

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	£ 18320
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 18410
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17227

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>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 2023.</p> <p>Please see note above</p>	41 %
<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>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	19%
<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>	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: July 18 th 2023	
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:
					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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To provide provision for break times to encourage more pupils to be active in play To facilitate active playtimes To motivate and enthuse pupils about becoming more active To engage more pupils with SEND more fully in lessons, festivals and competitions.	To buy resources for active play To provide quality and inclusive after school clubs (school staff and ESSP) Grounds maintenance and field/yard markings Purchase of Move with Max EYFS sports program		1292.61	Children had the opportunity to develop new skills (Skipping School and Hoop Stars) Teachers have the resources they need to deliver high quality lessons Children have new equipment to use on the yard and are therefore more active.	
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				11%
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 try and make links made with local clubs Achievements and events shared with parents and community Sporting achievements celebrated School equipment and resources replaced and updated as needed so there are sufficient for a class set	Use Dojo to engage parents In school displays to celebrate achievements Certificates for participation New PE equipment tennis balls to replace lost ones soft archery basketball hoops Grounds maintenance Lunchtime essentials sports equipment	£1977.96	More children have had the opportunity to take part in Schools Games. Children received certificates for taking part in the competitions Resources have been bought/ updated Competitions were open to all KS Year groups. Participation in a mixture of festivals and competitions so that children can experience a variety of sports.	Reinstate a Sports assembly, continue to award participation certificates

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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:
Improved staff confidence in teaching PE	Use of ESSP to up skill staff in delivering core units so teaching becomes consistently at least good. Using the ESSP resources in Google drive and ensure staff use them regularly Staff Voice to determine professional development needs	£ 6000	Most teachers have received some ESSP support during the year. Staff have improved their subject knowledge and confidence in delivering PE. The use of the ESSP shared area has improved with staff sharing the core task videos and using the lesson plans to support their teaching	We are staying as part of ESSP so staff support will continue. We have chosen service level GOLD which will provide more opportunities for staff training. PE Lead to gather information on what people need support with next year. Prioritising staff who may have changed year groups/new staff/ECTs.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Increase participation by pupils with SEND A broader range of opportunities to enable all to engage in activities they might not otherwise experience	Participate in SEND competitions Panathlon Festivals In school activity days: Mutliskills, Quidditch, Dance with me, sports days, intra school competitions OAA equipment Archery arrows	£ 1270.75	Panthon for SEND in bowling we participated in our local competition The registers meant a record of attendees could be kept which ensured a greater number of children from PP and SEND were included/encouraged to join Intro of Fencing After School and children asked to join local club.	Check continued use of STEP: for differentiation in lessons Check resources for SEND children are available

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				39%
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 raise the profile of school teams To attend ESSP interschool competitions and local football fixtures To ensure accessible competitions for SEND children to be entered Link to more local clubs eg rugby/cricket Track the children involved in school sport to ensure it everyone has the same opportunities	Transport to events Any specialist equipment needed for children with SEND Registers of events/clubs kept sports days, intra school competitions Grounds marking and maintenance Tickets for festivals and competitions Football strips Medals, certificates and stickers	£ 7035.09	Football teams played in the league and cup. Year 4 and Year 6 girls also participated in competitions also played. We took part in cross county, a multi-skills festival, tag rugby, football, cricket and tennis. Transport was provided to all events giving us more opportunities at different venues. Intraschool football and sports day. Panthlon for SEND in bowling. The registers meant a record of attendees could be kept which ensured a greater number of children from PP and SEND were included/encouraged to join.	Ensure the strips are recorded and each child given a number. Continue with the football club help prepare for next year's competitions. Look for more opportunities for SEND sport

Signed off by	
Head Teacher:	L. Blake
Date:	23/07/23
Subject Leader:	H Coates

Date:	20/7/23
Governor:	A-M Lee
Date:	13/09/23