

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17 500
How much (if any) do you intend to carry over from this total fund into 2023/24?	£
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17 500

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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	82%
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	72%
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	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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

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: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Support and training from sports Partnership for High Quality PE across the school	PE Co-ordinator to work with the partnership to develop PE provision in order that teaching is sufficiently confident as to allow us to reach the silver bench mark for school PE provision.	£4 500 total cost of package.	PE curriculum is broad, balanced, progressive and meets National Curriculum requirements. PE lead is able to articulate how children develop their knowledge and skills as they progress through school. Assessment shows that on average 80% of children meet the expected standard in PE.	Focus for 2022/2023 – implementation of the Complete PE Curriculum.
Add ons to Complete PE curriculum bought and adapted to meet the needs of the school.	PE lead received training and then cascaded that onto staff. School Sports Partnership added to this.	£200	Training received by senior leader and PE lead that will allow children to utilise the skills learned in PE to aid learning throughout the curriculum.	Training completed and ready to deliver to all staff in September 2023.

Staff CPD is available through the Sports Partnership, and release of the PE lead to take lessons.	Support for planning and assessment and CPD.	£2 120	TAs enhanced confidence and skills in supporting and leading activities across the age ranges.	TAs to use learning from working alongside PE lead to support teachers and lead outdoor activities. CG to plan training into each term following on from subject lead training from SSP.
Key indicator 2: 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: 18%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 facilitate 30 minutes sporting activity at least once a week for all children during lunchtimes in addition to current 'mile a day'.	Lunchtime sports coaches employed to work with designated year groups at least twice a week.	£3 000	Playtimes and lunchtimes are active and this was noted in our recent Ofsted inspection. Providing dedicated girls football has seen a rise in the number of children enjoying football.	Continue to provide coaching in mixed year groups and for girls.
Train new play leaders to run school games and activities. Leaders to be confident delivering play/lunch time activities to all year groups to ensure all children have provision to be active at break and lunch times.	Play leader training offered during the spring term to children in Year 5. Sports leaders to learn the necessary skills to plan and lead playground activities confidently during play and lunch times. Sports leaders to be given responsibility of planning and running activities across the school year. A rota of sports leaders embedded. Children in all age groups are provided with a range of sports activities at play times.	£0	Children enjoy the responsibility and interaction of Playleader and there are a wider range of activities available to all children. Sports leaders understand the interests of the children and provide relevant activity.	Staff trained and able to train future.

Develop a range of opportunities for physical activity at break and lunch times.	Box of apparatus to be stored on the playground.	£100	Skipping ropes have been popular this year as have Hoola Hoops. Children who do not enjoy team games have enjoyed using equipment individually.	Council and Play Leaders to consider further development of active box.
After School Club sport for at least 2 year groups.	Children likely to attend identified and offer made to parents to reserve places.	£0	KS1 after school activities were well supported and engaged children that would not usually access team sport.	Member of staff that observes and support in order to take over delivery.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
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:

The school will aim to achieve Silver Level within the School Games Active Mark programme.	PE lead to be up-to-date with School Games resources and ensure pre-requisites of the application process remain embedded within school.	£600	Ready to apply for Silver in 2023/2024.	School Sports Partnership supporting the school – PE Lead able to take this over if needed.
Continue to offer access to competitive sport by facilitating in school competitions each term for all KS1 and KS2 children to promote the competitive element of sport, team work and collaboration.	PE lead to plan and organise competition for each year group ensuring all year groups have access to competitive sport with the SSP.	£1 500	All classes have accessed competitive sports events.	Work in line with local Sports Partnership (LJS) competitive calendar from Autumn 2022.
Sports Days lead by sports leaders. Use the recommendations and requirements of School Games Mark to constantly develop Sports day activities.	All children to participate in a range of sports/physical activities during sports day. Sports day is inclusive and certificates and prizes to be given for participation, team work etc.	£300	Sports day was a success with all children able to access.	Look to implement Sports week in 2024.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate	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:

through practice:				
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:
Year 6 to engage in a range of Outdoor Adventurous Activities not readily available in a school context.	Y6 to take part in a residential trip to Carlton Outdoor centre.	£ 1 000	Year 6 engaged in a range of outdoor adventurous activities that challenged them to work in teams and to be resilient. Fears were overcome and the children had time to shine. Children accessed activities otherwise unobtainable.	Residential to be subsidised from both sports and pupil premium going forward.
For children to broaden their experience of activity and sport.	Afterschool coaches to deliver outdoor adventurous activity and cricket opportunities		KS1 enjoyed outdoor adventurous activities that developed some of the skills they will need as they move through school. The club was full and the children enjoyed what they had access to and are enthused.	SCSS/MFC to deliver a broader range of activity coaching in lunchtimes and after school.
All teaching staff and children to be aware of their own physical and mental wellbeing and know strategies to improve these to ensure they are living a healthy lifestyle.	Lunchtime Supervisor to work with Headstart Ambassadors to provide Headstart area for mindfulness activity at lunchtime.	£1 500	Headstart Ambassadors established. Mental Health and well-being of all prioritised. Children are able to be calm and relax reducing stress and anxiety as well as outbursts of frustration.	Lead to continue to develop a program of CPD in conjunction with Headstart throughout the next year. Policy to be introduced to staff in September.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 able to compete alongside other local schools.	Transport available to ensure that competition entry is viable,	£2 680	We completed Tag Rugby, Kwik Cricket, short tennis, athletics, multi sports, and Mini Year group festivals. Children in Year 6 had an additional week of swimming and Y3 and Year 4 were also able to start their swimming journey.	Plan the PE Curriculum around the competition timetable provided by the School Sports Partnership.
School Sports Partnership allows all children from Y1 – Y6 will be offered the opportunity to take part in competitive sports events.	PE Lead to attend NPCAT Sport meetings. Details of competitions and festivals shared with staff, children and parents in a timely fashion. Preparation, as appropriate, will be planned by staff to ensure children are ready. Pupils apply skills they have developed through sport to their own life both within and outside school. Individual talent is recognised and nurtured from a young age. Children of all abilities will be able to experience a competition or festival.	Part of Sports Partnership SLA	Children from Y3-6 took part in competitive football and all children took part in Sports day, which was competitive, particularly in KS2 LA to attend. Use school newsletter and social media to highlight upcoming competitions	Plan the PE Curriculum around the competition timetable provided by the School Sports Partnership.

Signed off by	
Head Teacher:	L Lawson
Date:	June 20 th 2023
Subject Leader:	C Griffiths
Date:	June 20 th 2023
Governor:	Ursula Earl
Date:	21/07/23