

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. **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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£19,560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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 practiced 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>	50%
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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/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:		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:
					%
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?:	
Specialist coaching will be provided to children across the school in afterschool clubs across the week.	Seek pupil/staff voice Produce participation reports termly for boys, girls , SEND.		£5200	Pupils are to be engaged in physical activities in the afterschool club. Pupils both KS1 and KS2 will participate in 30 minutes of physical activity during the afterschool club.	
Play leader / pastoral member to provide games club after school to targeted children.	Three times a week play leader /pastoral member to deliver a games club to children from both ks1 and ks2.		£3500	Produce participation reports termly for boys, girls, SEND.	

To ensure we improve and raise the profile of lunchtime provision to increase the level of physical activity and prepare pupils for lessons in the afternoon.	Audit current equipment and purchase playground equipment	£300		Continue to survey School Council to review pupil needs, likes and dislikes. Monitor attendance of clubs to ensure participation is not waning. Rotate clubs according to seasons and bring in fresh sporting ideas.
Use the numerous dance routines/exercise & game challenges produced by Anomaly, which the children can easily follow – the content can be displayed at break and lunch times on the external boards or in the dining/assembly Hall during wet breaks, or incorporated into after school activities. Also use the interactive lessons so teachers can encourage the children to be active across core subjects and not just in PE.	Deliver training to new lunchtime supervisors to enable children use the anomaly system during interactive play and lunchtime sessions.	£1500	Most children to be participate in dance and exercise routine during play and lunch time.	Next steps: Review impact of the anomaly through pupil voice and school council.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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 continue to promote celebration assemblies to highlight sporting achievement.	Give internal. Certificates, wrist band, cups and stickers awarded for PE and Sporting achievements. -Promote bringing in external rewards from taking part in sport in the community. _add sports links on to the school website	£200 Free	Children gain a sense of achievement which is celebrated by not only their class but the whole school.	Review termly the impact of the assemblies.
Pupil voice meetings Children to be involved in with PE and sports that take part in school	Meet with school council every half term _ Discuss PESSPA _ Discuss parent engagement.	Free	Parent engagement to develop a stronger sense of a school community.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Staff to receive CPD from specialist sports coach who will deliver high quality range of dance and gymnastics lessons to ks1 over half a term	Children to partake in high quality range of dance experience and gymnastic lesson delivered by a specialist teacher.	£5100	Termly review -CPD impact for ECT Teachers.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

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:
Additional achievements: Swimming top up sessions Children will learn about self-rescue and water safety.	Year 6 to attend a six-week top session for self-rescue and water safety	£3660	Pupil assessment carried out by class teachers.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Extrinsic Rewards given for participation.	Printing of certificates/swimming/sports day	£100	Certificate have motivated children to achieve rewards thus has developed their self-confidence. certificates in class/assembly. Teachers have noted that their self-confidence has improved because they have received certificates.	End of term certificates/rewards in assemblies with parents in attendance.

Signed off by	
Head Teacher:	Louise Page
Date:	21.6.23
Subject Leader:	Sobia Akhtar
Date:	21.6.23
Governor:	Father Allan Thompson
Date:	