

# 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	£6,547.66
Total amount allocated for 2021/22	£18,050
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,500
Total amount allocated for 2022/23	£18,080
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 22,580

## 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	93%
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	70%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	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:	
<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				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"> <li>• Continue to encourage greater Physical Activity in our children, to empower children to make positive healthy lifestyle choices.</li> <li>• 2 hours of timetabled PE taught by a specialist teacher to all classes throughout the school.</li> <li>• Increased access to and involvement in physical activities at school lunchtime. Therefore, activity levels increased daily.</li> <li>• Develop positive attitudes towards health and fitness, and develop social and emotional well-being through physical activity.</li> <li>• Readiness to learn following</li> </ul>	<ul style="list-style-type: none"> <li>• Continue employment of play leaders to offer structured lunchtime physical activities.</li> <li>• Continue to offer 2 hours High Quality PE per week.</li> <li>• To update play equipment for the leaders and for personal class use</li> <li>• To audit PE equipment and purchase replacements/additional resources</li> <li>• To enhance the provision available on the playground and field.</li> </ul>	£1949 (new football, netball and basketball resources)	<ul style="list-style-type: none"> <li>• Positive attitudes towards health and fitness seen in children generally.</li> <li>• Social and emotional well-being seen to be more positive after physical activity</li> <li>• Staff have seen more readiness to learn following physical activity, such as Daily Mile.</li> <li>• Pupil fitness and fundamental movement skills have developed and improved through extended provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture partnerships with outside providers to ensure access the highest quality provision.</li> </ul>

physical activity.				
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<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:
				%

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"> <li>To improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of all children.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the School Games Portal.</li> <li>Improve academic achievement by using the online Get set 4 PE assessment tool.</li> <li>During assemblies, give the children the opportunity to share their sporting achievements, inside and outside of school hours.</li> <li>To cover any specific sport/PE related actions in line with the School Development Plan.</li> </ul>	£997 (Imoves.com online learning platform)  £2695 (staff kit) £926 (sports kit)	<ul style="list-style-type: none"> <li>Improvements in behaviour have been recognised following physical activity and engaging lessons.</li> <li>Social skills improved through holistic development in Get set 4 PE resource.</li> <li>Positive attitudes to health and fitness are seen generally in children around school, and in celebrating sporting achievements in assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>The SLT and Governors have seen the benefits of the raised profile and are committed to supporting these areas.</li> </ul>

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

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?:	
<ul style="list-style-type: none"> <li>• All pupils are taught PE by a specialist so that progress can be easily tracked and there is clear progression for each pupil each year.</li> </ul> <p>In addition, our year 4 teacher is a Dance specialist, a parent (level 2) is our netball coach and runs the school team. We also have a GB hockey player teaching our year 5 and 6 classes hockey.</p> <ul style="list-style-type: none"> <li>• To improve cross-curricular links.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to access CPD opportunities.</li> <li>• Purchase quality assured resources to support teachers and support staff.</li> <li>• Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</li> <li>• Liaise with other partnership and local schools to share knowledge and expertise.</li> <li>• Use specialist PE teacher to help increase the knowledge and confidence of staff in delivering PE.</li> <li>• Staff training on the newly installed orienteering course via the outdoor classroom.</li> </ul>	<p>£440 (Get Set 4 PE Online learning platform)</p> <p>£1320 (Outdoor Classroom – orienteering learning platform)</p>	<ul style="list-style-type: none"> <li>• Increased staff knowledge and understanding.</li> <li>• Increased pupil participation in competitive activities and festivals.</li> <li>• Increased range of opportunities.</li> <li>• A more inclusive curriculum which inspires and engages all pupils.</li> <li>• Continued progression of all pupils during curriculum.</li> <li>• Upskill teachers and TAs (part time) by providing dedicated meetings for training or releasing the PE specialist to team teach/mentor TAs to ensure the children get the best out of their PE lessons.</li> <li>• Staff are aware of how to use the outdoor classroom software and can implement this in their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities.</li> <li>• This continues to support teacher in their professional development of PE teaching. Include assessment as part of the teaching process on a termly basis</li> <li>• Engage with all children to explore how to develop the participation of Pupil Premium and SEND children.</li> <li>• Liaise with local clubs further to signpost opportunities.</li> <li>• Liaise with local Gym coach to enhance Y6 provision by using their facilities thus developing further mastery of gym skills.</li> <li>• Orienteering will be used by a number of subjects which will engage them in active</li> </ul>

				learning.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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"> <li>• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> <li>• Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport.</li> <li>• Providing additional links to Community Sports Clubs.</li> <li>• Children participate in festivals/ tournaments.</li> <li>• Increase opportunities for KS1 children.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for all children, including those with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>• Review extra-curricular activities.</li> <li>• To keep the newsletter and website up-to-date with range of clubs currently on offer (changeable throughout the year).</li> <li>• Children to attend the extra-</li> </ul>	£799 (Drumba) £840 (Mobile Wall Hire) £650 (A-Life Ltd) £350 (Yoga and Wellbeing sessions) £400 (Dragonball) £780 (Orienteering) £175 (Lacrosse)	There was some evidence of: <ul style="list-style-type: none"> <li>• Increased pupil awareness of opportunities available in the community.</li> <li>• Improved physical, technical, tactical and mental understanding of a range of sports.</li> <li>• Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play, respect, honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore other providers who can deliver similar workshops to work with the children.</li> <li>• Look at more after school club providers and clubs to signpost the children to.</li> <li>• Further increase opportunities for KS1 children both in and out of school.</li> <li>• Continue to use when appropriate and to enter orienteering competitions.</li> </ul>

<ul style="list-style-type: none"> <li>• Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</li> <li>• Installation of orienteering course. Accessible for all students. A new sport that the least active students might enjoy and help them to be achieve their 30 mins a day activity.</li> </ul>	<p>curricular clubs.</p> <ul style="list-style-type: none"> <li>• School to enter children into sporting festivals/ competitions.</li> <li>• Links made with coaches and outside clubs – tennis/cricket /rugby/football/hockey.</li> <li>• Equipment continues to provide opportunities during break and lunchtimes.</li> <li>• Pupils to use the orienteering course throughout the year in PE and also other subjects if they wish to do so.</li> </ul>	<p>£150 (Gymnastics)</p> <p>£340 (Virtual Athlete Talks)</p>	<ul style="list-style-type: none"> <li>• Ali Jawad, British Paralympic Powerlifter and Anna Turney, Paralympic Alpine Skier.</li> <li>• Pupils enjoy being active and moving around the school groups. This has also been used as a team building exercise.</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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?:	Sustainability and suggested next steps:



<ul style="list-style-type: none"> <li>• Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> <li>• Increased participation in School Games competitions.</li> <li>• Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>• Select children who we feel would benefit most from the opportunities available in the partnership sports calendar.</li> <li>• Enter external events to give pupils the opportunity to compete against other schools.</li> <li>• Taking part in more sport competitions or tournaments within the school or across the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with other local PE coordinators.</li> <li>• Engage more staff/parents/ volunteers and young leaders to support attendance at competitions.</li> <li>• Identify a set number of competitions/events to provide transport to.</li> <li>• Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</li> <li>• Regular intra-house sports competitions for pupils across different sports.</li> <li>• Develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school.</li> </ul> <p><b>School Games Gold Award, 2022 - 2023</b></p>	<p>£2934 (school sports partnership)</p> <p>£960 (coach transportation)</p> <p>£5878 (Field cuts and line markings)</p> <p>ADDS UP TO</p> <p>£22,563</p>		
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Signed off by	
Head Teacher:	
Date:	

Created by:



Supported by:



Subject Leader:	M J WHITTLE
Date:	30/07/2023
Governor:	
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