

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 | £0 |
| Total amount allocated for 2021/22 | £0 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17650 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 17650 |

Swimming Data

Please report on your Swimming Data below.

| | |
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| <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>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> | 100% |
| <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> | 80% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <p>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?</p> | No |

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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: | | |
|--|--|--|---|---|
| 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 | | | Percentage of total allocation: | |
| | | | 62.50% | |
| 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: £11030 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Increase the number of opportunities children have to ensure all children have access to an additional 30 minutes of physical activity. | Introduce a variety of equipment to be used specifically at break times to ensure all pupils have at least 30 minutes of additional activity per day by purchasing equipment for playtime use only. Skipping school Dance Workshop | £10,120. £260 (including bus) £350 | All pupils were involved in 30 minutes of additional activity per day. Year 3 experienced skipping practices by an external coach Every year group received a dance workshop. | Use of playground equipment to encourage physical activity firmly embedded in school day. |
| Encourage children and families to engage in active travel. | Develop walk to school in order to get more pupils physically active when travelling to school. All year groups accessing Living Streets Travel Tracker to record mode of transport to school. Banner displayed on school railings to advertise walking to school to families. Permission from The Engine Inn Public House to allow parents/carers to use car park in order for children to park and | n/a | Number of active trips made by pupils has slightly increased this year. Although it has decreased compared to non-covid years. | Use of Living Streets Travel Tracker firmly embedded across school. Continue to work with parents to increase the number of pupils who walk, scoot, cycle or park and stride to school. Advertise May as Walking to School Month and Walk to School Week. |

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| | stride | | | |
| Develop an active school culture by adding additional opportunities for physical activity through the use of the Daily Mile. | Daily mile implemented into the school day for every class. | n/a | Inclusive activity for all pupils regardless of age, ability or additional needs. Improved fitness levels, concentration levels, attainment, mood, behaviour and general health and wellbeing. | Daily mile embedded into the school day. N/S running after school club. |
| Implement playground year 6 playground leaders | Through PE and school service year 5 pupils were trained to become playground leaders. Playground leaders focussed on KS1 to increase physical activity through small games. Summer term was planned to include KS2. | £300 | KS1 pupils were participating in more moderate – vigorous activity with a focus on developing basic fundamental and team skills. Dinner staff stated that they noticed an improvement in children’s enjoyment and activity levels | Embed playground leaders into school life for full duration of year school year. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0% |
| 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: |
| Encourage children to become physically literate and confident movers in order to promote a healthy active lifestyle | PE assessments completed in September 2021 to make class teachers aware of skills children need to be taught. Assessments conducted by PE and School Sport Service for all children in Year 1 – Year 6. | Part of SLA | The majority of pupils’ fundamental movement skills had slightly improved from baseline assessment from previous years. | Assessments to continue into next academic year. |

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| Celebrates all types of achievements in sport and physical activity that happen in school. | Children's success outside of school were celebrated during whole school assemblies when the clubs reopened. | n/a | Pupils were very proud of sporting achievements which are shared during whole school celebration assemblies. | N/S display on electronic PE display in school. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|-----------------------------|---|--|
| | | | | 14.7% |
| 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: £2590 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Increase levels of competency and confidence of teaching staff enabling them to deliver high quality PE lessons. | PE Coordinator holds half termly meeting with PE and School Sport Service discussing PE provision and wider opportunities available to children with all information disseminated to SLT and teaching staff. CPD given to members of staff to improve confidence when delivering PE. | £1330 | Improved leadership of subject and increased knowledge of safe practice within PE. Opportunity to receive updates on PE related information, including policy, funding, sharing best practice and taking part in practical CPD sessions. Increased confidence and improved leadership of subject. | Continue to purchase SLA |
| To ensure PE teaching and learning consistent across the school. Skill based learning. | In the autumn term staff completed a survey to ensure they were getting support that they needed and were provided extra resources for their class bubble. | n/a | PE lead aware of staff's confidence level in teaching certain units of work. PE lead provided training to address areas for staff. | Lead to a sustainability within school as all staff will have improved confidence when delivering PE and sport within and outside the curriculum. Focused on gymnastics. N/S focus on dance and gymnastics for KS2 specifically. |

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| Increase levels of competency and confidence of teaching staff enabling them to deliver high quality PE lessons | Training provided for this academic year for year 1,2 and 3 for gymnastics and dance. This was to address the gaps in children's learning as these were not taught during lockdown and when students returned to school. Furthermore, provide a clear progressive scheme of work. | £1260 | Teacher's took a confidence survey before and after for teaching dance and gymnastics. All teachers now more confident in teaching areas. | 2022-23 training provided for dance and gymnastics Year 4 and 5. N/S year reception and year 6 for gymnastics and dance. |
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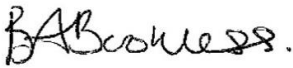
| | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: 19.78 |
|--|--|

| 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: £3490 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Additional achievements: Provide a range of activities that can encourage children to be more physically active and to try new sports after school. | Autumn term – year 5/6 girls' football (PE lead led) <u>External providers</u> year 5/6 boys' football year 3/4 mixed football KS1 – multi-sports KS1 – Zumba Spring Term and Summer term – <u>External providers</u> year 3/4 – multi-sports KS1 – multi-sports KS1 – Zumba | £3,490.00 | Children experienced a range of sports – basketball, netball, dodgeball, archery, golf and FUNS games. n/s Pupil voice before and after to assess impact on children's learning / happiness / their opinion of after school clubs. |

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| Termly Healthy Active Lifestyle Festivals in school. | Autumn term – Year 5 and 6 Spring term – Year 1 and 2 Summer – Year 3 and 4 | Part of SLA | All pupils took part in a festival and allow pupils to apply skills learnt in PE lessons. | Continue to engage in the health active lifestyle festivals |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 3% |
| 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: £540 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| Engage and prepare pupils in healthy competitions by taking part in inter/intra school competitions. | At the end of each unit of work children will experience intra competition. | n/a | Children experienced some form of competition. Challenged HA and provided opportunity for every child to perform and experience competition. | Learning walk to ensure this is happening in all year groups. |
| Engage and prepare pupils in healthy competitions by taking part in inter/intra school competitions. | After school club to target HA children for Hockey competition through school sports games. Bus to competitions Supply for cover | Staff lead after school club £380 supply £160 bus for hockey | Gifted and talented provided with a platform to showcase their talents. | n/s target pupil premium children to engage in one competition. |

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| Signed off by | |
| Head Teacher: | C Barrett  |
| Date: | 28.07.23 |
| Subject Leader: | S Mc Master |
| Date: | 27.07.23 |
| Governor: | B Bookless  |
| Date: | 31.07.23 |