

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

Created by  Partnerships  Sport Trust Supported by  Lottery Funded  UK Coaching  UK Schools



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	£260.34
Total amount allocated for 2021/22	£16,330
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,360
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16,360

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>	100% (6/6)
<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>	100% (6/6)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100% (6/6)

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

£94.50 spent on this (> 1% of total spend)

Extra provision beyond national curriculum requirements to further water confidence and stamina.

Recorded results: children able to swim 900m, 750m, 600m in a 20 minute period.

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:		
<p>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</p>			Percentage of total allocation:	
			31%	
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 enable all children to access extra curricular sports clubs.	Promote and fund breakfast / after school / lunchtime clubs for all children to attend.	£1124.40	Newsletter promotion. Children from all backgrounds have the opportunity to be active and participate in extracurricular sports. March pupil survey: 91.6% agree/strongly agree 'I take part in clubs at this school'.	Continue to promote and offer this to children and their families to help them keep active.
To give children as many opportunities as possible to engage in regular physical activity, particularly the least active children.	Identify areas of need and invest in resources to be used during lessons, breaktimes and playtimes.	£2208.87	Children are able to use more of a variety of resources.	Develop children's responsibility to look after and store resources for longevity. Replace or add to resources as required.
To re introduce the daily mile.	Allocate time in timetables for the daily mile each day.	No cost	Children take part in additional 15 minutes of physical activity.	Continue this approach and identify how to implement indoor wet weather alternatives to ensure daily 15

<p>Improve percentage of Y6 children who meet the national curriculum requirements for swimming and water safely, and ensure children in the rest of the school gain confidence in their swimming ability.</p>	<p>Children in KS2 who are unable to swim 25m to attend Flamingo Pool for additional swimming lessons.</p>	<p>£94.50</p>	<p>100% of the Year 6 cohort met the national curriculum standards. in Year 6 are confident swimmers and can competently, confidently and proficiently swim over a distance of at least 25 metres.</p>	<p>minutes additional physical activity.</p> <p>Review PE curriculum planning and parental engagement to build water confidence and swimming ability from EYFS. Match these swimming targets next year by providing curriculum funded swimming sessions and using sports premium to fund additional top-up sessions where needed.</p>
<p>Children in Y5 + 6 have access to a pool with appropriate distance and depth.</p>	<p>Pay for the cost of travel to and from Flamingo Pool.</p>	<p>£735</p>	<p>All children in Upper KS2 have the opportunity to develop their swimming skills.</p>	
<p>To involve children, and give them ownership, by giving them a budget to work with to spend on resources they identify a need for, for use at break/lunch times to improve engagement in regular physical activity.</p>	<p>Child Play Leaders identified and given a budget and asked to organise an order focusing on areas they would like to develop.</p>	<p>£938.88</p>	<p>Child Play leaders have more involvement and 'ownership' of playtimes, setting up activities for all children to enjoy.</p>	<p>Continue to review provision to ensure it is high quality. Play leaders to be given a budget next year to work from.</p>

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

Percentage of total allocation:

18%

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 include the children in designing their PE curriculum, ensuring children are meeting the statutory requirements but tailoring it to the children in our School.</p>	<p>Include pupil voice surveys when designing the PE curriculum and extra curricular clubs.</p>	<p>No cost</p>	<p>Links with other schools and allowing children to learn from a high quality curriculum.</p> <p>Children feel like they have a say in their education and are more inclined to participate.</p>	<p>Continue to consistently improve and develop our sports provision constantly.</p> <p>Review the impact this had on pupils participation and continue this for future curriculum design.</p>
<p>To offer a wide range of extra-curricular school sports and other physical activities to children.</p>	<p>Work with specialists to enable children to gain enhanced skills in selected sports and physical activity e.g. Snowling for alternative provision Hollie Topham for dance.</p>	<p>£600</p>	<p>Alternative provision coaching for children inspired them to develop knowledge and core skills to engage in heightened physical activity at break times. Dance workshop - see KI-4.</p>	<p>Continue offering a wide range of extra-curricular school sports.</p>
<p>Provide outstanding play each day, and up level all staff, including MTAs and TAs.</p>	<p>Invest in OPAL (outdoor play and learning for Schools) to uplevel the opportunities for active learning outside during break and lunch times.</p>	<p>£2500</p>	<p>Play times and break times are more enjoyable for children and children are actively learning. Newsletter 25: <i>active break times continue to be a huge success ... children have so many activities available ... play leaders taking the lead on organising. Each member of staff at both break and lunch times are involved ... huge reduction in children falling over and falling out!</i></p>	<p>Continue to introduce and embed the OPAL programme</p> <p>NS: Continue to maintain existing links and create new links to give pupils rich, inspiring opportunities.</p> <p>Work alongside all staff to develop skills, knowledge and confidence with promoting activity levels.</p>
<p>Target and promote physical activity to support mental health and wellbeing</p>	<p>Participate in mental health awareness events and train staff to deliver the Stormbreak surge programme. Engage the school's Mental Health Ambassadors (MHAs)</p>	<p>Staff training funded via PP grant.</p>	<p>MHAs led a worship for Children's Mental Health Week (attended by parents and governors) promoting</p>	<p>Continue and develop this approach.</p>

	to champion movement for mental health.		Stormbreaks, new short class breaks to improve mental health through movement. Newsletters promote Stormbreaks, sometimes led by MHAs.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30.4%
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 develop subject coordinators confidence, knowledge and teaching of PE curriculum.	Allow PE lead time to build skill set through attending meetings and giving time to complete research on curriculum changes to be shared with other members of staff.	£420	Teaching staff say they feel more knowledgeable and confident to deliver the PE curriculum.	Continue this to keep on top of curriculum developments to develop Physical Education further and enhance wider aspects of school sport and physical activity.
Increase the confidence, knowledge and skills of staff in teaching PE.	All teaching staff work alongside local secondary school PE experts as part of CPD opportunities. Staff to be coached, team teach and observed by PE expert from local secondary school.	No cost - Trust Paid for this	Staff are more confident teaching PE which has increased sporting opportunities.	Request this support for 2023-24 to support new staff members and refresh others. Invest in resources that will help upskill staff. NS: Support will take place in Spring Term 2024 with above and beyond skills based CPD sessions for teachers.
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:
<p>Children to experience a greater range of sports and activities beyond curriculum provision.</p> <p>Provide CPD opportunities for staff through weekly forest school sessions.</p>	<p>Whole school Cultural Dance Workshop with Hollie Pender as per KI-2: separate workshops for R/Yr1, Yr2, LKS2 and UKS2.</p> <p>Year 5 & 6 to have an activities week in summer term - climbing, dancing, waterpark visit, mud run and an inflatable activity course.</p> <p>Staff to work alongside experienced forest school coaches to support, observe and conduct forest school activities.</p>	<p>Funding from other indicators support this</p> <p>£757.94</p> <p>£3789.80</p>	<p>All children experienced at least one alternative activity this year.</p> <p>High energy dance performances; individual structured and freestyle movement for group routine. Active participation of all cohorts including Pupil Premium and SEN.</p> <p>UKS2 group included PP, SEN and SEMH for Summer 2 activities week. 100% participated in bouldering (climbing) with 20% going beyond their comfort zone to do this. 100% participation in street dance workshop and/or performance.</p> <p>Children's active forest school experience was enhanced by experienced coaches. School staff feel more able to lead forest school sessions going forward.</p>	<p>Build on this success.</p> <p>Continue activities week every year for Y5&6.</p> <p>NS: Enhance after school club provision with a range of different sports on offer that can suit all ages.</p> <p>NS: Continue 2023/24, helping train new members of staff, equipping them with skills and knowledge to be successful forest school leaders.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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 take part in competitive sporting events with schools from our Trust and schools within our area.	Take part in MAT sports events such as dodgeball, football, netball, athletics and catchball.	Funding from other indicators supports this.	Children enjoyed participating and experienced competitive sports. Quotes from children include: "I didn't think I would be good at it, but I got better and I was!" - Year 3 "That was so fun!" - Year R. SMSC: teamwork, resilience, rules, sportsmanship.	Continue to give children opportunities to compete against children from other schools. NS: Participate in regular inter curricular house competitions within own school setting.
Ensure children with additional needs are involved with competitions.	Identify and enable children to participate in a Sports4all event hosted by Primary Sports Education.	Funding from other indicators support this.	Successful participation of 6 children: one with SEN, two Pupil Premium, one child considered for SEN monitoring, and two who have not taken part in a tournament before and who are reluctant to join in PE sessions.	Invest in new team sport clothing to bring the school community together and promote sporting activities.
Introduce competitive interclass sporting activities.	Participate in competitive class activities hosted by external coaches (Primary Sports and Education)	No cost	Inclusive across all cohorts: races adapted to abilities; older children supported younger; those reluctant, joined in with time.	Build on success - consider creating opportunities for parents and children to be
Promote children's competition with peers.	Organise and promote Sports Day assisted by an external coach.	£250		

			Governors remarked on great community turnout and spirit including parent/carer and sibling participation. SMSC: rules, teamwork, belonging, pride, resilience etc.	active together.
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Signed off by	
Head Teacher:	Mrs J Evans
Date:	25/7/2023
Subject Leader:	Miss M Chestney
Date:	25/7/2023
Governor:	Miss C Davis
Date:	25/7/2023