

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	£ 0.00
Total amount allocated for 2021/22	£ 17,935.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0.00
Total amount allocated for 2022/23	£ 17,940.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,940.00

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>	62%
<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>	45%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%
<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

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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: £17,940		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: 21%
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:	
<ul style="list-style-type: none"> Each class in KS2 have received a whole afternoon of PE each week. Additional PE in the form of swimming lessons and Forest School has also been undertaken by all of KS1 and KS2 children. Next year - all children from Years R - 6 will receive one lesson of PE per week, which may include swimming within this during warmer months, as this will ensure more widespread provision for all children. Provision of Forest Schools to continue. Increased number of active clubs/activities on offer at lunchtime and after school. ALL KS1 Children have had access to at least one club per week. Chn in KS2 attend wellbeing clubs. All children will continue to have this provision with the intention of there being more swimming lessons on offer and increased range of 	<ul style="list-style-type: none"> All staff run at least one club throughout the year. PE Subject Leader has run Dance and Football club as well as taken the lead on all local and District Competitions and has led and taken a group of children to a competitive Dance festival Opportunities have primarily been for KS2, but our Year 2 children have participated in a Sports Festival with other local schools and our KS2 COIN children have competed in a local Panathlon. Year 6 Sports Leaders have encouraged participation in active clubs at lunchtime across KS1 and KS2. This will continue next year, with a greater focus on more opportunities for KS1 and a wider range of sports at competitive level. 	£3750	<ul style="list-style-type: none"> Children who were previously inactive at lunch time have been encouraged to engage in some form of physical activity through wide range of activities and resources on offer. Children taking part in different activities. PE equipment being used to supplement lunch time equipment. We have accessed a greater number of children in football club by extending provision to mixed ability as well as elite team. ALL children have participated in training league games, local ERPSSA League games, friendlies and our own establish Flemish Fields Cup. School minibus will continue to be used for Forest School and local matches and 	<ul style="list-style-type: none"> Close work between Midday supervisors, PE Lead and ELSA to continue and develop further (particularly on KS2 playground where there has been a greater tendency for children to be less active) in order to monitor interest in certain provision and to encourage engagement. Different activities (such as dance, cricket, girl's football - with KS1 using the KS2 MUGA for their football training and Year 6 children supporting in the coaching) are now on offer according to interest of the children and greater participation has been evidenced. Continue to develop this across both playgrounds. 	

<p>equipment for PE lessons so that all children can have best provision</p> <ul style="list-style-type: none"> Swim squad set up for children in years 5 - 6 and gala attended. 			<p>tournaments. Improved access to further tournaments and District sports through access to funds to cover coach costs would support this a great deal.</p> <ul style="list-style-type: none"> Next year - PE Lead to work more closely with ELSA leaders to establish improved playground provision at lunchtimes. 	<ul style="list-style-type: none"> More equipment now needed to offer best provision, especially in KS1 playground.
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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:
49%

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:
<ul style="list-style-type: none"> In KS2 all classes have been taught PE by the PE subject lead this year. OAA, Dance and athletics. Have continued to and will continue to use Getset4PE as planning and resources for our whole school PE curriculum. Next year - develop a wider range of sports within PE lessons - will need access to improved equipment to fulfil this. LSA who is a trained sports coach to support class teachers. Development of Year 6 children as Sports Leaders. Development of Year 6 children as wellbeing leaders. 	<ul style="list-style-type: none"> More opportunities at competitive level to include a range of sports/physical activity, such as Dance. LSA to work with EYFS and KS1 teachers as well as PE Lead to plan, deliver and assess high quality PE teaching Training of Year 6 children as Sports Leaders. Training of Year 6 children as wellbeing leaders. Dance costumes and music, improved PE Kit and kits for other sports such as netball, hockey and baseball will require additional funding. Equipment for swimming pool to enable greater access for younger children - EG platforms and swimming aids. 	<p>£5000</p> <p>£2500</p> <p>£850</p> <p>£500</p>	<ul style="list-style-type: none"> Teachers feel more confident in the delivery of PE, resulting in children gaining greater skills and confidence themselves. Continue to offer extension of PE through clubs. ERPSSA membership for local and District competitions and events. Increased availability to all Greater participation in competitive sports Wellbeing provision Increased skills base provided in PE lessons for all. 	<p>Swimming lessons for all children in KS1 and KS2.</p> <p>Continue to monitor provision of extra- curricular activities and consider funding for this, so as to ensure the best provision.</p> <p>Continue to monitor access for all by analysing clubs data each term and assess provision for our vulnerable groups.</p>

<ul style="list-style-type: none"> ERPSSA Membership 	<ul style="list-style-type: none"> PE Lead to be trained as Dance and Movement Psychotherapist. 		<ul style="list-style-type: none"> More children participating in swimming. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%

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:
<ul style="list-style-type: none"> Further develop use of Getset4PE across the school from Nursery to Year 6. LSA who is also a trained Sports Coach to support teaching. Development of Dance as a therapeutic tool. 	<ul style="list-style-type: none"> KS2 PE taught by PE Subject Leader Use of progression of skills documents to support termly assessment and progression in PE. 	£3000	Continue more frequent access to summative assessment of the skills gained across the school and to monitor/evaluate and develop progression of these.	Development of assessment is now embedded and easy to access.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%

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>Additional achievements: Continue to offer a range of sporting clubs available both at lunch time and after school.</p> <ul style="list-style-type: none"> • Provision of Forest Schools sessions for all classes to continue and to continue smaller more focused nurture groups. • Swimming sessions provided for all children from R - 6. 	<ul style="list-style-type: none"> • Increased number of children participating in football to encourage confidence and fitness for all - steering away from this being elitist. • Next year to continue to develop our more able team alongside additional friendlies and training league. • Continue to develop access to dance and to build the competitive and performance aspects of this. 	<p>£2500</p> <p>£3000</p>	<ul style="list-style-type: none"> • Home School Link Worker to liaise with class teachers and Clubs Coordinator if children would like to attend a club but do not have the funds to. PE Lead to monitor through termly data analysis. • Children have opportunities to take managed risks during Forest School sessions using equipment and tools. • Children are able to meet the end of KS2 requirements in swimming and to be confident in water safety. 	<p>Class teachers to ensure that all children wishing to attend active trips and residential visits are not prevented from attending due to financial restrictions.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 10%</p>
Intent	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Stepgates to attend a wider variety of ERPSSA events. • Development/continuation of dance competitions through links with local school 	<p>Shining Star programme to target Gifted and Talented children (with focus on athletics as well as other PE foci) to ensure our children compete and achieve the highest possible result. More focus on other aspects of PE shining stars next year - for example, Dance.</p>	<p>£1750</p>	<p>Increased participation. Improved fitness evident at District Sports. Better preparation for these events.</p>	<p>Further develop links with other local Secondary schools to make use of CPD and provision for our Gifted and Talented children. Increased provision within school and after school clubs, offered by our own staff as well as external providers.</p>

Signed off by	
Head Teacher:	Tara Ford
Date:	12/07/23
Subject Leader:	Jodie Brough
Date:	12/07/23
Governor:	Michael Pope
Date:	23/07/23