

# 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	£17,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19, 860.60

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	37% can swim 25 m 57% can swim at least 5m
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	37%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	96% have had self-rescue and water safety sessions this year.

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/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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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: £757.60 3.8%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To achieve 30 active minutes daily.		Improve playground resources and equipment to engage pupils more in active activities.		£457.60 lunch time equipment. £300 for netball posts to be purchase.	
				Less behavior incidents. Pupils more engaged and opt to do sporting activities during unstructured periods. Better provision for pupils. 30 active minutes has been achieved for all pupils.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: £6395 = 32.2%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	

To provide a wider range of activities for the children and enhance after school sport provision.	2 x evenings of sport offered by a sports coach. 1 x gardening club School to open to allow holiday sports clubs to operate. Sports leader x 8 weeks	£2042 sports plus. £567 for school facilities. £2686 for sports leader. £1100 sports equipment.	Children can access a wider variety of sporting and other activities to develop fine, gross and skills for physical development. The quality of provision has improved with the use of specific targeted sports coaches.	Continue to develop sports provision for the children by reviewing current teaching and amending for impact.
Improve the attendance of SEND pupils who are engaging in clubs.	Invite all SEND children to clubs.	As above in terms of funding.	48% of all SEND pupils have engaged in an after-school activity this year. 100% have been offered the opportunity to attend after school clubs.	To add a wider range of sports into the curriculum.  To track specific groups of learners to ensure they are accessing fully sporting activities – PP/SEND/EAL
Improve the quality of provision for SEND pupils	Train staff on scaffolding and supporting SEND to maximize learning opportunities in PE	See below in staff development re- funding.	The quality of PE teaching has improved and all SEND children are happy and included fully in lessons.	Continue to develop sport provision for SEND pupils to give them opportunities to develop fine and gross motor skills.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£8158 = 41.2 %
<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:

To use trained sports coaches to model and develop PE CPD and staff development in school.	Staff have sessions modelled for them. Support has been offered in terms of planning and the curriculum. Staff observe the teaching of sport and work alongside to develop their skills. Lunch staff have had support in lunch time activities.	£7,558 sports plus to support.  £600 supply cover for staff to work with sports lead – autumn term.	Staff are more confident to teach PE.	Embed the teach/coaching model alongside curriculum changes in school for PE lessons.  Improve CPD for staff beyond modelling and coaching.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
£650 = 3.2%

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: To enrich the broader provision for sport and exercise across the curriculum.	Healthy community picnics for all children. Royal Ballet sessions. (see above for after school sport also) Transport provision to get to sporting activities – taxis	£200 £150 £300	Children have had the opportunity to participate in a wider variety of sporting activities and learn more about the value of healthy eating and exercise. Cultural capital – children have learnt how to grow and make healthy foods and have received experiences to motivate them for the future e.g. ballet lessons.	Continue to extend the provision of different sporting activities and exercise available for the children.

**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation:

			£3900 = 19.6 %
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?:
To work with the sports partnership to immerse children in a wider range of activities beyond the usual curriculum.  Competitions entered: Tennis Boccia Tennis Football	Work with the King Edwards Partnership.  Catholic Sports association	£3,800  £100	Children participated in competitive sporting activities with a variety of different schools. Children tried out new sports such as archery with the coaches from King Edwards thus engaging pupils in a wider variety of sporting activities.  Children came 3 <sup>rd</sup> in Tennis and Boccia competition. Children have competed on an athletics track to experience what it is like to compete.
			Sustainability and suggested next steps:  Ensure children still continue to engage in after school and competitive sports. Look at how we can involve the children more locally.

Signed off by	
Head Teacher:	C. Dalzell
Date:	2 <sup>nd</sup> July 2023
Subject Leader:	C. Dalzell and D. Cooper
Date:	2 <sup>nd</sup> July 2023
Governor:	J. Crowhurst
Date:	2 <sup>nd</sup> July 2023