

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021-22	£0
Total amount allocated for 2022-23	£16,950
How much (if any) do you intend to carry over from this total fund into 2023-24?	£0
Total amount allocated for 2022/23	£16,950
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16,950

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 2020.</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>	89%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	89%
<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>	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: £16950		Date Updated: July 2023	
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:
					%
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:
All children to have access to a range of after school sports and lunchtime clubs.	UK sport to provide a broad range of sports within an after school and lunchtime club setting.		£10500	Included in Key Indicator 3.	Included in Key Indicator 3.
Children have access to good quality equipment to access a range of sports	Purchase of quality equipment		£1177	Children enjoy playing a range of sports and learn how to use the equipment properly.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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:

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To ensure children have regular opportunities to take part in competitive sports, both through inter and intra events and opportunities.	Provide members of staff each to take children to LMS cluster competitive and festival sports events. Cover transport costs to events.	£2400	All children from KS2 have attended at least one inter school local area event this year. A number of KS1 and EYFS children have also attended inter school events and festivals.	Continue to work with LMS cluster and Extra time to develop the inter-sport events offered. PE lead to attend all area sport meetings.
To ensure children have regular opportunities to take part in competitive sports, both through inter and intra events and opportunities.	Pay Extra time for the provision of Cluster LMS sports events and festivals	£1350	All children from KS1 & 2 have attended at least one inter school local area event this year.	Continue to work with LMS cluster and Extra time to develop the inter-sport events offered. PE lead to attend all area sport meetings.
Increase the amount of professional sports coaching offered across the school and ensure this is accessible to everyone.	Provision of free lunchtime clubs run by professional coaches once a week.	Included in Key indicator 3	Children have had a range of sporting activities provided and this has raised the profile of sport and activity across the school.	Continue to offer free lunchtime school clubs. Develop the range of clubs offered. Continue to track the impact of this.
Provide a whole school intra school sports day to include all pupils from Reception– Year 6.	Whole School Sports Day in collaboration with UK Sports 7 th July 2023.	Included already	Whole School Sports Day in collaboration with UK Sports 7 th July 2023. All children were actively involved in a range of 6 activities. Focus was on team work and inclusion.	In line with the School Games Mark criteria continue to identify a focus group of children to target with a focus on inclusion.

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

Onsite training. Staff to shadow teachers/coaches and practise the skills learned in order to develop their confidence in supporting children in PE. Focus will be on how TAs support children with SEND/behavioural challenges within PE lessons.	Shadowing and training has supported TAs in developing the support they can offer within a PE setting.	£773.13	The shadowing sessions have ensured that children who are less keen/able to participate are catered for and have a more positive experience of PE.	Develop this further using continued professional development alongside the resources provided by Get Set 4 PE to ensure every child is involved in some way in PE within school.
Continue to pay for the PE scheme to ensure progression and coverage of the National Curriculum objectives and to support staff in their teaching of PE.	Get Set 4 PE scheme renewed. PE co-ordinator mapped out the PE provision to ensure a broad range of sports and activities across the year groups and key stages including EYFS.	£550	PE Audits and learning walks conducted have shown clear progression within sport areas across the year groups. Sports coaches also follow the LTP.	Continue to work closely with sports providers to ensure continuous coverage and correct progression. Invest in the PE scheme over 3 years when it is due for renewal as this is more cost effective.
Staff to work alongside UK Sport coaches to share good practice. UK Sport to model teaching, inclusivity and behaviour management. Staff to shadow and practise the skills learned in order to develop their confidence in the delivery of PE. Focus will be on how TAs support children with SEND within PE lessons.	Shadowing has supported professional development across school. In particular it has supported TAs in developing the support they can offer within a PE setting.	£	Staff are more confident in delivering PE sessions. The shadowing sessions have ensured that children who are less keen/able to participate are catered for and have a more positive experience of PE.	Develop this further using continued professional development alongside the resources provided by Get Set 4 PE to ensure every child is involved in some way in PE within school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>All children to have access to a range of after school sports and lunchtime clubs.</p>	<p>UK sport to provide a broad range of sports within an lunchtime club setting.</p>	<p>Included in Key Indicator 3.</p>	<p>Included in Key Indicator 3.</p>	<p>Included in Key Indicator 3.</p>
<p>Our Y4 children to have weekly forest school sessions in the summer term to build self-esteem, develop teamwork and focus on the OAA objectives specified in our LTP for PE and our '11 things to do before 11.'</p>	<p>Work alongside our outdoors Forest School provider to ensure OAA and PSHE objectives are covered within the sessions. There is also an opportunity for staff to shadow the Forest School leaders.</p>	<p>£200</p>	<p>The children have benefited hugely from both the OAA and PSHE elements provided during Forest School afternoons. The less able/less active children have shown a keen interest in Forest School.</p>	<p>We plan to continue offering this for Y4 children during the next academic year. The PE lead will continue to work closely with Forest School providers to ensure continuous coverage and correct progression against the OAA and PSHE objectives.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 allow all children in KS1&2 access to events run within the cluster.	PEBuy in to LMS cluster sports agreement lead to attend local area meetings.	Included already	All children have taken part in at least one cluster sports event.	Continue to work with LMS cluster to develop the inter-sport events offered. PE lead to attend all area sport meetings.

Signed off by	
Head Teacher:	Lynne Kilford/Sarah Craig
Date:	12/7/23
Subject Leader:	Lynne Kilford
Date:	
Governor:	
Date:	