

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	£17,669
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£17,761
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,761

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? 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. Please see note above	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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?	Yes

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: £ 17,761		Date Updated: July 2023	
Key indicator 1: 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:
					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?:
All children will have equal opportunities to participate in quality physical activity even though they may have sensory needs.		Purchased sensory physical activity equipment		£1,028	Our SEN children with sensory issues are happy and being more active using the new equipment. They are engaging with staff and each other.
Children will have increased opportunities to participate in additional daily physical activity		Purchased equipment for playtimes including storage Provided additional training for staff to provide quality support for new equipment. Trained year 6 children to be sports leaders to help deliver 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:
					24 %
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:
Through regular Stormbreaks children will learn skills to positively shape and support their mental health for life through focused movement activities.	Purchased Stormbreak Released five staff to train as advocates Paid teaching assistant staff to attend an after school training session	£4,329	Staff are enthused about Stormbreak and are using it up to five times a week in their classrooms. The children enjoy participating in the physical activities and are beginning to link it in with improving their mental health.	Train new staff; release staff to monitor and evaluate.
Less active children will participate in early morning activity ensure they are awake and ready to learn.	Purchased breakfast for early morning active club		Children are enjoying the morning club and eating a healthier breakfast. It is early days to evaluate impact on learning	Train and pay staff to increase number of days this can be offered.
Parents will be more engaged with their children in school by having the opportunity to participate in 'stay and play' after school sessions.	Purchased additional resources parents and carers for after school 'stay and play' sessions		Parents are staying after school to play and be active with their children	Stay and play to continue and to increase opportunities for parents to join children with their PE.

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

Children will be better supported in PE lessons in order to improve and consolidate their skills.	Whole school training on how all adults can best support within lessons including after school session with teaching assistants Training for staff working with children on developing their gross motor skills. PE lead training including attending a LA PE conference	£1493	Children are better supported by all staff in their PE lessons. The lower attainers are progressing in developing the key skills in the lesson and the higher attainers are being challenged. 9 KS1 children and 18 KS2 children have taken part this term. All have been assessed for GMS gaps and activities are being used to target these needs. All children are making progress and will continue to fill gaps on return to school. EYFS data will inform of any new year 1 children who need to take part.	Train new staff on supporting all children during PE. Training for new PE lead Gross motor intervention to continue
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 54%
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 children, including our youngest children, will have increased opportunities to participate in a range of different sports and physical activities.	Increased swimming provision Purchased new PE equipment and reorganized our resources so teachers can find equipment easily. Speaker to improve dance.	£9,641	Increase in % of children being able to swim 25 metres by the end of year 6. Teachers can find all the equipment easily for their PE lessons and therefore the quality of teaching and learning in PE has improved.	Revisit PE curriculum and see if we can introduce new sports.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7 %
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 have had increased opportunities to travel and participate in external sports events as well as competing in in-school sporting competitions.	Coach travel to external sports events Pay for staff to support in after school events.	£1,182	Children have had may more opportunities to participate in competitive sport and understand better that it is the six key sports values that are important rather than winning.	Increased opportunity to participate in external competitions.

Signed off by	
Head Teacher:	<i>S Chapman</i>
Date:	28.06.2023

Subject Leader:	<i>E Freeman</i>
Date:	29.06.2023
Governor:	<i>K Sewell</i>
Date:	10.07.2023