

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	£0
Total amount allocated for 2021/22	£21,050
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,940.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£20,940.00

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 2022.</p> <p>Please see note above</p>	30%
<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>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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/ 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:		Date Updated:	
Key indicator 1: The engagement of all 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: 11%
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 receive 2 hours of P.E curriculum each week	P.E timetabled in for every class.	N/A	All children engage in lessons learning new skills and sports and consolidating prior learning	Continue to provide this next year and check time tables so the target is being met.	
Lunch time - sports coach - to engage all children to be active during lunch times and set up sports clubs/activities	Mathew booked and delivered lunch time clubs and provisions each day.	£2400.00	All children have the chance to join in with sports	Continue to provide sports coaches at lunch time and up skill lunch time supervisors to support with activities and sports.	
Opal lunch times	All children have access to the OPAL provision every lunch time.		Children have become more active over lunch times and have the ability to interact freely with physical activities for 30-50 minutes	Continue to provide good quality equipment for children to explore and be active with during lunch times	
EYFS active time tabling including daily 30 minutes activity.	Activities timetabled in to support learning and continuous provisions		All children engaged in active 30 minutes	Continue to timetable 30 minutes active sessions.	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30%
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:
Lunch time - sports coach - to engage all children to be active during lunch times and set up sports clubs/activities	Mathew booked and delivered lunch time clubs and provisions each day.	N/A £2400 (% cost counted in Key Indicator 1)	All children have the chance to join in with sports and have the opportunity to try new sports.	Continue to provide sports coaches at lunch time and up skill lunch time supervisors to support with activities and sports.
Balance bike ability reception - raise profile for the importance of P.E lessons even though they don't follow curriculum and are still involved (in group sports session).	Booked who attended the whole year and each child completed the course until they achieved the safety/ability standards.	£870.00	Collects assessments for early years targets and help assess them against targets. Improves confidence, ability and safety.	Continue the provision to support the next generation of pupils and progress this further with bike ability.
To promote the love of physical activity/ exercise at lunch time by Updating recourse and equipment to improve range of resources and equipment available at Lunchtime. Children to understand how to use equipment independently and effectively as a tool for physical	Purchas necessary sporting equipment to support child engagement and activity levels at lunch time for the children to full appreciate and enjoy the activities.	£645.70	All children/activities had the necessary equipment to engage in physical exercise	Audit equipment through out the year, checking items in and out. keep it tidy so it easily accessible and report and damage to aby equipment as it happens so it can be logged and replaced where

<p>activity.</p> <p>All sports equipment is up to date in line with the planned curriculum activities and is useful, appropriate and of a good standard quality to support teaching of PE and engagement in competitive sports.</p>	<p>Audit all the current equipment for numbers and quality and purchase necessary equipment.</p>	<p>£4372.70</p>	<p>Equipment enables children, teaching staff and sports coaches to access and provide a wide range of quality sports to children both within the school curriculum and in after school clubs.</p> <p>100% of sports coaches reported that equipment was easily accessible and effective for use during upskilling and lessons.</p>	<p>possible.</p> <p>Audit equipment throughout the year and keep it tidy so it easily accessible.</p>
<p>All sports equipment is up to date in line with the planned EYFS curriculum activities and is useful, appropriate and of a good standard quality to support teaching of engagement physical activity lessons to enhance reaching ELGs.</p>	<p>Purchas necessary equipment suitable for ages of pupils and to support child engagement and activity levels during structured lessons and continuous provision for the children to full appreciate and enjoy the activities.</p>	<p>£491.55</p>	<p>All children/activities had the necessary equipment to engage in physical exercise. Children had the opportunity to explore new/ a larger range of activities</p>	<p>Audit equipment throughout the year, checking items in and out. keep it tidy so it easily accessible and report and damage to aby equipment as it happens so it can be logged and replaced where possible.</p>

<p>Year 6&5 children to be offered the opportunity to become Sports Leaders.</p>	<p>Children to apply to become a leader, explaining the qualities needed and linking to showing sportsmanship and care (school ethos).</p>	<p>N/A</p>	<p>Many of the children took active roles in being sports captains and help out with the delivery of activities during lunch time clubs and sports day.</p>	<p>Children to be provided with further Sports Leader opportunities next year, such as supporting with competitions.</p>
<p>Participation in MAT sports festivals engaging all pupil in the given year group.</p>	<p>Mass participation in each sports given to the year group. Children to have fun and find the love of sports to encourage children to enjoy being active and introduce them to sports. Encouraging children to take up sports and understand the importance of activity.</p>	<p>N/A</p>	<p>Every child in ks1 and ks2 participated in the sports festival, giving the children new experiences and skills to take forward. Children were all engaged and actively participated in the events.</p>	<p>Continue to participate in the whole MAT events going into next year so the children continue to grow their enriched experiences.</p>
<p>Run whole school Sports Day. Recognise importance of PESSPA through links to school values and through promoting importance of sports to children and parents.</p>	<p>Plan across whole school and ensure teaching staff are able to run a range of sporting events that engage children and improve skills.</p>	<p>N/A</p>	<p>100% of children from reception to Year 6 were able to take part in a range of sporting events to practise and showcase their key skills, and to compete with other pupils. A high number of parents attended, showing support and understanding for the importance of sporting events. Sports Leaders worked alongside PE Lead to facilitate Sports Day and model positive attitudes and behaviours towards competitive sports for all children.</p>	<p>Continue to promote the importance of sports through whole school events next year. Continue to run as yearly event. Collect feedback from children and parents about this year's event to inform planning for next year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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 teaching staff to be upskilled in their ability to teach age-appropriate and effective PE lessons for their year group.	Professional sports coaches employed to support Coaches to support teaching staff in their planning and delivery of PE sessions. Staff to receive one upskilling session weekly, to run alongside one teacher led session.	£7617.00	Staff upskilled reported greater confidence in their teaching of PE sessions.	Continue with upskilling of staff next year. Focus on staff new to year group.
Provide teaching staff with a planning toolkit to work from as a base for preparing PE lessons.	Purchase 'The PE Hub' subscription. PE Lead to tailor sessions as appropriate, based on necessary curriculum coverage and the need of individual year groups (looking back at Covid-19 gaps) as well key skills relevant to competitive sports.	£297.50	Staff reported The PE Hub as being a planning support system that was 'a good base line and gave good ideas', 'easy to use', 'easy to pick up from', and 'helpful to see which resources were needed and relevant for different topics'.	Continue to use The PE Hub as a helpful tool to support a spiral curriculum that enables children to learn and practise a wide range of sporting skills within their PE sessions.

<p>KS1 staff to be trained in the delivery of Dance to their year group.</p>	<p>Employ professional dance teachers to upskill teaching staff in the delivery of dance sessions, looking at appropriate skills and expectations for each age group.</p>	<p>£320.00</p>	<p>Teachers said they felt more comfortable with the coverage. Dance coaches reported a noticeable improvement in childrens' abilities. Pupil feedback showed that children enjoyed and were engaged in dance sessions.</p>	<p>Continue with provision to secure teachers knowledge and review where dance fits best in line with next year's curriculum overview and target upskilling for specific year groups/staff.</p>
<p>Middy supervisors to be supported in their management of Lunchtime activities, with the aim of engaging all children in physical activity.</p>	<p>Online courses for OPAL completed and professional sports coach employed to provide daily Lunchtime support.</p>	<p>N/A £2400 (% cost counted in Key Indicator 1)</p>	<p>Children were more active and engaged throughout lunchtimes resulting in midday supervisors reporting in happier more active children and a lower percentage of children needing first aid as less incidents occurred.</p>	<p>Continue to support lunchtime staff next year and build upon skills for how to use equipment to support children being active and engaged.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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:
Participation in MAT sports festivals engaging and enriching all pupil in the given year group with new experiences and opportunities.	Mass participation in each sports given to the year group. Children to have fun and find the love of sports to encourage children to enjoy being active and introduce them to sports. Encouraging children to take up sports and understand the importance of activity.	N/A	Every child in ks1 and ks2 participated in the sports festivals, giving the children new experiences and skills to take forward. Children were all engaged and actively participated in the events. The festivals allowed children to get excited about sports and build confidence in their abilities.	Continue to participate in the whole MAT events going into next year so the children continue to grow their enriched experiences.
Participate and engage with the local School Games events to provide further opportunities for children accessing a wider range of sports.	Contribute towards local School Games organisation and meet with local School Games lead to ensure participation in a variety of activities and events.	N/A	Pupils had opportunities of competitions and festivals that they may not get to experience outside of school .See Key Indicator 5 for number of children who took part.	Continue to enter the children into a range of events to broaden their experiences and contribute towards the organisation of School Games next year.

<p>Provide After School Clubs that allow children to access a wide range of sporting opportunities.</p>	<p>Employ professional sports coaches to run clubs. Sports clubs to be chosen based on providing a range of activities, alongside the use of pupil voice.</p>	<p>£2400.50</p>	<p>After School Clubs offered to reception - 6 = 446 children.</p> <p>Autumn Term : 86 children attended Of those 86, 40% were PP</p> <p>Spring term 1 : 81 children attended of those 61%</p> <p>Spring term 2 : 108 children attended of those 108, 55% were PP</p> <p>Summer Term 1: 73 children attended Of those 73, 54% were PP</p> <p>Summer Term 2: 98 children attended Of those 98, 64% were PP</p>	<p>Continue to provide a wide range of after school sporting activities.</p>
<p>Pupil Premium children to be offered 'free' places in sports clubs.</p>	<p>Ensure families with Pupil Premium children are provided with the same sporting opportunities.</p>	<p>N/A</p>	<p>Children across all year groups experienced a wide range of sports, both via their PE sessions and competitive sports sessions.</p>	<p>Continue to subsidise places in sports clubs, to allow all children to be able to access.</p>
<p>Provide an engaging and exciting PE Curriculum.</p>	<p>Curriculum Maps monitored and edited termly to reflect the needs of each year group, ensuring National Curriculum expectations are met, whilst providing a wide range of sporting experiences.</p>	<p>N/A</p>	<p>PE leadership team, alongside SLT members across the Academy Trust, to monitor and build upon an effective and engaging PE curriculum model.</p>	<p>PE leadership team, alongside SLT members across the Academy Trust, to monitor and build upon an effective and engaging PE curriculum model.</p>

<p>Make links to the wider curriculum through use of sporting activities - provide specialist Dance teachers to make links with Theme sessions throughout the school.</p> <p>Additional achievements:</p>	<p>Dance sessions to make links with the school Thematic curriculum, as well as focusing on improving engagement and experience in dance, as well as encouraging children to understand the importance of physical activity.</p>	<p>N/A £320.00 (% cost counted in Key Indicator 3)</p>	<p>Teachers said they felt more comfortable with the coverage. Dance coaches reported a noticeable improvement in children's abilities. Pupil feedback showed that children enjoyed and were engaged in dance sessions.</p>	<p>Continue with provision to secure teachers knowledge and review where dance fits best in line with next year's curriculum overview and target upskilling for specific year groups/staff.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Engage in a variety of local School Games events to provide further opportunities for children accessing a wider range of sports. Liaise with local School Games and local primary school to provide opportunities for children to take part in competitive sports and festivals.	Contribute towards local School Games organisation and meet with local School Games lead to ensure participation in activities and events. PE Lead to ensure engagement with local competition and provide communication with families, complete risk assessments, and ensure children can participate.	N/A	Children across the school took part in a range of sports competitions and events throughout the year. See below for participation numbers. Local primary school football match X 6 : 10 children, Years 5/6 Year 3 gymnastic competition: 10 children, Years 3 Sportshall athletic competition: 30 children, Year 5/6 Gymnastic area final competition: 10 children, Years 3 Girls football competition: 12 children, Year 5/6 Disney football Event: 30 children, Years 1/2 Inclusive athletics: 10 children, year 3/4 World cup football competition 10 children, year 3/4	Continue to provide children with the opportunity to take part in competitive sports via School Games, as well as opportunities to increase activity levels and participation in wider sports through links with local schools and sports clubs.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E.Lyons
Date:	20.7.23
Governor:	
Date:	