

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

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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	£1,226
Total amount allocated for 2021/22	£17,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,189
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,415

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	N/A
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	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A
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?	N/A

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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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £18,415		<b>Date Updated:</b> July 2023	
<b>Key indicator 1:</b> 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: 52%
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?:
Provide wider opportunities for active activities on the playground, at break and lunch times.		Purchase new equipment and enhance the skills and confidence of staff with different resources.		£1389	-Children are active on the playground and enhancing physical development and social skills with the support of staff.
Provide additional support for all children to play football competitively, and cooperatively, at lunchtimes.		Specialist football coach provided for 4 lunchtimes a week, throughout the year.		£4560	-Children have the confidence to compete in teams games and build upon their skills. This has supported children's mental health and cognitive development.
Provide team game opportunities for all children, whilst upskilling school staff to ensure greater confidence in subject knowledge and delivery.		Children in Reception – Year 2 have weekly sessions with sports specialist within the year. Providing them with opportunities to play team games and providing opportunities for class teachers to observe, assess and team teach.		£3600	-They understand multiple team games and builds upon their resilience and team work.  -School staff are able to use knowledge gained to enhance planning, including interventions, as necessary.
					-Continue to resource the equipment needed for the playground and ensure this is stored safely and accessible to the children.  -To further purchase resources used by specialist coaches to ensure continued access for the whole school to use.  -To review our storage of equipment in the Hall.  -To continue to upskill staff to facilitate team games, and PE Lead to monitor planning & delivery, including pupil voice regularly.

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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:
<p>Provide children with a range of ongoing physical and mental wellbeing activities to support the schools Wellbeing Award.</p> <p>Promote children's wellbeing through physical exercise and link this to the display with pupil's voice.</p> <p>A shared understanding of the curriculum intent for PE across the school ensuring progression.</p> <p>Promote a shared understanding across the school of inclusivity in sport for all.</p>	<p>All children to engage in movement breaks and in yoga sessions throughout the year.</p> <p>PE Lead to monitor planning &amp; delivery across the school.</p> <p>Pupil Voice continues to be sought in regards to PE and its delivery.</p> <p>Intent has been shared with subject governors, T&amp;L committee and the whole school curriculum content is on to the school website.</p> <p>PE Lead to continue to monitor inclusivity to all pupils in the school.</p> <p>To promote planning for inclusivity such as whole school topics involving Paralympics.</p>	£0	<p>-Children have improved their understanding that physical activities improves mental wellbeing.</p> <p>-The curriculum progression is clear throughout school, ensuring all pupils are supported and challenged.</p> <p>-Children's physical and mental wellbeing has improved, as identified through assessment tracking. [PD, PE foundation subject tracker &amp; wellbeing tracker].</p> <p>-Pupils across all groups have taken part in PE and sport activities.</p>	<p>-Children to continue to engage with yoga activities throughout the curriculum.</p> <p>-To evidence pupil voice through using an online learning journey platform, throughout the school and continue to update the Hall display.</p> <p>-More opportunities for staff to observe and team teach PE.</p> <p>-Training for PE Lead to focus on catering for the varied needs of all pupils.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
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>PE Lead to upskill her own knowledge to further enhance the children’s skills, and support the wider staff.</p> <p>PE Lead to upskill her own understanding of improving the confidence of girls in football.</p> <p>(See upskilling of teaching staff as above).</p>	<p>PE Lead undertook sessions on the online platform used as part of ‘Real Legacy’.</p> <p>Staff to continue to access the Real Legacy online platform, including planning, resources &amp; assessment tools.</p> <p>PE Lead attend “Shooting Stars by England Football” training course &amp; share knowledge and resources with wider staff team.</p> <p>To encourage staff to promote team sports amongst all groups of pupils, including boys and girls.</p>	£116	<p>-Staff, and in turn pupils, able to understand the different ‘cogs’ on the online platform which make up the elements of PE.</p> <p>-Enhanced the confidence and participation of girls in football, within the playground, and in wider experiences.</p>	<p>-PE Lead to be allocated ongoing staff meeting time to upskill colleagues.</p> <p>-PE Lead to continue to focus on developing own leadership skills.</p> <p>-To provide training, as necessary, in using the PE equipment in the school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 45%
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 broaden range of physical activities, to include dance and links to whole school topics.  Children to have opportunities to participate in physically active workshops from different cultures.  Inspire pupils to consider the full range of sports, and have opportunities to explore and try.	Children from Reception to Year 2 to have weekly access to specialist Dance teacher.  Continue to provide planning for whole school topics to Dance teacher in advance, to aid planning for pupils' interests.  Whole school event for all children for Bollywood dancing.  Arrange visit from professional athlete from a less popular/well known sport for the age range.	£7830  £550	-Children are able to explore their gross motor skills and core strength in a new and fun environment.  -PE activities contribute to the whole school equality & diversity aims and objectives. Feedback from parent survey reported strong sense of community.  -Children have the opportunity to express themselves with direction from external specialists.	-Continue to explore how to incorporate diverse PE experiences from external workshops, staff & parental expertise, and transfer these opportunities throughout the school.  -Consider closely how the progression of skills within the PE curriculum are developed through a wider range of experiences.

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:
Broaden opportunities for children across the school to participate in workshops for different competitive sports.	Run whole school event for all children with Sports For Champions, inc. sponsorship to fund raise and further enhance the PE budget.	£0	-Children have developed the skills for, and know the rules of, many different sports and games.	-Build upon the opportunities to learn about different competitive sports and events.
Ensure inclusivity for all in competitive opportunities, building the foundations for pupils to recognise their individual strengths and self-confident to partake.	Build upon the skills developed with sports specialists throughout the year, to provide a Sports Morning event which caters for all.	£370	-Children have improved confidence within team sports and show sportsmanship and resilience in sports.  -Children have been supported to encourage others and promote team work.	-To ensure when whole school topics are discussed competitive events and exposure to sports is discussed.  -Following initial exposure, ensure new sports are incorporated into PE lessons and playground activities.

Signed off by	
Head Teacher:	<i>G Rehal</i>
Date:	18 <sup>th</sup> July 2023
Subject Leader:	<i>N Gallagher</i>
Date:	18 <sup>th</sup> July 2023
Governor:	<i>D Wooff</i>
Date:	21 <sup>st</sup> July 2023

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