

# 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. 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	-£187
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16790
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16790

## 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	78%
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	78%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	78%
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?	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:</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					
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?:
Ensure at least 30 minutes of activity timetabled for each day – through Daily Mile (15 mins), 15 mins of break time and 30 mins lunch time.  Sports Crew leaders to deliver and encourage physical activity through inclusive and KS1/lower KS2 targeted games during break times. 2 hours of curriculum PE minimum per week timetabled and guaranteed.  Forest Schools timetabled for Y1-2, Y3-4 and Y5-6 for a term each.		Undergo Sports Crew training for Year 5.  Organise games and rota for Sports Crew to ensure coverage across the week and specificity of activities for targeted children.		£2515 MSA	Daily Mile an embedded part of timetable and school day – across all classes. Pupil Voice questionnaires indicate children find it useful for mental health, having a break before returning to learning and for physical fitness.  Sports Crew can plan and lead activities independently. More ideas needed to engage more children as some days led to very few children joining in activities and frustration for Sports Crew.  High level of pupil voice and autonomy with Forest Schools – children regularly engaging in active play and active learning during sessions – children experiencing opportunities for well over 30
Sustainability and suggested next steps:					
Continue Daily Mile as working well – consider timings with the change of the school day (extended hours)  Pair up Y5 that are keen with current Y6 – to reinvigorate and refresh the crew. Training did not take place until January last year – meaning time was lost.					

			minute per day exercise.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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:
Physical activity is used to support learning in all year groups, particularly gross motor skills, phonics, spelling, grammar, punctuation and maths, improving learning outcomes.  Key competencies and vision characteristic are developed through alternative sport provision.	Employ Sports TA – to work with specific children and deliver active interventions to support learning, self-regulation, behaviour and mental wellbeing.  TA to accompany children to festival and competitive events – enabling school to attend more events (reducing impact on class teachers being out of school).  Forest Schools sessions to focus on key competencies such as teamwork, communication, cooperation, listening. Teachers to liaise with instructors to discuss needs of children.	£12,000	Sports TA has improved quality of teaching – particularly in Year 3/4 as class can be split into smaller groups for more effective teaching and more space for children to safely take part in PE.  Sports TA also supporting less confident teacher with planning and delivery of PE lessons.	Teacher gaining CPD, lesson ideas and support from TA – ensuring high quality PE lessons can continue.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Pupils are taught by confident, knowledgeable, skilled staff in a range of sports providing progression of skills and challenge, particularly for the pupils who are confident in sport or who engage with a specific sport outside of school.	<p>Send staff in new year groups on courses provided by MSA to address gaps in confidence, skills or knowledge – Ensuring quality and confidence of teaching across school.</p> <p>Ensure equipment and resources are available to support teaching of PE and sport.</p> <p>Ensure LTPs are checked and resources are available for teachers when required.</p> <p>PE leader to attend PE network meetings to further develop leadership knowledge.</p>	£280 resources	<p>Sports TA has improved quality of teaching – particularly in Year 3/4 as class can be split into smaller groups for more effective teaching and more space for children to safely take part in PE.</p> <p>Sports TA also supporting less confident teacher with planning and delivery of PE lessons.</p> <p>Sports TA more able to keep on top of equipment needs and organization of equipment for active playtimes and effective PE lessons.</p>	Teacher gaining CPD, lesson ideas and support from TA – ensuring high quality PE lessons can continue.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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>Participate in MSA festivals and competitive events. Ensure range of children are given opportunity to represent the school.</p> <p>Provide experiences and different opportunities for children through experience days, workshops and extracurricular clubs.</p>	<p>Document participation in events and ensure all children in KS2 have opportunity to represent the school competitively or at a festival event.</p> <p>Offer football and karate as extra-curricular clubs.</p> <p>Forest Schools offering alternative active learning opportunities.</p>	£3454 Forest Schools	<p>Sports Crew have clear intentions in their approach – they focus on activities that are accessible to all and show a good awareness of STEP principle – making adaptations to activities to make it harder/easier/more accessible when needed.</p> <p>PE leader monitoring of planning and lessons showed a range of team games, dance and gymnastics on offer with a broad range of games, sports, competitive elements and self-challenge evident across all classes.</p>	Monitor planning and support new member of teaching staff with PE planning/teaching where required.

Key indicator 5: Increased participation in competitive sport				
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	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:

consolidate through practice:				
Participate in as many NEARS and MSA events as possible, ensuring a range of children experience competitive and no competitive opportunities.	Ensure football goals are safe and football/netball pitches are marked out when hosting games.		Local, MSA and NEARS school links were used to organise more friendly competitive opportunities which has enabled more children to represent the school and provided challenge for the football team. Netball team able to take part in Y3/4 and Y5/6 matches with nearby school, providing opportunity for all girls in KS2 to take part in competitive sport.	Continue to work with MSA and NEARS to provide competitive and festival opportunities. Ensure all children in KS2 represent the school at an event each year.
Continue strong links with NEARS schools to offer B team and friendly competitive games for children that may not otherwise be selected for school games.	Consider closest schools for ease of transport and ability for children to get to friendly matches with other schools.		Football team are county champions – experiencing three rounds of tournaments, competing with the best small school teams in the south.	

Signed off by	
Head Teacher:	Emma Lofthouse
Date:	July 2023
Subject Leader:	Max Pitt
Date:	July 2023