

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 | £18,130 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £18,170 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £18,170 |

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 2022.</p> <p>Please see note above</p> | 82% |
| <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> | 82% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 82% |
| <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- to access top up swimming sessions for 5 x Y6 through EPSSP membership. |

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: £18,130 | | Date Updated: 10/07/23 | |
|---|--|-------------------------------|--|--|--|
| <p>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</p> | | | | | Percentage of total allocation: 6% |
| 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>Train new mental health leaders from next year's Year 5 and deliver the programme to children from Y3-6 with the support of PE lead and develop a format to evidence the impact of their activities. Link to Sports Council.</p> <p>Subject leaders to investigate orienteering hub and ways for each year group to incorporate physical activity into their subject. PE lead to monitor implementation of resource in fitness sessions.</p> <p>To rearrange provision of swimming to ensure higher number of pupils achieve the end of KS2 expectations for swimming.</p> | <p>Sports councilors to meet half termly and develop activities to lead at playtimes. Mental health leaders to deliver programme weekly.</p> <p>Long term plan to be created to incorporate orienteering into the curriculum.</p> <p>Orienteering extra-curricular club.</p> <p>Children to be assessed during the first swimming session and then those children not meeting expected standard to continue with lessons. Y6 children to have 2 x half terms</p> <p>Top up swimming to be accessed via EPSSP</p> | | <p>Part of £1000 EPSSP Membership</p> <p>£50</p> <p>Part of £1000 EPSSP Membership</p> | <p>Mental Health Champions and Sport's Leaders attended training and shared with sports councilors. Greater understanding of how physical activity can make us feel better mentally as well as improving health.</p> <p>Hub membership renewed to allow access to free resources. Orienteering club delivered to Y5/6 during summer term. Map reading skills improved.</p> <p>Those children who needed additional swimming to reach the standard received it. 82% of pupils reached end of KS2 expectation this year compared with 45% last year.</p> | <p>To ensure that sports ambassadors & Councilors have greater opportunity to lead activities. Implement Active Teach Resource.</p> <p>Swimming to take place in summer term for Y5 and 6. Continue accessing Top Up sessions via EPSSP.</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: |
|---|--|--------------------|---|---|
| | | | | 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: |
| Implement new long-term plan for fitness sessions which enables them to work on developing fitness in relation to their curriculum topic e.g. flexibility and balance when doing gymnastics, muscle endurance when doing netball. | Each class to follow the fitness long term plan to support skills for main sessions. | £0 | A fitness long term plan has been implemented and the link between the muscles/skills needed and the curriculum unit are clearer with children able to explain. | Incorporate Teach Active into fitness sessions. Monitor impact of Active Teach to support achieving Active 60 daily target, in addition to PE sessions. |
| Ensure adequate equipment to meet the needs of the curriculum. | Audit of equipment for each curriculum unit and SM to be informed of any requirements. | £500 | Increased equipment has enabled all children to be involved in sessions throughout, removing the standing around waiting for the equipment of the equipment. | Continue regular audits to ensure lost/broken equipment is replaced. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---------------------------|--|--|
| | | | | 43% |
| 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>Implement new curriculum and employ Activity for All coach to model, team teach and observe PE lessons 3 afternoons per week.</p> <p>To continue developing teaching confidence and impact in all areas of PE by employing Activity for All coach to model, team teach and observe teaching of PE.</p> <p>Implement new curriculum and PE leads monitor impact and quality of teaching from both coach and school staff.</p> | <p>Complete PE subscription. Coach to lead first two sessions of a unit, teacher and coach team teach middle sessions and teacher leads final sessions.</p> <p>Coach to lead first two sessions of a unit, teacher and coach team teach middle sessions and teacher leads final sessions.</p> <p>Feedback from staff</p> <p>Staff questionnaire</p> <p>Pupil Voice</p> <p>Monitoring of lessons</p> | <p>£1170</p> <p>£6600</p> | <p>The curriculum is progressive and enables children to experience a range of sports.</p> <p>Staff surveyed using Koboca showed: 100% of staff felt more confident delivering the PE curriculum.</p> <p>66% their knowledge and understanding had increased, 34% felt it had increased a little.</p> <p>Ball skills is the area of the curriculum that staff felt most confident.</p> <p>Active Start Training was also attended by EYFS staff and disseminated to the wider EYFS team. Access via EPSSP membership</p> | <p>The teaching of gymnastics and invasion games were the areas that people felt they lacked most confidence in teaching and therefore these areas will be prioritized for CPD in 2023/24.</p> <p>Implement Active start programme with 2-4 year old pupils.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 50% |
|---|---|--------------------|--|--|
| 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>To continue developing outdoor learning opportunities and linking it to the outdoor and adventurous activity element of the PE curriculum.</p> <p>To build on the work achieve this year and identify ways of using crops grown in our wider curriculum.</p> <p>Additional achievements: School Games Mark Gold Achieved</p> | PE lead to develop a yearly overview which ensures outdoor and adventurous activity is progressive. Forest school sessions linked to OAA skills/objectives and other areas of the curriculum. | £9005 | <p>Forest school area has continued to be very well utilised across the whole year. The focus this year was to link outdoor work to OAA as well as English texts and this enabled children to engage in physically active to support their English work and where appropriate topic work.</p> <p>Engagement has increased in using the forest area and the area has continued to be developed with additional trees being planted to expand the forest area.</p> | <p>Continue developing on site OAA through forest area.</p> <p>To maintain Gold for a further year to enable us to qualify for the Platinum award.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------------------|---|--|
| | | | | 6% |
| 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 A teams in football and netball through weekly afterschool training sessions in autumn & spring terms. Continue entering events and festivals for B and C teams- Continue EPSSP membership. | Football extra-curricular club offered across the year to develop year group teams. Netball club to create a year 3/4 team Through EPSSP: PE lead to create an overview of events/competitions for the year and link to pupils curriculum experience and plan after-school clubs to work towards- involve Sports Council in this. | Part of £1000 EPSSP Membership | There has been a clear impact of curriculum teaching in ensuring that pupils are more prepared for tournaments and competitions. Pupils have a greater understanding of rules, positions and skills. Tournaments and events entered: Y3 Mini-Kickers Y5 Mini-Kickers Year 1 Multi-skills festival Year 2 multi-skills festival Year 3 tennis festival Year 6 tri-golf Year 6 dodgeball Y4 Women's Football Festival Y6 Orienteering ECO leaders Training Change4Life Champions Training Inclusive Festival Inclusive ten-pin Bowling | To implement intra-school competitions between house teams at the end of each PE unit. Working with Concordia Multi Academy Trust PE leads to develop inter school competitions and festivals across the trust schools. |

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| Signed off by | |
| Head Teacher: | Jenni Ogden |
| Date: | 10/07/23 |
| Subject Leader: | Sharon Moroney |

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| Date: | 10/07/23 |
| Governor: | Kate Thorn |
| Date: | 10/07/23 |