

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	£19,071
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,330
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£20,330

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.

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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

70%

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 2022.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

27%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

91%

61 children attended PGL were they practiced and demonstrated self-rescue for the sea.

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?

No

Created by:



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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: 8%
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:
To ensure physical education is fully inclusive and enjoyable for all by embedding clear interventions.	<ul style="list-style-type: none"> Trained TAs to deliver weekly Learn to Move interventions for those children identified by the 2021-2022 PE assessment. TAs to feedback progress and assessment to children’s class teachers. Information to be used within class teacher’s lessons to provide further inclusion. 	£829.00 for the school year – 1x afternoon to run the LTM intervention (KS1/ KS2) EYFS afternoon support	<ul style="list-style-type: none"> Children accessing the Learn to move intervention will be further supported throughout the day with selected children. Positive mental health and further developed gross and fine motor skills within the classroom which can be developed throughout the school. 	To continue to provide support for selected children (which have been identified at the end of the year), to continue this development. PE lead to work with EYFS lead to develop how this is utilized in EYFS.
To increase the percentage participation for vulnerable children and those with SEND in all sports (including 20% and PP children). Link with Key Indicator 4 <i>These Action points, link to the PE Inclusive Health Check Audit and Action Plan.</i>	<ul style="list-style-type: none"> Share materials and resources with staff, to support both individual and group learning. Outdoor Education Lead and PE Lead to provide opportunities for children with SEND to take part in adventurous outdoor sporting activities. PE Lead to analyse participation in extra-curricular sports activities. 	2x NCT £120 £400 (KN to support fixtures & attend PEDSA to network for greater opportunity for SEND) Equipment £60	<ul style="list-style-type: none"> Staff to use ideas and strategies to support the inclusion of those children with SEND/ PP/ 20% in physical activity and sport. Lessons observed to display clear differentiation for children with SEND across all year teams. Increased % of children with SEND participating in extra – curricular sporting activities. Increased % of children with SEND participating in sports outside of school. 	- SEND children attending fixtures; Yr5/ 6 Handball - A range of extra-curricular activities during lunchtimes and after school have allowed an increased number of SEND children to attend; certain amount of places to be allocated to SEND children through invites - Planning has differentiation to support these children where needed – this was noted as a positive during Ofsted

<p>All pupils undertake at least 30 minutes of physical activity a day.</p>	<ul style="list-style-type: none"> • Increase physical activity of all children at play and lunchtimes. • Year 5 Sports Leaders to attend training (Oct 2022) and then to work with Year 6 (trained in 2021) to ensure they increase opportunity for all children to become more active and participate in a sport during break and lunchtimes. • Play Leaders to link with Bronze Ambassadors to develop physical activity opportunities during break and lunchtimes. 	<p>£96 play equipment.</p>	<ul style="list-style-type: none"> • Increased % of children participating in break and lunchtime activities. • Sports Leaders trained to provide fun games during break and lunchtimes. • Decreased % of First Aid injuries during break and lunchtimes. • Sports Leaders to have an increased impact across the school, working with Student Voice & Play Leaders. 	<p>Bronze Ambassadors have developed their own challenges to be carried out during playtime.</p> <p>To develop how they could be used in the KS1 playground.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
1%

Intent	Implementation		Impact	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To promote Health and Wellbeing through sport to increase participation in activities.</p> <p><i>Link with Key Indicator 4</i></p>	<ul style="list-style-type: none"> • To work with PSHE Lead to lead a <i>Healthy Me Week</i> to promote Health and Wellbeing and physical activity across the school. • To meet with teachers and TAs across the school to ensure that they are confident with activities and subject knowledge that they can provide for the children. • To develop Bronze Ambassadors to promote H&W to link with their role within the school. • To gather feedback from teachers and children to discuss how they have felt the week has gone. 	<p>£175.00 supply costs</p>	<ul style="list-style-type: none"> • As a result, pupils make good or better progress both in lessons and over time (see teachers' planning and assessment records). • Building/ promoting relationships with outside agencies. • Promoted activities • Bronze Ambassadors have been supporting during PE lessons, which have allowed teachers to utilise extra support for selected children within the lessons. 	<p>To hold Healthy Me Week every other year (next one to be scheduled 2025).</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
80%

Intent	Implementation	Impact	
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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>To maintain the quality of children's physical education in EYFS & KS1 to ensure staff are competent and confident; with a focus on fundamental skills.</p>	<ul style="list-style-type: none"> • PE subject leader to plan and undertake a series of lesson observations within EYFS and KS1 to look at teaching, learning and assessment in physical education. • Sports Coach to provide enhanced CPD, weekly for HLTAs, SENDCO, EYFS & KS1 staff. • PE lead, EYFS and KS1 teachers to discuss positive outcomes and what areas there are for development/ Teacher questionnaire to be completed • Clear CPD to be implemented for individual teachers based on their identified needs. 	<p>£175.00 supply costs to release PE Lead.</p> <p>KN £6,737.84</p>	<ul style="list-style-type: none"> • Whole staff attend CPD which will result in increased confidence and improved teaching and learning. • Focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve. • As a result pupils make good or better progress both in lessons and over time • At the end of KS1, 'drop off' tracked from EYFS PD baseline; then children to be picked up where needed. Especially in the transition to KS2. 	<p>Invasion games is now a strength within our school.</p> <p>To develop net and wall teaching during the summer term.</p>
<p>To improve the quality of children's fundamental skills and techniques across a range of sports in KS2.</p> <p>To ensure staff are competent and confident in their subject knowledge.</p> <p><i>Focus on catch-up PE</i></p>	<ul style="list-style-type: none"> • PE lead to work with Sports Coach to plan and deliver high quality lessons, with clear progression across the year groups. • PE Lead to undertake a series of lesson observations within KS2 to look at teaching, learning and assessment in physical education. • Sports Coach to provide enhanced CPD weekly for KS2 teachers. • PE lead to meet with KS2 teachers to discuss positive outcomes and what areas can be further developed. • Teacher questionnaire to be completed. 	<p>£175.00 supply costs to release PE Lead</p> <p>KN £8,983.78</p> <p>Equipment £149.74</p>	<ul style="list-style-type: none"> • Whole staff to attend CPD to increase confidence. • Improved confidence will then impact positively on the children through improved teaching and learning. • Lesson observations. • Focus of lessons are child centred and as a result pupils are engaged and keen to learn and improve. • As a result, pupils made good or better progress both in lessons and over time. 	<p>We have been able to secure the fundamentals of each sport within KS2 which has a clear link to KS1.</p> <p>To develop net and wall teaching during the summer term.</p>

	<ul style="list-style-type: none"> PE plans will continue to be monitored, with a clearer focus on intent and implementation, with catch up skills and techniques included. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To develop the range of adventurous sporting activities on offer to our pupils in order to get more pupils involved.	<ul style="list-style-type: none"> To explore the range of activities that could be provided within school to allow children to be more exposed to adventurous activities 	£150 NC time PSHE Lead	<ul style="list-style-type: none"> Healthy ME Week has allowed children to be exposed to variety of different activities (caving, yoga, martial arts, golf, Pony therapy) 	To be run every other year, with additional sports added each time.
To develop the PE curriculum to ensure a broader experience and range of sports and activities is offered to all pupils.	<ul style="list-style-type: none"> PE lead to develop progression of skills document which can link to the knowledge and techniques which require to be covered across the year groups, through the teaching of a broader curriculum Detailed and progressive planning to be used to ensure this is embedded across the school Equipment required for new sports and activities 	£175 NCT for document 1x staff meeting to go through document and how it can be used £290.34	<ul style="list-style-type: none"> Children taking part in PE lessons will be well resourced and planned, with teachers being confident in what they are delivering Children will make accelerated progress in all of their PE skills and techniques – when other sports are allowed to be played (netball, rugby etc) they will be able to use the skills they have learnt within these sports; teachers to make explicit links between them (this will be detailed in planning) 	New sports have been introduced to the curriculum – volleyball, dodgeball, badminton, kwick cricket. To continue these sports next year, with the sports coach supporting and providing CPD for teachers in these new sports.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:

				8%
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:
Summer Term – Sports Day To increase the opportunities for the whole school to take part in school competitions and events.	<ul style="list-style-type: none"> The school to host an event for the whole school to take part in (Sports Day) Design a day that includes maximum activity for all in school. 	NC time £75 Stickers £69.50 Medals £271.05 KN = £260 Equipment £237.75	<ul style="list-style-type: none"> EYFS/ KS1 children having an earlier involvement in sport events will increase the interest for when children reach KS2 and inspire the children to attend more extra-curricular activities at present time KS2 to have the opportunity to compete competitively against others in their year group Raise the profile of PE across school and inspire students who previously had a negative perception of competitive sport. 	To continue running Sports Day in this way, as it works well. LMPs records have been created which has already created competitiveness in children for wanted to beat last year's record. To explore EYFS/ KS1 sport events for each term.
To increase the number of Level 1, 2 & 3 sporting competitions our children attend across the whole school.	<ul style="list-style-type: none"> To increase the sporting fixtures that our children attend, competing in Level 1,2 and 3 School Games Sporting Competitions across all year groups. To attend the Yr5/ 6 Athletics and Gymnastics competitions, increasing participation To increase the variety of after school clubs for all children across the school. 	£120 NCT £420 KN Gym comp £30 £210 SW cover	<ul style="list-style-type: none"> Increased % of children attending extra-curricular sporting clubs, fixtures and events. School teams to compete in varied sporting competitions. Came 4th out of 8 schools in the athletics competition Came 3rd and 4th in the finals in gymnastics. Football (Yr5 /6 & Yr 3/4), Tag-Rugby, Cross Country, Athletics, swimming, dancing after school clubs were run. 	To continue working with SGO to attend fixtures. To widen the afterschool opportunities for the whole school – KS1 clubs, netball, girls football.

Signed off by	
Head Teacher:	S France
Date:	25.7.23
Subject Leader:	Sami West
Date:	18.7.23
Governor:	David Newman
Date:	20.7.23