

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 31st 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 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	£19,430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,570
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,570

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>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>	73%
<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>	52%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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

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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: £19,570		Date Updated: 23/07/2023		
<p>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</p>					Percentage of total allocation: 24%	
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?:		
<p>Children have access to well designed active play activities that utilise the outdoor environment. Investment in OPAL to allow for greater play/active experiences</p> <p>Pupils engage in the Active 30-30 incentive through regular brain break activities and daily mile.</p> <p>Play Leaders trained to deliver personal challenges and engage children in activities at lunch and play times.</p> <p>School games days are planned alongside separate sports days .</p> <p>Intra and inter sporting competitions and festivals organised throughout the year.</p>	<p>Implement the OPAL playtimes, all staff are trained and risk assessments are in place</p> <p>Plan of school grounds and list of resources required</p> <p>Team established to drive it forward with assemblies to celebrate sporting champions - all areas of physical literacy are celebrated. Display board in place to showcase achievements and to show our school games values.</p> <p>All children have access to appropriate clothing, footwear and there is suitable storage to house it.</p> <p>PE lead given training on new areas of activity to develop - golf and team building challenges.</p>		£4,711	<p>Children are more active at lunchtimes, breaktimes and during lessons.</p> <p>They become resilient and able to take risks in their play.</p> <p>Children's physical literacy is also improved through more regular activity and their ability to share and problem solve is enhanced through increased opportunity.</p> <p>LTS and teaching staff are more confident in supporting children with activity at lunchtime and during lessons and have the skills to organise games etc. For teaching staff, these also include how to make lessons more active where possible.</p> <p>Through regular activity, the</p>		<p>Sustainability and suggested next steps:</p> <p>Build up further resources and develop the outdoor learning environment to facilitate more adventurous play- different levels, forest school etc</p> <p>Children to fully engage with personal challenge and lunchtime games facilitated by play leaders.</p> <p>Upon completion of PE lead's training, all staff have received a bespoke development lesson where they were taught how to use the new team building, play and golf equipment effectively and how it can be used to make cross curricular links. This will be now used across the key stages and in various areas of the curriculum.</p>

<p>A wide variety of active after school clubs for children from Reception to Y6.</p>	<p>Playleaders support in lunchtime challenges and after school clubs</p> <p>Staff given training, support and advice from the PE lead on types of Active 30-30 activities as well as lunchtime and after school activities.</p> <p>Appropriate training given to playleaders in order to deliver a range of challenges and games during lunch and play times.</p>		<p>children become more focused learners as well as improving their physical health and fitness.</p> <p>Playleaders become more confident leaders who are able to support younger children at clubs and lunchtimes.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: Cost included in Key Indicator 3</p>
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Intent	Implementation		Impact	
<p>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:</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>
<p>Children have a positive attitude to sport and PE and there a high levels of engagement in PE and sport sessions</p> <p>Children to be made aware of their progress through personal challenges, verbal recognition, self and peer assessment.</p>	<p>PE and sport prioritised through the year as part of the core curriculum offer - CPD offered throughout the year to raise staff confidence and therefore ensure lessons are engaging aswell as allowing the opportunity for the children to be active for longer.</p> <p>Play leaders to run personal challenge and games activities</p>	<p>Cost included in Key Indicator 3</p>	<p>All children understand and value the role PE plays in their lives and receive high quality lessons.</p> <p>Children enjoy participating in whole school sporting and non-sporting activities sporting activities.</p> <p>Children find a sense of fun and</p>	<p>Programme of events extended and varied.</p> <p>Facebook, newsletter and celebration assemblies showcase sport in WPA</p> <p>Wellbeing day to be organised to highlight the benefits of sport on mental health, wellbeing and life chances.</p>

<p>☑ Children to be given the opportunity to participate in a broad and balanced curriculum through engaging and stimulating lessons.</p> <p>Children will be able to showcase talents to parents and other children.</p> <p>Children will feel pride in their accomplishments whether that be through celebrating their physical achievements or social & emotional connections that they may have made through supporting others to achieve.</p>	<p>where certificates are awarded each week on participation and achievement - recognising not only ability but their demonstration of School Games Values.</p> <p>PE curriculum fits in with school games calendar and fits around national curriculum expectations. Is varied providing a different sport/area of PE each half term. Curriculum is also based around the development of Fundamental Movement skills from Reception to Y6.</p> <p>Dance club showcased their performance to audiences of parents, staff and children.</p> <p>Parents are invited to celebrate with their children on sports days.</p>		<p>pride through physical activity.</p> <p>Children are given the opportunity to experience leadership roles in a variety of situations both within lessons and at lunchtimes.</p> <p>FMS are at the heart of lessons not just in Reception but throughout the school ensuring full inclusivity.</p> <p>Children who are showcasing will inspire other pupils to participate in new activities</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 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?:	Sustainability and suggested next steps:

<p>Teaching of PE is outstanding and consistent across the Academy and this impacts on pupils knowledge, skills and confidence</p> <p>All lessons to develop FMS</p> <p>All staff are engaged in CPD that improves their knowledge and skill of teaching PE and so outcomes for children</p> <p>Curriculum is broad and balanced.</p>	<p>Staff have access to high quality CPD through the SLA. Coaches to work alongside teachers in order to upskill, motivate and inspire.</p> <p>Training and support also provided by the PE lead (PE specialist) to all staff throughout the year.</p> <p>Personal Development placed at the heart of the curriculum and the role of PE in this identified in Subject Intent</p>	<p>£3,842</p>	<p>Children are more active during PE lessons and understand the benefits of activity and hardwork on improved performance</p> <p>Children are given the opportunity to find a sport or activity that they have a passion for due to the curriculum being so varied therefore gaining a life long love of physical activity</p> <p>Children feel more able, confident in lessons due to the continued development of FMS.</p> <p>They have acquired more skills and participate fully in each lesson - they are active for longer due to more competent teaching.</p>	<p>Coaching blocks built into CPD for all year groups.</p> <p>Investment in whole school PE planning to provide staff with a wider and fresher range of lesson ideas that will show clear progression throughout the Key stages.</p> <p>ECTs to be given bespoke training by Go Well in order to raise confidence, knowledge and understanding when teaching PE.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 36%

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>Additional achievements:</p> <ul style="list-style-type: none"> - There is a full and comprehensive after school sports led package in place. These are fully inclusive and free at the point of delivery - PE equipment is inspected annually for safety and suitability for lessons. Equipment is appropriate for the age and number of children taking part - Specialised instruction is in place for identified activities - Ensure that there is an increase in the number of pupils achieving the required standard in swimming by the end of Y6 	<p>After school sports clubs are available every night delivered by trained staff.</p> <p>Additional swimming lessons provided for those children in Y6 identified as non or weak swimmers.</p> <p>- Replacement of older equipment and renewal of multi-sports equipment. Team building, active play and golf equipment also now available on site.</p>	<p>£7044</p>	<p>High levels of engagement in a range of sporting activity.</p> <p>Children more confident and safer when swimming.</p> <p>Children will develop their ability to collaborate and work with others through investment in new equipment. This will not only benefit them in PE lessons to be able to work more cohesively in teams but also when working with different peers within a classroom environment.</p>	<p>Provide training to up-skill staff to run a range of extra curricular sports clubs through establishing a school staff coaching team.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>20.4%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>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</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>

<p>consolidate through practice:</p> <p>- Children take up different sports outside of curriculum using club links</p> <p>Children are given the opportunity to take part in competitive and non-competitive sports both within school and at School Games events.</p> <p>- There is a broad and balanced curriculum offer that is inclusive - these offer the opportunity to build skill level</p> <p>Personal challenges to give children the chance to compete against themselves to achieve their personal best.</p>	<p>Our SGO communicates information regarding extra-curricular clubs and we circulate these with the children.</p> <p>Children have taken part in a range of intra and inter school sport competitions. These include Cross country, tag rugby, athletics, swimming, dance, cricket, basketball and multi-sports festivals. Children from Y1 - Y6 have accessed these events.</p> <p>Y6 children participated in Play Leader training in order to implement lunchtime and playtime activities.</p> <p>Our curriculum is broad and balanced covering, net and wall, invasion and striking and fielding games. We also cover athletics, OAA, dance and gymnastics. Each unit of works offers an opportunity for competition and participation aswell as the chance to progress in their skill level each year.</p> <p>Children took part in School Games Days in Summer term aswell as their own year group sports days.</p> <p>The whole school colour run took place.</p>	<p>£3,992</p>	<p>Children are open to new opportunities widening their experiences.</p> <p>Through competition, children have developed their skill set in a wide range of sporting activities and developed a sense of pride in their achievements. These competitive sessions have improved the children's resilience, determination and team work.</p> <p>During the competitive tournaments, children supported one another from the sidelines - this enhanced their ability to show good teamwork by supporting their peers. Children were also given umpiring responsibilities - this developed their leadership skills and improved their confidence as the tournaments progressed.</p> <p>Our Games Days engaged our children in a range of competitive sports (using the Commonwealth Games as our inspiration) throughout the day which not only improved their fitness levels but also their ability to work well within a team. Sports Days were a great opportunity for the children to be active and also for their parents to watch and support them.</p> <p>Our extra bike sessions gave the children an opportunity to develop their riding skills aswell consolidate their cycle safety understanding. This allowed all children to safely participate in the Leavers Bike Ride.</p> <p>Whole school colour run allowed each and every child from Reception to Y6 to participate in a fun, timed run. All</p>	<p>We will be able to engage in more competitive sport against other schools once again - this will be done with the support and guidance of our SGO as well as links made with others schools in the area.</p> <p>We will engage in more whole school fitness incentives/celebration days.</p> <p>We will continue to work alongside our School Games co-ordinator to provide as many opportunities both in and out of school for our children.</p>
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			children had a fabulous time and the memory of their experience will stay with them for a very long time encouraging them to take part in future events that may arise.	
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Head Teacher:	Mrs Sam Hirst
Date:	26/07/2023
Subject Leader:	Mrs Caroline Black
Date:	23/07/2023
Governor:	Mr John McKellar
Date:	26/07/2023