

# 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 31<sup>st</sup> 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	£19560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19560
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19560

## 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><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></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><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 2023.</p> <p>Please see note above</p>	20%
<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>	20%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	13%
<p>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?</p>	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: £19,560		Date Updated: August 2023	
<p><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</p>					<p>Percentage of total allocation: 88%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Sports clubs to continue in Year groups and for all clubs to be free and coaches to play sports at lunchtime.</p>	<p>Each year group to vote on sports clubs they are most interested in to encourage participation and widen the range of clubs available. Sports premium will be used to find clubs so that all clubs are free.</p>		<p>£3800</p>	<p>Children attend the sports clubs however numbers did fall as the year progressed. In the last cycle we merged two year groups together to increase intake and this worked. Some children want to attend more than one sports club, this shows children enjoy the clubs. Children enjoy the range of clubs/sports on offer. Some children now attend out of school sports clubs due to their participation from one at school.</p>	<p>Children to choose the sports clubs that will be ran after school to encourage participation.</p>
<p>Lunchtime sports clubs used daily for all year groups.</p>	<p>All children to have the opportunity to go to multisport ran by sports coaches. This is done through a rota and each class has the sports coach every day for the whole week.</p>		<p>£6840</p>	<p>Children have more focused play with a coach. There are less issues during playtime when some children are playing with the coach.</p>	
<p>Embed the Daily Boost in every year group across the school.</p>			<p>NA</p>	<p>Daily Boost is happening across the school. It is being used to provide children with breaks from their learning. Children could tell explain the skills they have learnt and activities they have completed.</p>	<p>Timetable of skills completed to ensure year groups are taking part across the year.</p>
<p>Provide extra swimming sessions throughout the year. Year 5 and Year 3 to attend across the whole year. Each class will have 18 hour long swimming sessions. This will happen across two days.</p>	<p>Longer swimming lessons provided and for a longer period of time.</p>		<p>£6624</p>	<p>Swimming lessons were very successful. Children's swimming greatly improved and their confidence in the water was also much better. Some children began swimming lessons out of school once their swimming sessions with school finished. Teacher's</p>	<p>Check assessment data at the end of the swimming sessions to see the impact. Speak to teachers who attend to see if they think it is beneficial for their children. Has it improved anything else at school</p>

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			thought it was successful and ran smoothly. Children grew in confidence over the time of their swimming lessons.	for some children? Behaviour? Wellbeing?
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
For pupils to recognise and celebrate sporting achievements of others and for themselves. Embed this from last year as some terms were missed due to school closures.	To raise the profile of sport and use it towards increasing children's interest and motivation to do sport and PE through celebrating achievements. All children will know they can gain this award regardless of their abilities. Achievements will be celebrated in Phase assemblies for 1 girl and 1 boy in each class.	£	Children were celebrated for their sporting achievements and could explain why they were given a certificate. This was usually related to a specific skill in a PE lesson.	Sports award winners to be shown on the newsletter each term and celebrated. Subject leaders to liaise with staff members and ensure certificates are being given out.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

Inspire Together membership. Subject leaders able to attend training and courses with other PE subject leaders.	Ensure staff are more confident teaching PE and good practise is shared.	£1550	Courses were attended by staff members. Good information and ideas from the courses to share with other members of staff. Football league attended and ran well across the year.	Subject leaders to share necessary information with other staff members.
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 33%
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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?:
Enrichment afternoons to be used across the school in blocks to offer children a wider range of sports to try. This will not include Year 3 and 5 as they have extra swimming this year.	Children to experience different sports to those in their PE lessons and know there are other sports to take part in. EYFS and Year 1 children to receive gymnastics enrichment to support their core muscle development and overall coordination.	£6480	Children and staff thoroughly enjoyed the enrichment afternoons. Children were exposed to different sports which increased their participation for some of the after school sports clubs. Children were more willing to try new sports. All children could explain the sports they had taken part in and the different skills they were focusing on.
			Sustainability and suggested next steps:
			Subject leaders to find out from teachers if the enrichment afternoons are worthwhile. Email throughout the year to get feedback. Subject leaders to speak to pupils about their enrichment afternoons. Have they attended them? What sport did they focus on? Did they enjoy it?

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation: %
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Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what
			Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Girls and boys football team to participate in matches across the year. This will embed a sense of community and teamwork.  Transport to the football matches.  Increase the number of competitive opportunities on offer for the school.	Children to attend training sessions after school which will show their commitment to the football team. They will attend matches after school.  Children to play in competitive sports against other schools and use their character muscles through doing this.	£450  £100 per match  £1550 (included in the Inspire Together membership)	Successful girls and boys football team. No rotation was needed. All children developed their character muscles within the team and worked extremely hard. Their football skills developed across the year and their teamwork skills.  One trip attended by 8 children in Year 3/4 – very successful trip with 8 children from Year 3 and 4. All children developed skills such as determination and resilience. Their tennis skills also improved.	Ensure the opportunity to be part of the football team is given to all Year 5 and 6 girls and boys. Rotate the team after the Autumn term if necessary to give other children a chance or to change the team to benefit everyone.  Schedule in trips for children to attend these competitions. Monitor children attending and ensure it is fair who is attending.

Signed off by	
Head Teacher:	Miss L Craig
Date:	25.10.23
Subject Leader:	S.Coombe
Date:	30.11.22 Impact – 7.8.23
Governor:	Ms J Dnes (Chair of Governors)
Date:	25.10.23