

# 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  | £        |
| Total amount allocated for 2021/22  | £20,740  |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £        |
| Total amount allocated for 2022/23  | £20,310  |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 20,310 |

## 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 2022.</p> <p>Please see note above</p>  | 51% |
| <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>  | 38% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 47% |
| <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>   | 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> September 2023  |  |
|---|--|---|--|--|--|
| <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:<br>62% |
| <b>Our overall intent:</b><br><i>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity, body confidence and mental health. By creating a whole holistic approach of the child through development of their physical literacy, emotional and thinking skills we hope to develop healthy lifestyles that will enable them to make the right choices for life. We hope to; have children eating a balanced diet, witness a positive growth mind-set, understand that their bodies are incredible and develop resilience. This will be embedded through the curriculum which aims to improve, at its' core, agility, balance and co-ordination. In addition, children will learn how to cooperate and collaborate with each other.</i> |  |   |  |  |  |
| 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:                                  |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   |  |
| Continue to subsidise after school clubs, to promote maximum participation, Clubs provided by Premier Education   |  | Provide 60 minutes of PE, twice a week, 5 weeks per term  |  | £1325  |  |
| Annual Maintenance of PE Equipment by Universal Services  |  | To ensure equipment is safe and fit for purpose   |  | £390   |  |
| Midday Meals supervisor Staff to create a positive relationship with physical activity for life   |  | To provide structured and positive play for all children and Structured and positive play for all |  | £10810   |  |
|   |  |   |  | After school clubs are popular and well attended. There are 12 different sports, providing a range of activities that children want to engage with |  |
|   |  |   |  | The curriculum is supported with the correct equipment that is safe to use.  |  |
|   |  |   |  | Staggered playtimes has allowed children more outdoor space to move freely and play.   |  |
|   |  |   |  | Sustainability and suggested next steps:   |  |
|   |  |   |  | Continue to host and subsidise Premier Education clubs, next year to promote children completing physical activity.                                |  |
|   |  |   |  | Continue to arrange annual checks to ensure safe use of PE Equipment   |  |
|   |  |   |  | To continue to use MDMS and external coaching to support play.   |  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |   | Percentage of total allocation:                                       |
|---|---|--------------------|---|---|
|   |   |                    |   | 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?:  | Sustainability and suggested next steps:                              |
| Uplift in sports equipment to support improved curriculum and replace unserviceable holdings  | Golf Balls<br>Hula Hoops<br>Bean Bags<br>Storage Boxes<br>Tennis Rackets<br>Tee and Base<br>Tennis Balls<br>Footballs<br>Basketballs<br>Hockey Sticks           | £745               | Children have the correct equipment to support the PE curriculum  | Continue to monitor and ensure that resources held fit the curriculum |
| MyPhizz App rolled out to whole school after trial last year  | App has small physical challenges with instructional videos (some by famous athletes). Children complete activity, enter their score and collect coins / prizes | £356               | The trial we did for one class was very successful but it has not had the impact we wanted when rolled out to the whole school. | We will be looking at a different approach for next year.             |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 8%                                       |
| 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: |

|  |   |       |   |                     |
|--|---|-------|---|---------------------|
| To increase the effectiveness and confidence of teachers | Dance workshop. Teachers to attend dance sessions with their pupils | £1700 | Increased confidence with teaching dance. There is a strong grounding in basic movements and skills, thereafter, a greater variety of equipment is used which provides greater challenge and independence | To repeat next year |
|--|---|-------|---|---------------------|

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  | 12%                             |

| 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:                            |
| Provided Sports week during the summer term in which all pupils participated and were enthused with new activities.   | Enhance National Schools Sports Week with additional activities that will broaden children's experience of physical activity.<br><br>Sessions ran with 2 GB athlete's including warm ups and training activities | £2000<br><br>£534  | The week was dominated by physical activity. Children attended school in PE kit and took part in different activity each day. The 'imported events' were supplemented with PSSP planned events and the hugely popular year group relay races. | Continue to dedicate a week in the summer term to physical activity |

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <b>Key indicator 5: Increased participation in competitive sport</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  | 12%                             |

| Intent   | Implementation   |                    | Impact   |  |
|--|--|--------------------|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |

|  |   |       |  |   |
|--|---|-------|--|---|
| what they need to learn and to consolidate through practice: |   |       | changed?:  |   |
| To engage in competitive sport through the PSSP organization | Through supported local SGO competitions the school competed in the following competitions<br>Fast run<br>Multi sport events<br>Netball<br>Dodgeball<br>Racket skills<br>Basketball<br>Cricket<br>Handball<br>Netball<br>Rounders<br>Hockey | £2450 | Children have a fantastic experience representing the school at sport and trying new sports and activities | Continue to enter competitions, allocate different children and aim to maximise the percentage of children who complete additional physical activity. |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |