

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. 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 2022/23 | £5,444 |
| Total amount allocated for 2022/23 | £17,470 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £5,444 |
| Total amount allocated for 2023/24 | £17,570 |
| Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024. | £23,014 |

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> | Not applicable |
| <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> | Not applicable |
| <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> | Not applicable |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | Not applicable |
| <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> | Not applicable |

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: 2023/24 | | Total fund allocated: | Date Updated: | |
|---|--|-----------------------|--|--|
| 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 | | | | Percentage of total allocation: |
| | | | | 52% |
| 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: |
| Provision from professional PE and school Sport Support: Synergy to enhance our PE and Sport provision for all. Each Year group will have a coach from Synergy for a term, ensuring development of progression and skills throughout that term, as well as development of relationships between coach, children and staff. | Support from partnerships for staff and PE Subject Lead. | £5240 | Profile of sport enhanced throughout the school, for pupils, staff and parents. Targeted activities or support provided, to involve and encourage the least active children. High quality CPD for staff that will impact on the teaching as well as outcomes for children. The staff are present for all coaching sessions and are able to develop their own PE practise. Children are engaged in a range of sport activities. Active play encouraged during breaktimes and lunchtimes. | CPD and liaison with other agencies will continue and will impact on the teaching and learning, this year and over time – future planning. |

| | | | | |
|---|--|-------|--|---|
| <p>To develop active learning throughout the day and an increase in outdoor activity.</p> <p>To train TA's who are lunchtime staff, in leading outdoor games and activities that actively encourage pupils to take part in physical activity in play times and lunchtimes and to enhance enjoyment of physical activity.</p> <p>To actively encourage children to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school, such as 'play leaders'.</p> | <p>Training for TA's who are also lunchtime staff.</p> <p>Buy equipment such as cycle helmets, basket ball hoops new football goals.</p> | £500 | <p>Increased confidence of children as they engage, lead and develop in their play.</p> <p>Develop leadership skills in the children through focussed, adult led activities.</p> <p>All children able to build their confidence, resilience and teamwork skills.</p> <p>Resources developed and readily available, impacting on behaviour at playtime.</p> <p>Less incidents in the first aid book at lunchtimes, with the introduction of play leaders and increased staff involvement.</p> | <p>Children to develop the play in order that they can organise their own playground games.</p> |
| | | £500 | | |
| | <p>Class timetables will increase the use of outdoors as learning time and play time , including outdoor PE, Forest School, and developing outdoor activities.</p> | £5234 | | |
| | | £500 | | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--|---|---|
| | | | | 15.6% |
| 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>Health and Wellbeing curriculum days eg Marvellous Me Monday, Wonderful Wednesday</p> <p>To purchase new benches and new equipment as required</p> | <p>To ensure all pupils are equipped with the knowledge to lead a healthy lifestyle.</p> <p>To enable children to develop their understanding of the need for a healthy lifestyle and a happy and healthy mind and heart.</p> | <p>£500</p> <p>(including enhanced activities such as yoga)</p> <p>Equipment £3000</p> | <p>All children to be aware for the need to have a healthy lifestyle and make the right choices regarding health and fitness. They begin to understand the importance of their health, wellbeing and happiness. There is a clear initiative and drive across the whole school and community. Enhanced activities provided on these days to develop wellbeing eg yoga, for children and staff.</p> | <p>Healthy lifestyles will be reinforced and encouraged at all times, with a particular focus for each day, eg healthy heart.</p> <p>Continue to develop the activities that are offered, making them more physically active.</p> |
| Embed physical activity into the school day through encouraging active travel to and from school and active break times. | <p>To continue to develop physical skills across the school</p> <p>Encourage active travelling to school as set out in the Travel Plan.</p> | £100 | More children travelling to school in an active way, preparing them for learning. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 17.5% |
| 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: |
| Develop further teacher confidence in delivering the PE curriculum through training and develop their confidence through support to develop the skills to deliver an outstanding PE curriculum that will include, challenge and support EVERY child. Whole School and specific Subject Leader training is included. | Through training provided by REAL PE on training days and the provision of planning for teachers across the school. | £4050 | Greater staff confidence in planning and teaching the PE curriculum. Greater pupil engagement in PE activities across the whole school. Pupil progress will develop further in terms of knowledge and skills. There will be a broader impact of real PE across the school. | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|---|--|---|
| | | | | 9.5% |
| 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: |
| Skipping workshops which are about motivating the children to succeed, whilst at the same time encouraging them to exercise. This can contribute to the daily mile. | Skipping workshops, where children will all be taught how to use skipping ropes by trainers, they will each receive their own skipping rope and learn about the impact of a healthy diet and exercise. | £1000 | Children will be inspired to get fit and develop daily routines of exercise as part of their lifestyle choices. Children will have a good understanding of a healthy and balanced diet and have the tools to make good decisions about what they are eating. | Teaches will have the opportunity to develop whole class skipping time to contribute to the hours' worth of daily exercise children are entitled to each day. |
| Introduce a new range of physical activities in the form of Forest Schools, to encourage more pupils to take up physical activity. Provide more and broaden the variety of extra curricular activities in the after school window, delivered by the school, using the outdoors | Year 1 children to take part in Forest school each week, for the year Dance club, Synergy and Yoga after school clubs | £600 for additional resources £600 for additional places for PP children | Outdoor activities help to develop resilient, confident, independent, creative learners whilst also improving their health and wellbeing. Weekly session in all weathers fosters resilience and creativity. Children learn how to adapt and change the way in which they tackle activities in different weather conditions. Children are encouraged to take risks, work in an area and undertake tasks out of their comfort zone. Their confidence | Continue to develop the provision and opportunities for the children, further afield. |

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| | | | grows physically and emotionally. The outdoors is an open ended resource and never fails to offer awe and wonder. This encourages motivation and creativity as it offers a huge, diverse and ever changing supply of materials throughout the seasons. Children are encouraged to investigate, explore, think critically, manage risks, take decisions, work with others and challenge themselves. | |
|--|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 5.2% |
| 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 develop our element of competition in sport | Joint work with our feeder junior school and local infant schools (St Peter in Eastgate) in inter sports competitions. Participation in Premier Education Multi skills events (May and July 2024) | £1000 £190 | Positive feedback following events, in the form of verbal feedback Successful activities complete. Increased involvement with infant schools , developing the confidence and self esteem of our children involved. | Events continue next year. Children's enjoyment and high confidence is high when they take part. |

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