

# 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 encourage 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, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> 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

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**Details with regard to funding**  
Please complete the table below.

Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£16,580
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**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>	Note – small numbers in cohort
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 2023. Please see note above	66%
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	58%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	50%
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

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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:		Date Updated: 15.9.23			
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:	
						54%	
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?:	
For all children to be encouraged and inspired to take part in physical activity at lunchtime and breaks		Purchase of new equipment to support work on gross motor skills for all pupils		£9105		Pupils are active, healthy, enjoying the lunchtime activities and improving their skills.	
Ensure ALL pupils are receiving 30 mins of physical activity each day. Identify least active in order to support their active journey. Encourage an active curriculum.						Purchase new equipment specifically for playtimes.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:	
						37%	
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:	

Ensure progression in PE across the school and demonstrate pupil progress.	<p>Staff Meeting to explore 'Complete PE' and how to implement.</p> <p>Introduce and monitor assessment of PE through the scheme purchased.</p> <p>Questionnaire for staff and children using 'Complete PE'.</p> <p>Review Assessment Data and develop areas for action.</p>	£6215	<p>'Complete PE' is used as a basis for the progression of skills in PE across the school.</p> <p>Assessments started by PE lead and will be disseminated throughout the school for September.</p> <p>CPD for staff still to find and complete. Year 5 and 6 children learning to swim more than 1 stroke for 25 m and water safety in the summer term to ensure all are at the expectations of the National Curriculum.</p>	<p>'Complete PE' now in use throughout the school, monitoring and discussing with staff the scheme and impact on children's learning.</p> <p>New curriculum map shows sports to be completed.</p>
Resources to support the teaching of the curriculum.	General teaching resources required to ensure full curriculum coverage, eg tennis balls, balance beams, new racquets, netball hoops		<p>Resources purchased enable the curriculum to be taught in full and engaging.</p> <p>Introducing Forest schools as an extra-curricular activity to be delivered.</p>	Resources stored in an organised manner and regular inventory carried out to check for any damage/loss of equipment. All pupils taking responsibility and involved in ensuring equipment is treated in a respectful manner.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:

Curriculum Enrichment and Continued professional development (CPD) for our teaching staff to run and develop new sports (e.g. First Steps sports coach)	Employ coaches to work alongside PE lead with pupils to update training. Monitoring of curriculum shows variety of sports played and inclusion of all children. Staff to be trained to use Forest School activities on site. Develop use of active learning and outdoor learning by Forest School Lead.		Coach has been employed to work with staff on different sports.  KS2 clubs- football, netball, rounders and summer sports have been offered.  Variety of sports and activities now on the school's curriculum map, resources and planning available.	Introduction of Forest Schools throughout the Federation is ongoing.  Plan the re-Introduction of cluster events for all pupils to participate in one event in an academic year.
Provide CPD for staff in swimming, allowing sustainability in teaching swimming across the federation	Investigate swimming teaching CPD for staff. Shadow the swim instructor. Ensure children who cannot swim 25 metres are identified and given opportunity to learn how to swim by end of Year 6.	£700	Staff leading groups in swimming activities at the leisure centre and supporting staff with the delivery of swimming sessions.	Staff to continue to develop alongside swimming staff at local leisure centre.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				4%
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> <p>Visit by Sean Gaffney and Jenny Wallwork to inspire</p> <p><a href="https://sportsforschools.org/athletes/">https://sportsforschools.org/athletes/</a></p>	<p>The aim of the event was to inspire the pupils to be more physically active and to encourage them to discover and pursue their passions in life.</p>	£740	<p>The athlete event was fantastic for connecting the pupils to an extraordinary athlete role model and gave us the opportunity to raise money to improve physical activity in the school whilst also supporting both athletes and para-athletes so that they can continue to inspire the next generation.</p>	<p>To remember the athlete who came, their motto and their hardships through to triumphs, learning how we can use these in everyday life for now and the future. The vision was to be inspired and believe in us and be reminded of this.</p> <p>To have as an annual event as inspiration for all to see. This might possibly involve parents within the health and wellbeing sector.</p>
<p>Sports Gala A huge thank you to the instructors at Ace Sports (Health for All), who joined us to run a 'Sports Gala'.</p>	<p>The children had an amazing time using the inflatable jungle assault course. The children were split into mixed age groups and took it in turns to take part in the activities at various stations which involved practicing both Football and Dodgeball skills and learning how to dance. As you can see from the photos below the children had an amazing day and we were very lucky to be blessed with the ideal weather for the occasion.</p>		<p>A new enjoyable experience. Introducing new sports to the pupils to try</p>	<p>Introduce a similar activity on an annual basis. Involving the whole school and new sporting experiences</p> <p>Join small school cluster and attend a range of sporting events through the academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Sports Coordinator to run cluster events</p> <p>Introduce and Health &amp; Wellbeing groups across the Federation ongoing</p> <p>School to Venue costs and staffing e.g rugby tournament at Wakefield</p> <p>Top up for Y5/6 residential in March every 2 years</p>	<p>Enable all children to access inter school competitive and non-competitive sports.</p> <p>Promote Intra school activities during PE sessions.</p> <p>Achieve School Games Award</p> <p>Staffing costs for the events (safety) Cost of coaches to allow all children to access events</p> <p>Independence from home, experiencing new sports and personal challenges</p>	£341	<p>Pupils can discuss competitive events they have participated in throughout KS.</p> <p>Pupils can talk about sports leader roles in school that are up and running, with sports councils also set up across each school.</p> <p>Pupils can talk about the tag rugby event attended, along with cross-Federation Sports Day. Discussing positives of competition and challenges faced.</p>	<p>Continue to participate in events in cluster school competitions.</p> <p>Ensure all pupils are given the opportunity to represent the school in a competition in the next academic year in KS1 and KS2.</p> <p>Continue to develop cross-Federation sports events in the next academic year.</p>

Signed off by	
Head Teacher:	Suzanne MacDonald
Date:	13.9.23
Subject Leader:	Tom Rich
Date:	13.9.23
Governor:	Anna Burr
Date:	13.9.23