

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](#).



Details with regard to funding

Please complete the table below.

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?	£ 0
Total amount allocated for 2022/23	£ 16, 590
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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>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>	83%
<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>	64%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<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>	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: 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: 20%
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?:	
1. Children are engaged in physical activity during break and lunch time.	1a. Purchase of sports equipment for each year group. 1b. Purchase of basketball nets for upper KS2 yard. 1c. Purchase of bikes, scooters and helmets.		£3200	1a & 1b. sports equipment purchased – children are more active during break and lunch times. 1c. Children can use bikes and scooters in on the yard during break and lunch meaning they are more active.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 28%
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?:	

<p>1. Increase the number of disadvantaged children attending active after-school clubs (previous academic year 52%).</p> <p>2. Teachers to have a clear understanding of the progression of skills in orienteering and deliver this well.</p> <p>3. Increase the number of children who can swim 25meters before the end of the academic year (previous academic year 61%)</p> <p>4. Adequate PE and sports equipment purchased to allow for good PE lessons.</p>	<p>1a. Target disadvantaged pupils – register of attendees. 1b. Purchase gardening equipment and tools for a gardening club. 1c. Each year group to be offered an after-school sports club by outer agencies.</p> <p>2a. Orienteering planned into the curriculum with clear and sequential objectives.</p> <p>3a. Additional swimming lessons for children in Year 6 who require.</p> <p>4a. Purchase and audit of PE and sport equipment.</p>	<p>£ 4600</p>	<p>Percentage of disadvantaged pupils attending active after-school clubs, including gardening: 82% Children are given more opportunities to try a range of sports and engage in physical activity.</p> <p>All children participate in a unit of PE and have opportunity for cross-curricular learning with geography.</p> <p>Percentage of children who can swim 25metres: 83%</p> <p>Teachers are able to teach good lessons, applying skills to a range of sports.</p>	<p>Maintain the number of disadvantaged children attending active after-school clubs by offering a range of sports and activities by staff and agencies.</p> <p>Teachers to continue teaching orienteering as a discreet unit and link with other areas of the curriculum throughout the school year.</p> <p>Maintain the number of children swimming 25 meters. Offer additional lessons those children who require them.</p> <p>Replenish needed sports equipment in September 2023, ready for the academic year.</p>
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5. Usage of Treetops gross and fine motor skills intervention across school to support SEND and lower attaining pupils in independent learning skills.	5a. Liaise with SENCO and support staff to identify children and activities that will develop specific needs. 5b. Purchase of equipment needed for intervention.		Children with gross and fine motor needs receiving the support and intervention needed as advised by professionals.	Children will continued to be supported through Treetops intervention in line with support plans.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 20%
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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:
1. IPEP curriculum purchase to support staff in teaching PE. 2. Development of assessment and reflection points across the curriculum so that children are embedding key knowledge and concepts om their long-term memory.	1a. Training for subject leader and CPD for staff. 1b. Lesson observations in PE. 2a. Subject leader to liaise with PE Co-coordinators in the SLP Partners. 2b. Subject Leader to PE network meeting.	£ 3200	Children receiving sequential, progressive curriculum that follows the same structure across the key stage. Assessment strategies have been developed and implemented so that progression is clear.	Continued use of IPEP on the updated PE curriculum alongside assessment strategies.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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:
1. Children will experience workshops over the year to encourage participation in new sports.	1a. Bookings of workshops and purchase of equipment to continue after-school clubs. Autumn 1 – Yoga Spring – Box2BFit Summer – Pop Dance	£2100	Children experienced new and exciting sports leading to higher attendance in after-school sports clubs. Purchase of equipment allows children to continue practicing the sport throughout during school.	Maintaining of children attending after-school sports clubs. Workshops to be books to promote engagement in the next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:

1. Maintain the % of pupils participating in sports events and competitions (previous academic year 95%).	1a. Join SLP sports events (12 events in total across KS2) 1b. Purchase of sports kits for children who attend events.	£4000 (including transportation)	Percentage of children maintained. Children develop a love for sports and active-activities which has led to more team sports being played on the school yard over break and lunch.	Maintain the percentage of pupils attending sports events and competitions.
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Signed off by	
Head Teacher:	<i>R Bell</i>
Date:	3/7/23
Subject Leader:	V. Wilkinson
Date:	03.07.23
Governor:	C. Harwood
Date:	03.07.23