

# 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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



## Details with regard to funding

Please complete the table below.

|  |        |
|--|--------|
| Total amount carried over from 2021/22   | £0     |
| 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   | £17660 |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £17660 |

## 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> |        |
| <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 2023.</p> <p>Please see note above</p>  | 83%    |
| <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>  | 83%    |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 83%    |
| <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/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:  |                                 |
|--|--|-----------------------|--------------------|--|---------------------------------|
| <b>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</b> |  |                       |                    |  | 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?:   |                                 |
| Increased participation in physical activity at lunchtime and after school for children from all year groups.  | Survey of children to identify which do not take part in physical activity outside school. Identified children to be invited to Friday Morning Club and encouraged to take part in lunch and after school clubs. |                       | £800               | Attendance at clubs is consistent and shows good engagement from all groups. 100% of PPG children have attended a club with 97% of SEND attending a club weekly.   |                                 |
|  | Training for Sports Leaders to develop sport activities at lunchtime supported by specialist sports coach.   |                       | £400               | Links made with competitive sports and children do well in local sports fixtures: School progressed to county finals for netball, cross country and cricket. Engaged well with local area football league. |                                 |
|  | Resources purchased to support lunchtime activity across the school.   |                       | £1500              |  |                                 |
|  | Sports coach to monitor physical activity at lunchtime and adapt provision so that more children are actively engaged in sessions.   |                       | £800               | Links made with local sports clubs so that children are able to participate within the wider community. Links made for cricket, martial arts, tennis and   |                                 |
|  |  |                       |                    | Sustainability and suggested next steps:   |                                 |
|  |  |                       |                    | To continue to access pupil voice in relation to clubs and opportunities so that a broad range of sports is offered to supplement the lessons in school.   |                                 |

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|   | Increase the range of physical after school clubs available to enable all children to access at least one club in addition to their regular PE and active lunchtime provision.<br><br>Leadership time to consult with sports leaders and children across school to target additional provision to support increased participation.         | £1600<br><br>£1900 | football local clubs.<br><br>Each half term a minimum of three physical clubs run with full numbers for each club.<br><br>Consultation with children resulted in increased club participation. |  |
| Additional swimming provision to ensure all children are confident swimmers by the time they leave KS2  | Additional term of swimming for children in Year 5 & 6 to encourage more confidence in swimming and increased attainment and enthusiasm by the end of KS2. Will address reduced opportunities for these children who could not participate in swimming during Covid lockdowns and current high waiting lists for swimming lessons locally. | £1646              | 83% of children achieved the expected standard for swimming by the end of year 6.<br><br>54% of children accessed swimming in Year 4, 5 & 6 to achieve this.                                   | Extended swimming time in Year 4 to enable more to meet the standard by the end of Y6/ If more meet the standard in Y4 then the group for Y5&6 will be smaller so more likely to achieve the standard. |
| <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:<br>%   |
| <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:   |
| School to maintain Sports Mark award and participate in local competitions  | Release for PE subject leader to support successful application for award.<br>Additional funding for competition entries and to engage third party sports providers to widen   | £1900              | PE is highly valued across school and children take pride in achievement of the award. Leaders value the positive impact of PESSPA on outcomes for pupils.                                     |  |

|  |   |  |   |  |
|--|---|--|---|--|
|  | opportunity for children in the local area. |  | Children understand and value the impact of sport on their health and wellbeing.<br><br>School awarded Platinum Sports Mark July 2023 |  |
|--|---|--|---|--|

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | 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:                             |
| Development of PE curriculum to support teaching.<br>Teaching staff have regular CPD tailored to their own needs and knowledge. (3 hours per year for 7 teachers) | Purchase of PE curriculum with detailed lesson plans and resources to support teaching.<br><br>Team teaching with sports specialist termly to develop knowledge of sports activities appropriate to the age of their pupils.<br>Where concerns identified additional training provided if necessary. | £660<br><br>£3800<br><br>(£1000) | Quality of teaching of PE is at least good.<br>Lessons taught by non-specialist teachers build skills and demonstrate progress across a unit of work for children of all abilities.<br><br>curriculum reviewed as part of OFSTED deep dive and praised as highly ambitious.<br><br>Teachers report increased confident with PE.<br><br>Progress in PE across school evident through monitoring. | Continue with subscription and bespoke CPD to address areas of need. |

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> | 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:  |
| Opportunities for children to experience sports not included in curriculum provided through links with local sports clubs.                                  | PE lead to make links with local clubs to support sports development<br>Release time for leader to support external sports providers in school | £600               | Children will have a good understanding of the sports opportunities available to them outside of school. | external sports.<br>School to explore options for after school clubs in addition to those offered by staff currently. |

| 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:                                      |
| Engagement in Local MAT competitions and sports cluster competitions to raise participation in competitive sports<br>Organise local competitions within the village | Through local sports cluster take part in a range of competitions across the year.<br>Invite other schools to participate in competitions organised by our specialist sports teacher and PE leader where gap in local provision is identified. | £1500              | Children of all abilities will have an opportunity to participate in a range of competitions across the academic year.<br><br>School progressed to area finals for cross country, netball and cricket this academic year. | Extend opportunities for external sports competitions for less active pupils. |

|                 |                          |
|-----------------|--------------------------|
| Signed off by   |                          |
| Head Teacher:   | Nicola Scott-Worthington |
| Date:           | 20/07/2023               |
| Subject Leader: | Sarah Parkin             |
| Date:           | 20/07/2023               |
| Governor:       | Gill Bladon              |
| Date:           | 20/07/2023               |