

# 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	£0
Total amount allocated for 2021/22	£16,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,650
Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024.	£16,650

## 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>	Swimming is booked for pupils Spring Term
<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>	17%
<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>	17%
<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: 2023/24		Total fund allocated:		Date Updated:	
<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:
					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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Enhancing the range of resources available for pupils to use at playtime and lunchtimes.	Purchase a range of equipment that will provide opportunities to engage pupils in physical activity at playtimes and lunchtimes ie scooters, skateboards		£2000	Scooters and skateboards ordered and clubs established. Clubs increased engagement at both play and lunchtimes. Timetable slots enabled a greater number of pupils to access the equipment.	
Improve social skills at playtime and lunchtime through clubs to allow pupils to play games with each other.	Purchase equipment for various clubs ie badminton, dodgeball, handball		£1000	Improved balance and agility. Engagement in clubs encouraged turn taking and improved cooperation, teamwork and resilience.	
All pupils to have suitable clothing in order to participate in physical activity within the school day all year round.	Purchase kits suitable for all weathers for pupils		£650	Supported pupils to access daily physical activity throughout the year. Encouraged pupils to join clubs.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					18%

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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** 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:
All pupils are taught high quality lessons and extra curricular activities  CPD opportunities for staff through tutorials and face to face training.	CPD planned across the year focusing on new sports introduced into the curriculum.  Association for PE	£2000	Quality first teaching evident throughout the PE curriculum. Staff survey showed training improved staff confidence and subject knowledge.	Continue with regular CPD to ensure quality first teaching.  Effective induction of new staff to deliver good quality lessons.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
39%

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	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:

consolidate through practice:				
Additional achievements: Pupils to experience different sports that previously not available for them to participate in school. Physical activity and movement breaks used for pupils to self-regulate and retain attention and focus.	Handball equipment  Sensory equipment for permanent sensory circuit	£500  £500	Introduced new sport. Fostered pupil interest and engagement. Developed into a lunchtime club for pupils  Sensory equipment enabled pupils to regulate at times throughout the day. Encouraged pupils to be more self aware and understand when they needed to use the equipment and which pieces they needed to meet their sensory need. More pupils accessed the equipment which led to increased levels of engagement.	Continue to encourage pupils to join in clubs/ equipment.  Encourage pupils to use the equipment with respect and care, replenish equipment when needed.  Sensory equipment consistently available for all pupils so that all sensory needs can be met.
Provide key spaces for different sports and activities for lunch and playtimes so pupils have more choice and opportunities to engage in physical activities.	Mark out scooter track Purchase barriers to section off the MUGA to allow more than one sporting activity to take place ie football, basketball	£1500	Scooter track marked out which has increased pupil engagement. Increased number of pupils at scooter club, developed turn taking, cooperation, balance and agility. MUGA sectioned off to increase capacity for sporting activities.	Maintenance an up keep of track. Ensure track is cleaned and all equipment put away.
Use of sports coaches to deliver lunchtime sports clubs	Increase lunchtime clubs, First Steps	£1000	Dance and gymnastics club increased the amount of lunchtime clubs pupils could attend.	Continue to develop links with external agencies to provide clubs for pupils.
Year 5 & 6 pupils learn how to ride a bike on the road. Pupils will be safe to ride bike, especially ready	Tigers Trust	£3000		

for secondary school.			All pupils engaged in bikeability.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Provide opportunities for pupils to attend out of school competitions and to take part in taster sessions against others schools in a range of sports.  Promote good sporting behaviour when taking part in competitive sport.	Attend Venn sporting competitions across the Trust.  Inter school awards and competitions, hiring venues eg Soccer Kings	£1500	Increased involvement in out of school competitive and non competitive activities.  Provided opportunities for more pupils to engage in competitions. Pupils engaged and increased levels of cooperation, teamwork, resilience and collaboration.	Continue to provide opportunities for pupils to compete in sporting activities. Maintain links with outside agencies.

Signed off by



Head Teacher:	Maria Hope
Date:	16/10/23
Subject Leader:	Hannah Cope
Date:	16/10/23
Governor:	
Date:	