attend a range of sport competitions.</p> <p>Raise the profile of houses within school for engaging in competition.</p> | £6329              | <p>Competitive events have been attended in cricket, rounders, athletics and multiskills.</p> <p>Inspire/engage events in Boccia, dance, cricket and multi-skills.</p> <p>Successful house days, with 100% of pupils taking part, have been carried half termly.</p> | <p>Monthly minibus to rental to continue, so transport does not become a barrier to engaging in competitive sport, outside of our school.</p> <p>School Games calendar to be reviewed to plan for events that will be participated in.</p> <p>Next steps: for teachers to plan for competitive sport within their final lesson of a unit, to encourage participation in competitive activity.</p> |

|                 |                    |
|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   |                    |
| Date:           |                    |
| Subject Leader: | <i>[Signature]</i> |
| Date:           | 09.07.2023         |
| Governor:       |                    |
| Date:           |                    |