

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 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.

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 2019/2020, 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](#).

Created by:

Supported by:     
LOTTERY FUNDED

Created by:    

Supported by:        
LOTTERY FUNDED



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,000
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,000
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,000

## 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>	81% of pupils
<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>	50% of pupils
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	40% of pupils
<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>	No

Created by:



Supported by:



## 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: 2023/24		Total fund allocated:		Date Updated: July 2023	
<b>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</b>					Percentage of total allocation:
					8%
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:
Children further develop skills to lead as play leaders and take an active role towards promoting sports and PE	Successful applicants will be provided with training to support their role as play leaders. Pupil interests and achievements outside of school will also be utilised to promote physical wellbeing.		£1,000	Play leaders have been successfully trained and utilised, particularly with KS1 pupils. They have been taught a range of games and activities to support the physical activity for those children. There are more children engaging in active play at lunchtimes in KS1. Zoning of the KS2 playground has also promoted children to take part in a range of sports and activities each day on a rota which has given them equal access to the activities on offer. This in turn has supported with reducing behaviour incidents on the playground.	Increase the number of pieces of equipment on each zone to further increase participation.
Lunchtime and after school sporting clubs and activities in place to support wellbeing and physical activity.	An overview of additional sporting activities in place and allocated to children to support both physical and mental health, along with resources to support this.		£500	A range of clubs have been on offer. Across the academic year, an average of 90 pupils per term	More staff will offer clubs (either lunch or after school) to enable us to offer these

			have taken part in the clubs from Reception to year 6.	opportunities to more pupils.
<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:
				8%
<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:
To provide children with the skills and opportunities to use a range of sports skills in different contexts.	PE passport ensures lessons focus on skills which can be transferred across the curriculum. Children will also be able to apply skills within Local Authority, inter Trust and local school competitions.	£1,000	Using the PE passport scheme has provided a ladder for skill development for all abilities. This has allowed children of all skill abilities to develop at a pace that has been suitable to them. That ladder approach is what has led to our lower 15% gaining more confidence in Pe which in turn has led to 100% participation.	To continue developing a skill based approach. Provide further opportunities for all ability levels to perform those skill sets in small sided game scenarios in house.  To develop inter-trust and Local Authority links to give further competition opportunities.
PE continues to have a high profile within the school	Children's achievements are celebrated each week during achievement assembly. Working towards a Gold sports Mark (already achieved and maintained Silver) Sports news regularly shared on website and social media. Improving and growing the range of after school sport club provision.	£500	Sports class of the week award in assemblies continues to be highly anticipated by the children and staff and this has been shared with KS1 now as well. Gold mark evidence collated and application being made now. Competition news is shared on newsletter and social media. After school club sport provision is well attended. Children share their external sporting achievements which are recognised in celebration assemblies and on newsletter. This has grown over the year and 2 children have joined clubs as a	Continue with sports class of the week. Weekly blog on newsletter – what children have been learning and suggested activities for the family to take part in. Further competition opportunities. Development of Sports Day to include more traditional athletics activities.

			result of this.	
--	--	--	-----------------	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	57%

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?
Teachers are provided with CPL through the deployment of specialist staff.	Teachers are provided with opportunities to observe outstanding practice and develop their practice. Application, for development, within whole school sporting events and after school clubs.	£11,000	Staff have worked alongside sport coach for planning and teaching development, using PE passport to scaffold this. Staff confidence in teaching PE has improved.
CPD opportunities are identified for school sport coaches to enhance current provision in school.	Sports coaches are provided with CPD which is then used within daily lessons.		Sports Coach has delivered CPD to other sports coaches in the local area around restrictions in sports.
Medium- and short-term plans in place to support the sequence of teaching and skills within each area of the curriculum.	Staff are provided with opportunities to review lesson sequences on PE passport and review based on the needs of the children and school context and identified need.		

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
------------------------------------------------------------------------------------------------------	---------------------------------

Created by:



Supported by:



				11%
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:
Pupils to access after school clubs to develop both physical and mental health, particularly focusing on those children who are most vulnerable.	An overview of clubs for the year in place which provide a broad and balanced overview of the PE curriculum with opportunities for all year groups.	£2,000	A range of sports clubs have been offered including badminton, football, ninja warrior and multisport. These have been attended by on average 90 children per term.	More clubs to be on offer from a wider range of staff to enable more participation.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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:		
Children are provided with competitive opportunities.	Opportunities for competitive sports are identified and children are provided with additional coaching to support with this. Interests of children identified and developed through applications to join different sporting leagues. School based equipment are relevant and further enhance development of children.	£3000	In house sporting competitions have taken place, with children learning how the rules work. Enabled UKS2 to take part in officiating competitions as well as competing.	Further inter-trust and Local Authority links to be created and more competitions to be attended.

Signed off by	
Director of Education:	Julie Carson
Date:	
Subject Leader:	Chloe Riley
Date:	9.7.24
Governor:	
Date:	