

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](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](#).

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Details with regard to

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?	£
Total amount allocated for 2022/23	£ 17,695
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,695

Swimming Data

<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>	70%
<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>	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
Key indicator 1: 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:
					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:
Continue to ensure all children from Reception to Year 6 undertake physical activity daily to develop and maintain fitness and stamina.	Timetabling of an active break time such as the daily mile to remain a non-negotiable	£300 equipment	The active break time in the afternoon served to improve children’s mental health in addition to increasing levels of activity.		To ensure that an active break is timetabled into each class so that each child is offered 30 minutes of physical activity each day.
	Provide children with more equipment to maximise impetus to be more active.		The children use the playground equipment to increase their activities levels and have had equipment replaced when lost or broken. The children have become more inventive on what they can do at play times to increase their heart rate.		Lunch time staff need training on how to keep the children active. Play leaders would also help to keep more children active during lunch time too.
	Training to be provided for midday supervisors to engage more children in physical activity during lunchtime recreation.		Some children have suggested that they need to be more active in PE sessions and be allowed to have longer periods of time playing games.		Have a central store of equipment that the children can access each playtime and any damaged/lost equipment replaced.
	Teachers to develop more activity during lessons to increase heart rate in short bursts.				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					59%
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>Develop even more passion for PE and school sport to encourage participation and maximum effort.</p> <p>Keep children healthy and active, improve communication, develop leadership skills, instil discipline, maximise fun and increase self-esteem.</p>	<p>Children from Year 1 to Year 6 to work with KAB's to develop leadership, communication, teamwork, love of sport and having fun.</p> <p>KABs staff to run lunchtime activities and one breakfast club per week.</p> <p>Forest schools to be used from Reception upwards to improve communication, develop leadership and instil discipline. (KABs)</p> <p>Year 6 to 'buddy up' with Reception children to play lunchtime games.</p> <p>Develop Sport and PE display with updates throughout the year, including extra-curricular offer and school council activity related to PE and School Sport.</p> <p>Celebrate inside and outside of school achievements as part of whole school assemblies.</p> <p>Develop the CPD program for teaching staff.</p> <p>Enter more inter-sport activities to enhance the profile of PE and school sport.</p>	£10,413 (KAB's)	<p>The children have made progress through having KABs and there has been a marked improvement in their overall resilience in team sports. The children are enthusiastic about their KABs sessions and speak highly of the activities that they do. All children are involved in these sessions, and they are not only highly physical, but they have also developed the children's self-esteem. The lunchtime activities have meant that the children can continue to lead a healthy lifestyle at lunch times too.</p> <p>The year 6 buddies have been extremely helpful in teaching the younger children about the benefits of a healthy lifestyle. They have helped at lunchtimes but also at the EYFS sports day.</p> <p>The sports display has not been used to its full potential.</p> <p>Outside achievements have been celebrated alongside our inter school competitions as we have not returned to inter-school competitions.</p>	<p>KABs to continue next year and ensure that each class has equal amounts of time with the instructors.</p> <p>Continue to use year 6 buddies with Reception.</p> <p>Have more emphasis on a PE and sports display in school and update it more regularly.</p> <p>Plan what inter school competitions we are going to enter at the beginning of each term and ensure transport and staffing are sorted.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31%
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:

Improved quality of children's physical education to ensure children increase confidence and competence.	Hiring of specialist sports coaches to work alongside teachers and teaching assistants in a CPD capacity.	£5550	The staff have all ensured that they are wearing PE kit on their PE days which has had a positive impact on the children and more of them have come to school in suitable attire.	All KS1 and KS2 teaching staff have been involved in the CPD but there will need to be changes made to the provision next year so that it reaches its full potential. This CPD needs to reach out to EYFS too.
Improved role modelling of healthy, active lifestyle behaviours by all staff.	Staff to wear appropriate clothing on PE days as positive role models for the children.		Staff meeting time used to discuss PE with outside agencies and around school games mark.	Buy into a new PE scheme which will help all teachers teach their own PE freeing up funds to buy the equipment needed to deliver it successfully.
CPD programme developed to enhance teachers' skills and knowledge of various sports and teaching methodology across the school.	PE lead to provide updates on school sport in staff meetings throughout the year.			
	PE subject lead drop-ins to check skill level and offer model lessons to develop competence.			
	PE lead to attend four boroughs conference to gain insight into best practice in other schools.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
31%

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 provide a range of sports and physical activity experiences to allow ALL children to acknowledge their strengths and realise their areas for improvement.	Hiring specialist sports coaches who can offer a variety of sports.	£5550	There have not been as many extra-curricular clubs on offer this year as we would have liked, so children have not had as many experiences as in past years. The sports clubs offered by members of staff were badminton, gymnastics and netball.	To engage more children in extra-curricular clubs which are run by more staff members so that children are receiving a broader mix of sports.
To allow children to make an informed choice about sport and physical activities available as part of our extra-curricular offer.	Make links with outside agencies to be able to offer PP children extra-curricular activities.		Breakfast boxercise club has been	PE lead to re-establish links with local clubs to offer before and after school clubs.

Signed off by	
Head Teacher:	<i>Mrs A Friar</i>
Date:	19.07.2023
Subject Leader:	<i>Mrs K Crawford</i>
Date:	18.07.2023
Governor:	<i>Mr S Clarey</i>
Date:	25.07.2023