

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

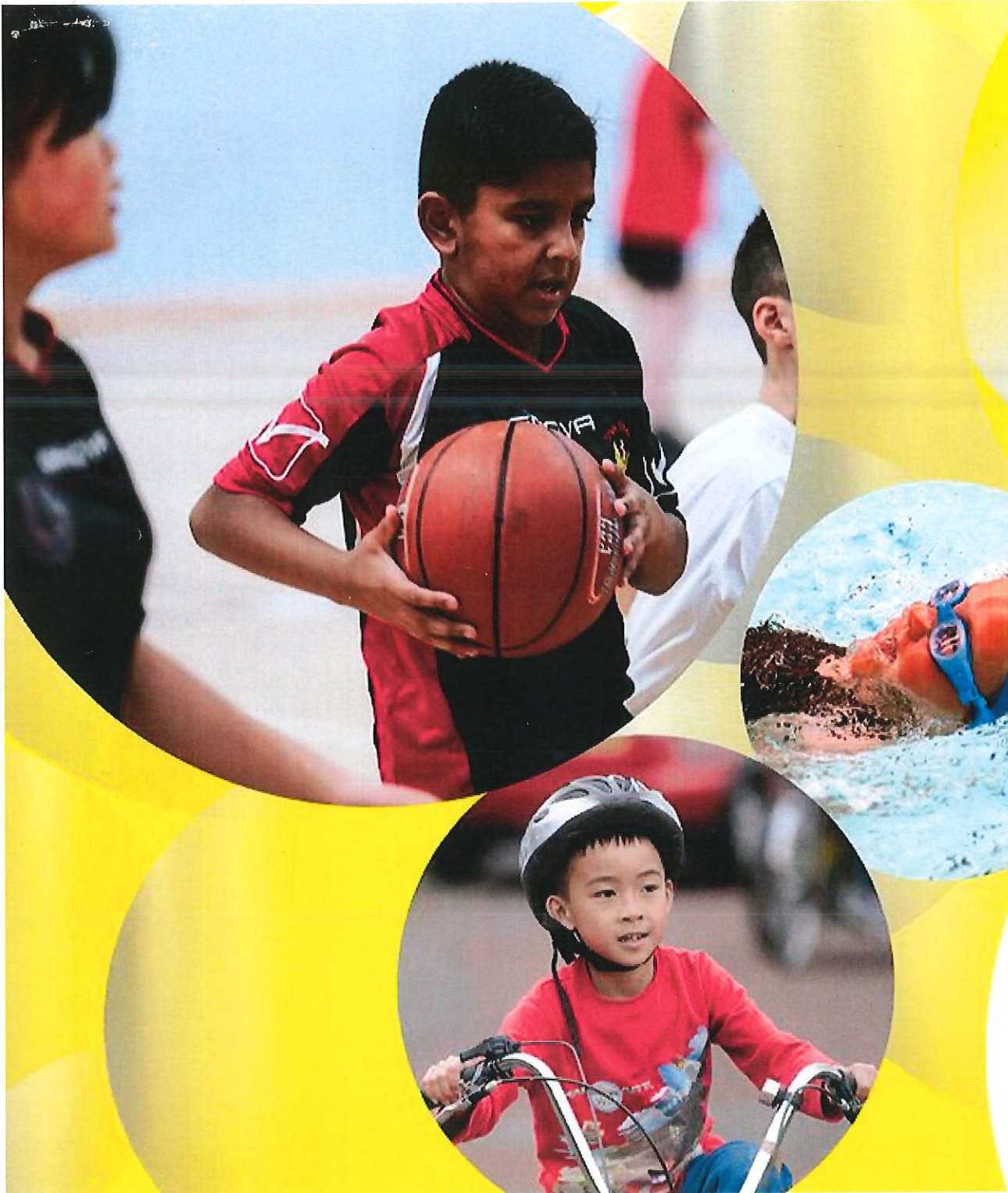
Updated May 2023

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

| | |
|--|--------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £17758 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £17758 |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023 | £17758 |

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 as best you can. 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> | 92% |
| <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> | 89% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 89% |
| <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: £17758 | | Date Updated: July 2023 | |
|--|---|------------------------------|--------------------------|--|---|
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | | | Percentage of total allocation: |
| | | | | | 35% |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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? | |
| Teacher training to raise standards in all year groups for the teaching of the dance curriculum and for Reception Class and Class 1 teachers to benefit from CPD in the teaching of the games curriculum. | Two class teachers each term to benefit from training in the teaching of dance throughout the academic year. Two class teachers to benefit from EYFS games training. | | £3600.00 £2700.00 | Improved confidence in teachers teaching dance and the quality of dance teaching across the school to show good improvement. | |
| Key indicator 2: The engagement of all 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: |
| | | | | | 10% |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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? | |
| To build physical stamina and coordination through active and creative playground activities. To focus on developing upper body strength and leg muscles. | Purchase of playground equipment to include: Basketball stands Diddy Cars, bats, balls, skipping ropes. | | £566.00 £1250.00 | Children more active and interactions improved. | |
| | | | | | Sustainability and suggested next steps: |
| | | | | | Sustainability and suggested next steps: |
| | | | | | Continuous assessment of the physical needs of children to ensure provision matches their needs. Consultation with School Council for futures playground equipment. |

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|-------------------------|--|--|
| | | | | 12% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 support children's wellbeing and physical health, so ensuring a positive attitude to their learning and progress across the curriculum. Training for MSAs to engage children in play and sports activities. Range of after school clubs for KS2 and lunch clubs for all. Y6 children to learn safe cycling. | Play and physical activity at break and lunch times are encouraged and supported. Lunch time games and equipment supported by MSAs to keep children active. Afterschool activities include football, tennis, athletics, multi sports for Years 3 to 6. Participation in a two week programme of Bikeability | £550.00 £1600.00 | Children are more engaged in active play, games and sports. There is an enthusiasm in children to participate and take part. Children to learn to be safe and competent when cycling | Pupil voice to be used to survey future developments to ensure children's continued engagement |

| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 39% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: For children to develop resilience, confidence and sense of personal achievement through a range of more adventurous sporting activities. | Class 3 to participate in 6 weeks archery sessions. | £1500.00 | Children's' confidence and resilience increased. | To monitor pupil voice to review activities offered. |
| | Class 4 to participate in 4 weeks high ropes, rock climbing, zip wire, mountain boarding, orienteering etc. | £3310.00 | Children exposed to new experiences that may spark an interest, either now or later in life. | To review sports offered for impact and quality. |
| | Class 5 to participate in 4 weeks paddle boarding, canoeing, kayaking and learn open water safety. | £2140.00 | Children showing a positive mind set to classroom challenges. Pupil voice confirms positive impact of experiences. | To investigate availability of local sporting opportunities to ensure quality of provision. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|------------------------|--|--|
| | | | | 4% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 play competitive sports in local tournaments. Children to develop sportsmanship and team spirit. All children to take part in our competitive school sports day. A range of sports activities offered throughout the day, both in class groups and house groups. | Participation in local football league. Membership of local Sports Partnership. Children to be supported to work collaboratively, within house groups, to earn points by completing physical challenges. | £120.00 £650.00 | Children are learning to have good sportsmanship skills, whether they win or lose. Membership offers entry to local competitions and tournaments. Children learn team work and to be supportive within their team. | Monitor pupil voice. Review local offer of sports. Parental and pupil voice considered regarding sports day. Evaluation of sporting activities offered to ensure value for money. |

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| Signed off by | |
| Head Teacher: | <i>Lee Prosser</i> |
| Date: | <i>05-07-23</i> |
| Subject Leader: | |
| Date: | |
| Governor: | <i>L. Rawdale</i> |
| Date: | <i>06-07-23</i> |