

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. **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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19440
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19440

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 2022.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?

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:		
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:	
			%	
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:
<ul style="list-style-type: none"> - To improve the consistency and quality of the opportunities for physical activity throughout the school day. - To further increase the provisions available for children during their active play. - To improve the variety of activities available to children during their active play. - To maintain a high percentage (98%) of children participating in PE lessons (school wide). 	<ul style="list-style-type: none"> - Equipment purchased and available to children for use during break and lunchtimes (i.e., active play). - Pupil Sports Leaders trained to lead active sessions during lunch times. - A large quantity of additional PE kit to be purchased by the school's uniform provider, and distributed to those most vulnerable and unable to purchase their own. - Daily mile (including alternatives) to be completed daily. 		<ul style="list-style-type: none"> - Through more variety in their 'daily activity', children become more able to apply skills, increasing their competence, confidence and adherence to exercise. - Increased participation across the school, with a consistently high percentage of children (%) participating in PE. - High turnout and attendance for after school and lunch time clubs. 	<ul style="list-style-type: none"> - To develop relationships with outside sport clubs to further increase participation in physical activity outside of the school day. - To further improve the provision during active play with more permanent stations and activities being put in place. - Additional kit to be purchased to ensure all children are participating in PE. - Further develop amount of Daily mile like activities to appeal to wider variety.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> - Develop an ethos of shared responsibility across the school in PE, SS, and PA. - To further raise the profile of SS within the school. - To implement a more holistic approach to PE, focusing on the cognitive and emotional aspects, as well as the physical. - To use SS as a vehicle to improve all children's behaviour. - To improve the cross-curricular links between PE and other core subjects. - To improve the cross-curricular links between PE and other core subjects. - To provide each cohort with a variety of extra-curricular opportunities. - Include as many participation, develop and SEND events as possible. 	<ul style="list-style-type: none"> - Utilise the SSP and TPSFA, to attend a variety of sport competitions. - CPD offered to PE staff to ensure they are competent in the holistic approach to assessment of <i>"head,heart,hands"</i> - A strong emphasis on learning behaviours to be made in the team selection process for SS events. - Regular meetings between the PE lead and curriculum lead, to maximise cross-curricular links. - Intra-school competitions and tournament results published in the school newsletter, the academy's bulletin and mentioned within staff briefings. - Keep up to date squad selection records to ensure as high a school percentage as possible. - Sport based events for staff, pupils and parents throughout the year. 		<ul style="list-style-type: none"> - Regular promotion of sporting events and success to parents via ClassDojo & newsletter. - Provided an entry into a wide range of competitions. - Enabled the school to compete at a wide variety of different sports. - Attendance data recorded from lessons and extra-curricular activities. - Participation data shared with both staff and parents to increase the profile across the school. - A variety of sporting clubs are offered throughout the year. - High percentage of total school had opportunity to perform (%). 	<ul style="list-style-type: none"> - Parent workshops to be provided, with support from nutritional experts. - Half termly challenges focusing on the children's Physical activity levels in and outside of school. - To work with targeted pupils on whole school priorities using PE and School Sport to raise standards. - Develop an ethos of shared responsibility across PE, SS and PA. - To ensure staff access PE specific CPD across the academic year to raise the profile and importance of the subject. - Continue to increase amount of participate/develop/SEND events - specifically for Years 3 and 4.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> - To share PE knowledge and examples of good practice amongst the PE specialists within the trust. - To maintain and develop the high quality PE lessons delivered to the children by all teaching staff. - To ensure staff are competent in delivering an updated and broader curriculum. - Upskill class teachers for PE as required. 	<ul style="list-style-type: none"> - Attending teaching and learning CPD sessions to upskill the PE staff's lesson delivery. - Teaching staff will be required to use a filming device during their PE lessons, which will be analysed by the PE lead to improve their practice. - CPD provided to all staff in the niche sports now delivered. - Workshops/additional CPD or meeting time allocated for class teachers. 		<ul style="list-style-type: none"> - Deeper knowledge lessons provided to children in gymnastics, in a safe environment. - Safe lessons delivered. - National curriculum guidelines are met to a high standard. - Records of meetings, notes and handouts. - Observations and monitoring of PE delivery. - Improved excitement and confidence to try different sports. - Greater amount of children now interesting in representing the school. 	<ul style="list-style-type: none"> - PE quality mark to be applied for in the 23/24 academic year. - Provide LSA's with CPD in order to enhance physical activity during breaktime/lunchtime. - Further CPD needed to PE specialists to help deliver niche sports. - Further training for sports leaders. - 'Have a go' sessions for staff.

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:
<ul style="list-style-type: none"> - Refining the mastery curriculum, which introduces the children to a number and new and niche sports. - To provide the children with a wide variety of extra-curricular clubs, three times a week per PE staff member.. - To maximise the school day, providing extra-curricular opportunities before, during and after school. - To increase the enrichment opportunities available for children. - To ensure all children develop a love for sport in some capacity. - Increased number of development/'have a go' opportunities. 	<ul style="list-style-type: none"> - Regular lesson observations using filming tools to monitor good practice. - Additional sporting provision to be invited in over the course of the year. - Staff members to be encouraged to participate in clubs and champion a sport. - Sporting success stories across staff and pupils. 		<ul style="list-style-type: none"> - More children competing against other schools in a variety of competitions. - Records of events entered, records of children and participation levels and percentages across school. - Extra-curricular attendance data, to show percentages of children participating in clubs. - Pupil voice 	<ul style="list-style-type: none"> - To increase children's awareness of the sporting world and raise the profile of these. - Links with local and professional clubs to increase awareness of events. - Provide the children with a variety of avenues into certain sports (club affiliations etc). - Specialised teachers/guests/athlete visits.

Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> - To provide every child with the opportunity to represent the school in a sporting competition (both inter- and intra-). - Emphasis the significance of children representing their school in a sporting competition. - Further develop the life skills of teamwork, comradery, resilience etc. - Participate in competitions which cater for a variety of different children. - Celebrate achievement in sport, both in and outside of school. - Celebrate achievements in a special sports awards at the end of the year. 	<ul style="list-style-type: none"> - The new TSSP format means a variety of events cater for all abilities and all children (compete, develop, participate, and for all). - Achievement assemblies to highlight the teams and all players involved. - Use the school's core value (improve upon your best) to develop life skills associated with sport. - All achievements published on the school's media platforms. 		<ul style="list-style-type: none"> - Event calendar provided to children, staff and parents. - Participation data to track those children selected for competitions and leagues. - Competition results recorded and published. 	<ul style="list-style-type: none"> - Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. - In school performance to engage and inspire future students. - Build-intra competition into whole school diary

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Andrew Einchcomb
Date:	12 July 2023
Governor:	
Date:	