

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£20,340
How much (if any) do you intend to carry over from this total fund into 2023/24?	£3852
Total amount allocated for 2022/23	£20,340
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 16,488

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 as best you can. 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 2023.</p> <p>Please see note above</p>	89%
<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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<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: £20,340		Date Updated: 21/7/23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 10%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continue to ensure and embed the knowledge and skills of all teaching and support staff when teaching or supporting PE and sport.	<ul style="list-style-type: none"> Quality of teaching is monitored by SLT and PE lead. Staff receive clear, detailed feedback. Structured PE timetable allows a range of activities to be taught. Key Stage appropriate activities for all pupils. Photographs and videos to be used to improve performance. Archers partnership performed a PE subject review with detailed learning walks for staff development. 	£2034	<ul style="list-style-type: none"> Observations indicate that the quality of lessons has improved. Children report higher levels of enjoyment. Approach supports Resilience, resourcefulness, respectfulness and recognise their own self-worth (in line with school character-based rules) Fun, active lessons which engage all pupils Child friendly learning outcomes and children understand the context and all pupils make progress 		<ul style="list-style-type: none"> Utilise the existing strengths of staff within school to nurture and develop skills of teachers and support staff within each phase. When applicable, use the Arches Sports Partnership to develop staff. Share good practice with family of schools and with the Arches School Sports Partnership.

<p>Key indicator 2: 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</p>			<p>Percentage of total allocation: 20%</p>	
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> ● Enhance the quality of PE taught through the PE curriculum lessons. ● Ensure most PE is taught by specialist HLTAs ● Develop extended learning and after school provision opportunities to incorporate physical fitness and a culture of healthy lifestyle choices ● Engage parents/carers to promote healthy lifestyles. ● Increase opportunities for children to improve their own performance. Increase the inclusivity of lessons for ASD and SEND children 	<ul style="list-style-type: none"> ● Val Sabin implemented for Games, Athletics and Gymnastics. All staff confident in teaching from this scheme of work. I-Moves dance in place for a wide range of dance lessons, many of which link with other areas of the curriculum. ● Audit the quality of provision and adapt plans when needed and Adapt lessons plans and levels of support for individuals when necessary ● Promoting activity at break and lunch times, outdoor plan set on a weekly rota to keep children engaged. Extracurricular clubs follow skills and knowledge taught in physical education lessons to ensure that progression and achievement is made by all 	<p>£4068</p>	<ul style="list-style-type: none"> ● Observations suggest lessons are well structured. Children say they enjoy a wider range of activities ● All KS2 children who wish have had the opportunity to take part in a competition of festival out of school ● Children have experience of a wider range of sporting activities ● Children have a better understanding of the need to be active and the contribution this can make to health. ● Resources are being used by children at lunchtimes. Plan has seen an improvement to behaviour and safety of playtimes. 	<ul style="list-style-type: none"> ● All children will develop their knowledge and importance of being healthy and physically active Staff skills are improved through ongoing professional development and support from PE lead. ● Introduce Y6 Sports leaders for KS1 playtimes. ● Introduce New PE Scheme (Get set for PE)

	<ul style="list-style-type: none"> School website, newsletters, invites to sports days, competitions and festivals. 			
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Percentage of total allocation:
30%

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>
<ul style="list-style-type: none"> Whole school focus on healthy activities All pupils have the opportunity to be physically active daily within the broader curriculum, including things like 'Go-Noodle' in classrooms Help children to understand the importance of a healthy lifestyle Additional swimming block for Y5 children who did not achieve NC standards when in Y4 	<ul style="list-style-type: none"> Planned school events such as Sports Days and the PESSPA day. Introduce children to wider range of activities such as NFL, Brazilian Capoeira Dance skipping etc. All pupils will take part in two lessons a week of physical education from a broad and balanced curriculum map that includes dance, athletics, games, gymnastics and swimming (y4) Parents and local businesses to take part in the Healthy Schools Days - nurses, doctors, lecturers, sports coaches, dental practitioners, food technicians etc. 	<p>£6102</p>	<ul style="list-style-type: none"> Children have experienced a larger range of sports and feedback has been positive. All pupils enjoy physical fitness lessons. Lessons are accessible to all Some children have significantly challenged themselves to improve their fitness. Feedback from children, attitudes to sport/exercise etc. Improved chance of meeting the NC at the end of Y6

	<p>increasing children’s knowledge and understanding of the importance of maintaining a healthy lifestyle. Use professionals to work with teachers to deliver activities to increase teacher knowledge and understanding and build relationships within the community.</p> <ul style="list-style-type: none"> • Smaller group with targeted teaching 			
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 20%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> • All children in KS2 who want participate in competitions or festivals. 	<ul style="list-style-type: none"> • A range of competitions are offered through the Arches partnership for inter-school events • We also compete a city wide and county level for sports including boys/girls football. 	£4068	<ul style="list-style-type: none"> • Children begin to value the experience of competing. • They understand that there are always going to be winners and losers and deal with this appropriately. • More children access a 	<ul style="list-style-type: none"> • Enter as many competition/events as possible

	<ul style="list-style-type: none"> • After-school clubs offer a chance to try other sports such as Table Tennis • Curriculum lessons offer a Range of activities over the year. Skills are built up in a sequential way. 		wider range of sports	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> • Include all KS2 children in an element of competitive sport • To increase pupils knowledge of teamwork and collaboration instill a sense of fair play and honesty when participating in sport • Provide opportunities for children to improve their communication skills through competitive sport which leads to improved leadership skills 	<ul style="list-style-type: none"> • All children in KS2 who want participate in competitions or festivals. • Pupil premium children given additional opportunities • Targeted provision for those who need it • Children given information about external sports clubs to continue to develop (football teams, cross country etc.) 	£4068	<ul style="list-style-type: none"> • Children begin to value the experience of competing. • Some develop a sense of enjoyment in activities they will continue as they get older • Children understand the value of competitive sport in fitness 	Enter more events and competitions with KS1 to increase whole school participation

Signed off by	
Head Teacher:	Alison Mann
Date:	21/07/23
Subject Leader:	Jack Kenworthy
Date:	21/07/23
Governor:	Steve Chu/John Doherty
Date:	21/07/23