

# 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	£
Total amount allocated for 2021/22	£18.500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£18.500
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18.500

## 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>	
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 2023. Please see note above	50%
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	50%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	70%
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?	Yes/ <b>No</b>

## 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><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>			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:
2 hours of PE timetabled in weekly	Monitoring of PE sessions- not to be dropped for other reasons- any children missing PE for any reason need to show how their physical activity is provided for Forest school children to have PE included in their session.	£0	2 weekly sessions of PE on teachers timetables- Forest school children monitored-extra physical sessions as part of forest school	Continue to monitor to ensure all children getting their 2 hours of PE
Active classroom philosophy to be utilised across school-Go Noodle, Daily jog, Yoga Breaks, activity cards	Research shared about alternatives to children who find sitting for long periods, for children needing time out of classroom and more practical approaches to learning	£0	Ks1 classes doing this regularly- KS2 classes are more inconsistent but are steadily building up their active classroom philosophy.	Discuss with KS2 staff how to build this in to their timetable
Increased before, dinner and after school opportunities	To increase the number of clubs on offer to the whole of KS1 and KS2 And to focus on vulnerable groups identified by teachers	£5000	Chn targeted and invited to clubs 83% of children have attended a club by June 2024- the rest to be targeted through intra comps in school	Continue to monitor and aim for 100% next year.

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:
Improve teachers confidence in teaching certain aspects of PE they may be less familiar with through use of a sports specialist coach. To make sure all staff and children learn the skills needed in a range of sports including a whole school focus on handball.	Sports specialist coach to work with staff delivering PE sessions all day on a Thursday- delivering to children a range of sports.	£3600-TB sports	Staff have benefitted from working alongside specialist teachers- TA's this year have accessed this CPD and so are more equipped to supporting teachers during PE sessions. Children have benefitted from a specialist coach who has been able to deliver her expertise and provide a number of afterschool clubs across the year.	Continue to support TA's working alongside specialist sports staff to ensure all supporting staff are confident in teaching/supporting children in their PE sessions
To continue building on our success as a school who include Table Tennis into its curriculum.	Sports specialist coach to work with Year 4,5 and 6 children across the year and to support the implementation of Table Tennis in EYFS and KS1	£1800-Zenith	Table tennis has proven to have had a huge impact in school-lunchtime clubs offer daily sessions to alleviate lunchtime issues and to offer a quieter time for children to work on building up their skills taught in lessons. Children have joined clubs out of school and attended comps where they have taken podium spots over a range of leagues.	Continue to use Zenith services-give chn info on how to join clubs out of school
Equipment replaced to ensure good quality PE teaching. To also ensure that afterschool clubs are fully equipped.	Equipment monitored and regularly checked to ensure classes are able to fully participate and all children are accessing their full allocated PE time.	£1000	This has allowed for good quality PE lessons to take place where children have a full range of equipment available to them.	Equipment ordered and replenished for the new year

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**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:
To use specialist coaches to work alongside our staff and children to ensure that knowledge is increased and confidence is raised. Especially in sports areas which are less familiar to them	Regular observations of PE being taught and supportive feedback given to ensure staff build on their skills.	£1000 (cover costs)	Confidence has been built across staff and children with those less familiar sports like handball and dance. Specialist staff feedback to teachers about next steps.	Specialist focus on handball next year- Trust focus so want to ensure children leave Year 6 being skillful handball players. Play more comps within school to support in comps after school
Have a wider range of sports and clubs on offer through use of specialist teachers (dance, table tennis, handball, football).	Use of specialist coaches within the school day and afterschool clubs.	£(as above)	Increased clubs on offer- percentage of chn in school attending 83% a good part of that is through out provider.	Continue to use sports provider to do this

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**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>Include more specialist sports into the curriculum (handball, Invictus, Table Tennis, Boccia) alongside traditional afterschool sports (gymnastics, football, basketball)</p> <p>Have clubs offered to children who are less likely to attend clubs out of school (pp, carers, SEND)</p>	<p>Specialist coaches within school supporting teachers with the teaching of new skills.</p> <p>Use coaches to deliver clubs as well as staff within school</p>	£3000	<p>These new additions to the curriculum have proved popular with staff and children- Invictus games in particular gave our children an insight into being inclusive.</p> <p>All chn invited to clubs across the year regardless of status but chn have also been targeted through SEND, PP etc..</p>	Curriculum coverage to include these sports areas again so children have the opportunity to revisit and then build on new skills and knowledge.

**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation:  
96%

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 increase the amount of participation in competitive sports. To have all year groups compete in some way across the year either through (inter) KS2 or (intra) KS1 competitions.</p> <p>New sports tops to ensure confidence levels are risen as children attend other schools to compete.</p> <p>Swimming certificates and badges for children at the end of their school swimming year</p>	<p>GSP games calendar</p> <p>Next Level competition Calendar</p>	<p>£2000 travel costs</p> <p>£500-next Level entry</p> <p>£1000 supply costs</p> <p>£500</p> <p>£125</p>	<p>The amount of clubs attended this year has been more than any other year- the inclusion of the Next level calendar has seen numbers of comps open to us expanded greatly, inc KS1 where we often have less opportunities.</p> <p>Still to be purchased</p> <p>Through the leisure centre</p>	<p>Continue with Next Level comps and GSP. Encourage staff teachers to attend events.</p> <p>Order tops</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	