

# 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	£13,235
Total amount allocated for 2021/22	£35,306
How much (if any) do you intend to carry over from this total fund into 2022/23?	£13,916
Total amount allocated for 2022/23	£21,390
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£35,306 (5,306 to be carried over)

## 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>	10%
<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>	6%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<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

## 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: £35,306		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: 25%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<p>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:</p> <p>Children to be physically activity for at least 30 minutes in school.</p> <p>Increase the number of activities and range of equipment for children in the playground.</p> <p>Organised games for children during breaktime and lunchtimes to improve amount of physical activity, using play leaders.</p> <p>Children are more active in class, increase concentration from regular active 'brain breaks'</p> <p>Children take part in 'active interventions'</p> <p>In-school training for Play Leaders</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Acquired a range of different equipment that children can use during breaktimes and lunchtimes.</p> <p>Bought in ping-pong tables, table footballs and more equipment to improve the number of activities children can take part in.</p> <p>Used specific equipment for organized games led by play leaders and staff.</p> <p>Time to Move/Time to Exercise and Time to Relax books bought in to improve children's knowledge of how to be more physically active and how to log their daily activities.</p> <p>Play Leaders training to lead</p>	<p>Funding allocated:</p> <p>£8861.83</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Children are more physically active during breaktimes and lunchtimes – helps them achieve the government's 50:50 initiative.</p> <p>Children have more choice and a wider availability of activities and games they can play at lunch.</p> <p>Children's behaviour has improved and there is more cooperative play and teamwork.</p> <p>Play leaders are confident to run games and show pride in being play leaders.</p>	<p>Equipment will continue to be bought for children to use at breaktime and lunchtime. Bulk of equipment has already been purchased so costs will be lower for equipment next year.</p> <p>Regular audit of equipment: how it is being used and when more needs to be ordered in.</p> <p>Look at sectioning off the playground and having areas for children to play different games.</p> <p>Continue to build relationship between Play Leaders and Lunchtime Staff with regular training.</p>	

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and Lunchtime Staff.	lunchtime games, supported by Lunchtime Staff.			
	Primary Stars to engage and improve selected children's attainment using active interventions.			

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
14%

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 to be excited about P.E lessons. Engagement from all pupils, leading to more children being physically active.  Improved links across the curriculum.  More emphasis on inclusive practice throughout P.E, engaging all children, including SEND.  Children will focus on skills in KS1, giving them the best chance to succeed in KS2 and feel confident in P.E  Children are more active in class, increase concentration from regular active 'brain breaks'	Professional Development Meeting – focus on cross curricular links, engagement of all pupils, ensuring they are physically active and supporting children who may have less confidence in P.E.  TLR and Staffing costs.  Regular equipment audits.  Buy in tablets/iPads to raise the online profile of P.E.	£4875.70	From monitoring and pupil discussions it is clear children enjoy and are excited about taking part in P.E.  Staff will be trained to use iPads and 'tweet' P.E lessons.  Staff are more confident in the ability to extend and support children's learning.  Assessment system helps identify needs and greater depth children for tournaments. Staff also use the progression document to identify gaps in children's learning.  Through monitoring, pupil and	Staff to regularly use iPads to tweet lessons and raise the online profile of P.E in school.  TLR to continue, some staffing costs will decrease.

Inclusive in-house tournaments to engage children who may not be confident or take part in competitive tournaments.			teacher discussions, children enjoy their regular brain breaks and understand the importance of P.E and staying active.	
P.E to have more online presence.				

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

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>PDM – Focus on active lessons, confidence of staff in certain areas and engagement from all pupils who need both support and children who need their learning extended.</p> <p>Continued auditing and ordering of new equipment, making sure it is safe, and linked to our scheme of work, making sure all staff have all equipment available to teach high-quality P.E lessons.</p> <p>Continued use of P.E Planning scheme.</p> <p>Coaching from outside agency (B.C.F.C Primary Stars) to upskill and increase confidence of teachers.</p>	<p>Range of new equipment bought in, across all year groups. Liaised with SLT to improve key areas for each year group. Consistent informal conversations with staff and monitoring identifies any new equipment that needs ordering.</p> <p>Regular monitoring and class visits.</p> <p>Teachers selected to receive ‘team-teaching’ training from outside agency.</p>	£1016.70	<p>All staff have the equipment that is needed to teach high-quality lessons.</p> <p>All staff are more confident to deliver active P.E lessons that support children as well as extend their learning.</p>	<p>Regular equipment will need to be ordered but bulk of equipment has already been purchased.</p> <p>Continue to do in-house P.E CPD but also hire outside professionals to deliver training.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
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				14%
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:
Additional achievements:  A broad range of sports to be offered after-school.  Children to be asked what after-school clubs they would prefer.  All year groups will have the opportunity to take part in after-school sports clubs.  Inclusive after-school club for all pupils, regardless of ability.	A number of after-school clubs including: judo, football, cricket and gymnastics offered to a range of year groups.	£4,925	Sports clubs are oversubscribed with lots of children on the waiting list.  Children are excited about after-school clubs and show a keen interest.	Continued use of both in-house and outside providers to deliver sports clubs.  More costs for outside provider but money will be saved from staffing costs.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				27%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Take part in more tournaments including a wider range, specific focus on girls football and non-football events.</p> <p>Continue to work with EBSFA to take part in a competitive football league.</p> <p>Take part in School games tournaments as well as multi-skills clubs.</p> <p>Liaise with local schools to create links for tournaments.</p> <p>Take part in competitive 'inclusive/SEND' tournaments.</p>	<p>Mini-bus to take children to events.</p> <p>A number of staff trained to drive the mini-bus (including coach and P.E lead).</p> <p>Increase the amount of tournaments as well as the amount of children taking part in tournaments.</p> <p>Using assessment system to choose children for tournaments based on attainment in P.E</p>	£9486	<p>Taken part in significantly more tournaments.</p> <p>Children are extremely excited and passionate about taking part in tournaments.</p> <p>Increased number of tournaments that have been won, including Panathalon events and reaching the finals of the EBSFA league for the first time.</p>	<p>The online profile of P.E and sport has been raised across school through tournaments (role-models in P.E) and should continue to rise as we take part in more tournaments.</p> <p>Mini-bus is sustainable, important for transportation of pupils to different sporting events more flexibly.</p> <p>Liaise with schools within the Kingfisher Collaboration.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	