

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£21290
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£21290
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£21290

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 as best you can. 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 2023.</p> <p>Please see note above</p>	85%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	79%
<p>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?</p>	Yes/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:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				96% = £20497
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continued exposure of children and teaching staff to high- quality PE teaching games and athletics.	Use of outside sports coaches to support teachers in the delivery of games lessons in school (ongoing CPD).	£20497	Positive feedback and continual development of teachers teaching standards of games and athletics. Learning walks and reviews of planning of coach indicates this. Verbal feedback from children about the skills learnt and the enjoyment of the coaches teaching them skills.	Continued monitoring of RD and BRS sports and coaching provision. Increased sports clubs for after school – football, tennis and next year handball.
CPD offered to all staff from preschool to Year 6.	Tennis CPD offered to all staff. Dance CPD offered to all staff.	Included above	Enables staff to competently teach subjects they are less confident in.	
Key indicator 2: 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% = £550
Intent	Implementation		Impact	

Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
The installation and upkeep of the orienteering course across the whole school.	Children have access to active learning in lessons through curriculum based orienteering courses.	Continued from previous year	Lessons across the curriculum become more physically active and children can learn outside.	CPD provided to teachers and refresher about using the courses sent out yearly. Additional resources purchased for all classes.
Bought into a new PE scheme – Get Set for PE which provides lesson plans, resources for games, dance, gymnastics, and athletics for pre-school through to year 6	Teachers will have CPD and access to these online lesson plans from July.	£550	A scheme which is well planned and can be used by all adults to teach PE, the scheme will set out in detail which year group will teach which lessons throughout the year.	Launch new scheme to staff in September so staff can become familiar with lessons and resources. Review in 1 st half term.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%0
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
School Games events across KS1 and KS2 actively encouraged by PE team and teachers.	Members of the PE team and extra-curricular team work closely together to promote active lifestyles throughout the year to parents/carers and children.	Teacher Time	Increasing number of children and year groups taking part in sports games opportunities.	Continue to offer a wide variety of opportunities for children to explore different forms of physical activity.
Cross curricular clubs encourage and promote a wide variety of sports at lunchtime and after school.	Ongoing engagement and adaption to clubs which reflect the needs of the children and the curriculum.	Teacher Time	Children taking part in lunchtime clubs and afterschool clubs prioritise PP children in our school.	Continue to offer lunchtime and afterschool clubs to all children giving PP children

				priority.
Daily Mile and storm break lesson time encourages active time throughout the school day.	Increased participation in physical activity throughout the school day achieving at least 30 minutes extra active time.	Lesson Time	Timetabled into year groups plans for the week.	Achievement of storm break award and recognition for commitment to the programme– placed on timetable for the foreseeable future.
The development of the school grounds to provide playground marking's to be used during PE lessons as well as during lunchtimes and breaktimes.	Increased participation in physical activity during break and lunchtimes.	£400 allocated to CS and ME	Playgrounds games introduced at lunchtime and playtime for all year groups.	Monitor what activities are being completed using these playground markings and encourage all year groups to use the playground for games sessions.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 2% = £2504
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continued membership of PEDSSA to allow entry into school games events and CPD courses.	Every half term children across the school went to events at other schools to participate in a range of sporting activities.	£35.50	Focus on these events was PP/SEN and dis engaged children in sports.	

Exploration of new sports in PE curriculum to reflect and broaden children's sports and interests.	A range of sporting events has been introduced to the PE curriculum to reflect the children outside interests and achievements.	BRS/RD Sports	High engagement from children in KS2 in trying new sports.	Handball being introduced in September 2023. Continue to reflect the children's needs of sporting games and interests.
Installation of curriculum wide orienteering course across the school for all year groups.	Children have access to active learning in lessons through a curriculum based orienteering course.	Continuation from previous year.	Lessons across the curriculum become more physically active and children can learn outside.	Continue to monitor orienteering across the school and plan cross curricular lessons to ensure the use of this course and involvement for all. CPD refresher.
Give opportunities for PP children to learn essential life skills through swimming lessons	Hire of facilities and coach travel to and from the swimming Centre. PP children given addition lessons to support missed opportunities – Year 4, Year 5 and Year 6	Contribution included in RD Sports + £2469 Swimming	Increase of levels of swimming ability for these groups which is evidenced in swimming scores.	Continuation of policy to provide children from PP backgrounds the opportunity to learn to swim.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Staff allocated time.
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

Ongoing involvement with Sports games organisations through the academic year. Involvement with events organised through PEDSSA and Sports Games.	Membership of sports games. PE champions to be actively engaged with PEDSSA and lead, organize and run events.	PE Teacher Time	Increased participation amongst students in PE events. Children from all backgrounds given the opportunity to represent school in a range of activities.	Continue with participation of engaging students in sporting events.
Sports Ambassadors to be trained in play leading.	Sports Ambassadors to be trained in playground leading.	PE Teacher Time	Sports' Ambassadors have supported the organisation and deployment of sports days across the school and the running of sports week activities. They have taken the role of delivering storm breaks to each class across the school. They delivered assemblies on sporting activities and celebrated sporting achievements in and outside of school.	Sport's Ambassadors from Year 5 to continue into Year 6 with 5 new children from Year 4 going into year 5 to be trained up and to deliver play leading and lead/support in other sporting events.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Susan Parkinson
Date:	20/7/23
Governor:	
Date:	