

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 31st 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	£0
Total amount allocated for 2021/22	£21080
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20760
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 21957

Swimming Data

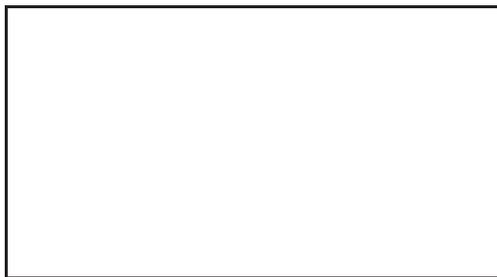
Please report on your Swimming Data below.

<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>	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>	8%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	5%
<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: 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: 13%
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?:
Pupils participate in daily exercise during the school day. Children recognise that exercise impacts their physical and mental wellbeing. Children also understand that movement is more than participating in sport and PE.	The children take part in ‘the daily mile’ each day as part of their timetable.	£450	They see the benefit of movement to aid their learning. They also recognize that being sedentary is not good for them.
	Playleaders ensure playtimes encourage the involvement of movement in their play	£600	The children are beginning to lead their own play as a result of the play leaders works during break and lunch. They are accessing equipment much more skillfully.
	Playtime resources encourage children to actively engage in a range of physical movements during playtimes.	£1550	
			Sustainability and suggested next steps: To continue to invest in quality resources. To continue to skill the children in playground games



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 42%
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?:
Children to take part in a wide variety of activities to broaden their range of life experiences through Active Enrichment each week.	Resources and staff training in place to ensure that every class in school takes part in a weekly one-hour session.	£3250	The children speak highly of the active enrichment hour- feedback show that the children have really enjoyed experiencing a much wider range of physical movement outside of sport.
Reducing sedentary time in lessons	Staff training and resources purchased to ensure all teachers know how to and ensure that there are planned opportunities for movement across all subjects in the curriculum	£600	Children recognize that movement often helps them to learn better. Their lessons show that teachers are planning movement as part of the learning, rather than an add on
Early years is well resourced to ensure the children have access to a range of equipment which promotes the development of their fundamental movements.	Equipment purchased and well maintained throughout the year.	£1200	The children in EYFS have strong gross motor development due to the experiences they have when accessing the outdoors.
			Sustainability and suggested next steps: Continue to invest and expand the opportunities To continue to upskill teachers, especially those who are new to the school. Continue to ensure the children have access to quality resources and that they are supported by the PE lead to develop staff understanding of the fundamental movements.

Top up lesson swimming lessons for year 3 and 4	Children attend an additional 6 lessons to increase the number of children who can swim.	£900	More children are able to swim as a result	Continue to target year groups using the PESSPA to fund additional lessons.
The wider curriculum opportunities consider movement as part of their learning through the purchase of a whole school Orienteering course around the school grounds.	The use of the cross curricular orienteering is mapped from Receptions to Y6	£2832	Children's learning is taken outside. Increased physical activity during lessons	Further embed this new resource into the Curriculum planning

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Teachers to take part in the cross-curricular orienteering course and how this can complement their curriculum offer.	Staff training	£200	Teachers understand how to use this new resources and how is can be used to incorporate physical movement into all curricular lessons.	Teacher to write this resources into the medium plans across all relevant subjects.
Teachers to work alongside our PE teacher to develop their skills when leading the active enrichment hour each week		£1200	Staff feel confident in leading quality sessions during active enrichment. The staff have the skills to lead these sessions.	Continue to upskill teachers and train support staff so they too, are able to lead sessions

Staff trained on using the climbing wall to ensure more children are accessing the wall each week		1325	The wall is being accessed by a higher number of children now that we have more staff trained.	To continue to build on this resource to ensure all children have increased access to this resource.
Forest school staff training to ensure outdoor learning is part of our curriculum offer across school.		£3150	Children are accessing our new school garden to extend their learning beyond the class, especially in science.	To plan forest school lessons, led by the PE teachers as part of our curriculum offer.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children have access to a wide variety of opportunities outside the school day such as residential and adventurous activities.	School to ensure that as many children as possible are able to take part in these activities. Provide waterproofs and suitable outdoor clothing for those children who do not have their own.		£4000 More children have accessed he outdoor pursuits	Continue to provide these opportunities and continue to support those children who would ordinarily not attend.

After school clubs provide a range of extra-curricular activities.	Provide the children with a range of after school clubs which promote physical movement	500	Our clubs have been over subscribed all year	Use further funding to ensure we able to provide more clubs after school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 take part in Trust wide sporting competitions and have access to a wide variety of competitions across the city.	To pay for pupils to access a range of tournaments with local schools in the local area, particularly girls.	£200	The children have enjoyed being part of more competitive games. They have been inspired to join their own clubs outside of school	Children have broader ambitions when it comes to sport. We would like to arrange for more competitions next year, particularly targeting girls as uptake was low.

Signed off by	
Head Teacher:	Jane Townend
Date:	Sept 22
Governor:	Local Governing Board
Date:	Sept 22