

# 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	£6196
Total amount allocated for 2021/22	£18,370
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4125.93
Total amount allocated for 2022/23	£18,320
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,320

## 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><b>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</b></p>	Completed water safety training in 2022
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	<p>23/48</p> <p>48%</p>
<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>	<p>29/48</p> <p>60%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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: £18,320		Date Updated: 22.07.23	
<b>Key indicator 1:</b> 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: £9839.15      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:	
<ul style="list-style-type: none"> <li>To engage and encourage more children to take part in positive, active playtimes and understand the importance of active, healthy lifestyles.</li> <li>To develop motor competence.</li> </ul>	<ul style="list-style-type: none"> <li>In 2022/23 we signed up to OPAL – a company which supports the development of engaging all pupils in positive and active playtimes. The team, NH, SW, MM, RB and KT, have carried out various meetings in order to develop our playtime offer further including the development of ‘The Retreat’, craft area, drama area and small world. Plans have been drawn up to create a digging area, which will develop children’s upper body strength/gross motor skills to support fine motor competence.</li> </ul>	Paid with previous funding	<ul style="list-style-type: none"> <li>Playtime and lunch time staff have noticed an increase in more pupils participate in active play and reduced injuries and behavioural issues.</li> <li>Sports leaders shared more pupils participating in their activities and also other pupils replicating their games with their peers giving all pupils a resource bank of games for them to engage in with peers.</li> <li>Nursery pupils are now able to participate in a range of physical opportunities within the classroom to further their</li> </ul>	<ul style="list-style-type: none"> <li>Continue to adapt and improve playtime offer through regular meetings with the OPAL team. School council to fact find and share pupils’ opinions on playtime e.g. ways to move forward, positive areas of play already in place etc to ensure the offer is meeting children’s’ needs and interests.</li> <li>Establish a Y5 Sports Leader team delivering an introduction course and regular meetings to ensure engagement with the team. Utilise</li> </ul>	

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	<ul style="list-style-type: none"> <li>Utilising money raised from the sponsored colour run alongside PE Premium money, we were able to purchase monkey bars, which will develop children's upper strength and gross motor competence, promote and provide pupils with risk taking play and engage pupils in active playtimes.</li> <li>Speakers were purchased to enhance our playtime offer for pupils to use for dance groups and physical play.</li> <li>Refresher course for 20 Y5 play leaders to support the delivery of active playtimes. Meetings carried out half termly/sometimes more frequently depending on support required.</li> <li>Replacement of the flooring in nursery. Pupils utilize this space to carry out a range of gross motor skills such as spinning tops, obstacle course set up which allows for cushioned landings etc.</li> <li>Sports day, football and rounders/striking and fielding markings added to the school field in Summer 1 to support the delivery of sports day providing pupils</li> </ul>	<p>£576.55 colour run equipment</p> <p>£2958.60 monkey bars</p> <p>£504</p> <p>£0</p> <p>£5540</p> <p>£260</p>	<p>motor competence.</p>	<p>the previous team to support the introduction of new leaders.</p>
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	the opportunities to participate in competitive sport. Also to support the delivery of our summer unit of work led by teachers and PPA staff.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0% allocated in previous indicator
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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"> <li>To develop whole school festivals.</li> <li>To raise the profile of PE and Sport across the school to engage and encourage more pupils to adopt healthy lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils participated in a whole school sponsored colour run to raise money for monkey bars to add to our existing adventure playground, developing children's upper body strength and gross motor skills.</li> </ul>	<p>£0</p> <p>Allocated above key indicator 1</p>	<ul style="list-style-type: none"> <li>Impact to be seen in Autumn 1 when the equipment will be installed.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide whole school festivals which include the wider school community after school hours – scheduled for Friday 20<sup>th</sup> October 2023.</li> <li>Regular maintenance of equipment to ensure it can continue to be accessed by future pupils.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£550	3%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:		
<ul style="list-style-type: none"> <li>To develop teachers' knowledge and delivery of key aspects of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Tennis training – all staff observed good practice led by a local tennis coach, Jake Walker, who demonstrated various lessons e.g. serve, forehand, backhand etc and the steps within a tennis lesson e.g. skills taught and practiced and built upon before application to a rally or game. Teachers were able to utilize their CPD in the lessons following the observations carried out to put their knowledge into practice and adapt lessons providing pupils with high quality teaching.</li> <li>Purchased GetSet4PE planning to improve the delivery of our PE</li> </ul>	<p>FOC</p> <p>£550</p>	<ul style="list-style-type: none"> <li>Staff commented an increase in confidence when delivering net and wall sessions and ability to adapt lessons according to the needs of their pupils.</li> <li>Pupils were able to develop and apply skills more confidently and accurately as a result of more refined teaching.</li> <li>Planning to be implemented in 2023/24</li> </ul>	<ul style="list-style-type: none"> <li>Connection established with local tennis coach, Jake Walker, who has offered to support the planning and delivery of our net and wall unit. Discuss any further possible adaptations to GetSet planning for staff to support pupils beyond the suggestions already stated in the planning.</li> </ul>	

	curriculum as it offers challenge and support, capturing and supporting all learners to achieve ARE or AARE. PE lead made links with another local primary school to discuss their implementation of the planning units to ensure we were accessing a programme beneficial to our pupils.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £518 3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:</p> <ul style="list-style-type: none"> <li>To promote outside clubs and to provide pupils with taster experiences.</li> <li>To provide a range of out of school clubs to engage pupils in a variety of sports.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils participated in our National School Sports Week 2022. We invited Kimberley Performing Arts Centre, App Frod Cricket Club and Allegro Gymnastics club to provide a taster session to all pupils and to promote local clubs. It also enabled us to broaden their</li> </ul>	<p>£125 (dance) All others FOC</p>	<ul style="list-style-type: none"> <li>Pupil and staff voice from the sessions carried out were positive with pupils being highly motivated to participate, particularly those who do not have previous experience of these clubs and athlete session.</li> <li>One pupil was offered a scholarship to the local</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide a wide range of sporting activities during National School Sport Week and across the academic year, giving all pupils access to high quality sessions and the chance to local clubs to promote their offer.</li> <li>Continue to offer a</li> </ul>




	<p>experiences with sports they may not have engaged with prior to the event.</p> <ul style="list-style-type: none"> <li>All pupils participated in a sponsored fitness circuit led by athlete Leo Baptiste. He also carried out a Q+A session with the pupils demonstrating resilience despite setbacks within his career, which pupils could apply to all aspects of their learning and life skills.</li> <li>After school club offer 202/23 – Football Y1+2 Gymnastics and Cheerleading Y1+2 Circuits/Obstacle Course Y1+2 Netball KS2 Cricket/Rounders KS2 Keep Fit Reception+Y1</li> <li>All year 6 pupils were provided with an enrichment opportunity to participate in a silent disco.</li> <li>All year 6 pupils were provided with an enrichment opportunity to</li> </ul>	<p>£0 – payment through sponsorship</p> <p>£208</p> <p>£185</p>	<p>dance school as she was recognised during her session as displaying a great deal of talent.</p> <ul style="list-style-type: none"> <li>High participation of pupils in the after school clubs across EYFS,KS1 and KS2.</li> <li>Positive feedback from all Y6 pupils regarding the swimming and silent disco enrichment opportunity even from those reluctant swimmers and dancers.</li> </ul>	<p>range of after school sporting clubs across the academic year to engage pupils in sports they wouldn't or can't access outside of school, free of charge.</p>
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	participate in a swimming session.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3286.92 18%
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"> <li>To provide opportunities for pupils to participate and develop healthy participation.</li> </ul>	<ul style="list-style-type: none"> <li>Sacks for sports day to ensure all pupils could compete in the activities programmed.</li> <li>All pupils participated in Sports Day June 2022. All pupils in KS1+2 competed in every race accumulating team points to work together as a team.</li> <li>Hockey sticks purchased to assist delivery of curriculum.</li> <li>All Y6 pupils attended a local inter school Dodgeball competition organised by British Dodgeball group.</li> <li>All Y6 pupils attended the Brownlee Foundation</li> </ul>	<p>£52.07</p> <p>£144.85</p> <p>£415</p>	<ul style="list-style-type: none"> <li>High level of positive engagement noted during the annual sports day where all pupils participated in all events.</li> <li>Delivery of team sports could be carried effectively.</li> <li>Pupils given the opportunity to display sportsmanship and sporting attributes outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for pupils to participate in inter and intra school sports week to develop healthy competition.</li> <li>Make links with local secondary feeder school to utilise their facilities whilst providing the opportunity for KS4 pupils to develop their officiating skills.</li> </ul>

	<p>Triathlon event providing pupils with the experience of the 3 disciplines.</p> <ul style="list-style-type: none"> <li>We have subscribed to the Get Ahead programme for 2023/24 providing all our pupils with the opportunity to participate in a range of competitions across the academic year 2023/24</li> </ul>	£320		
		£2355		

Signed off by	
Head Teacher:	S. Williams
Date:	24.07.23
Subject Leader:	Naomi Herrick
Date:	22.07.23
Governor:	 C KUPFERS
Date:	24/7/2023