

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	£18560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18550
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	97%
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	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	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 <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: 85%
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:
More children are engaging positively with physical activity during the school day, particularly at break time and lunch time. Children's play and activity is not limited by access to equipment or adult understanding of children's play.	Working with an OPAL mentor to develop our school grounds and offer a much broader range of play and physical activity opportunities to engage children of all ages, interests and capabilities.	£5100	Pupil voice and staff observation shows that far more children are engaging positively with physical activity during break and lunch times, and for much longer periods.	Continue to develop the school grounds for OPAL and physical activity in line with OPAL mentor guidance and pupil voice for how they want to be physically active. Next steps include additional climbing opportunities and large sandpit.
Children are engaging in active play and physical activity for more than the recommended 30 minutes per day within school.	Purchase storage equipment that allows children to access the equipment they need to play successfully without the need for limitations or adult support. This will allow more children to be engaging in physical activity of their choice for longer periods. Less time is lost to tidying up as this is a quicker, easier process.	£5879	Children are more creative with their physical activity, and are able to be active in a much wider variety of ways.	Continue with pool hire in summer term to provide swimming opportunities for KS2.
Children in Y6 leave school as competent swimmers and are able to stay safe in the water.	Hire of swimming pool and instructors to provide top up swimming lessons for Y6 children, and children across KS2.	£4800	95% Y6 children now able to swim 25m confidently and perform self-rescue in the water. Pupil voice shows that the vast majority of pupils preferred the swimming pool hire at school due to having no commute time, being in a safer, more familiar environment and the fact that they got to swim every day. The improved Y6 swimming results are further evidence of this	

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			impact.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% (included in above)
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:
Children are aware of the importance of physical activity and this is regularly communicated and celebrated. More children are engaging positive in physical activity, particularly during the school day. A positive impact is seen on behaviour and learning from the changes made to play time. Children's physical activity and play is seen as important, and is regularly celebrated.	Celebrate children's sporting achievements from home each week in celebration assembly. Celebrate children's sporting achievements within school (e.g. attendance at inter-school competitions) each week in celebration assembly, as well as via social media. Regular play assemblies promote a wide range of physical activity at lunch time in line with OPAL play. Play and physical activities features prominently and positively on school social media accounts. Liaison with outside agencies (e.g. Barclays) on the OPAL project raises the profile and importance of play and physical activity for the children. Parent stay and play organised to raise	OPAL funding evidenced above.	Play and physical activity is at the forefront of children's minds and they speak about this positively. Pupil voice shows that children enjoy celebrating their achievements – in and out of school – in assembly and are keen to do more of this. Children are able to talk confidently and positively about their play experiences and how they enjoy being physically active in a much broader way in comparison to this time last year. Staff voice shows that there has been a significant positive impact on behaviour and a reduction in lost learning time since the introduction of OPAL, particularly with regards to afternoon sessions. There is a reduction in teachers dealing with issues arising at lunch time, including first aid incidents,	Continue to build on the success of OPAL as a tool for whole school improvement, particularly with regards to behaviour.

	profile of the importance of play and physical activity through the OPAL grounds redevelopment scheme.		friendship incidents and behaviour incidents.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	6.5%

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:
Staff have a good understanding of the PE curriculum with a particular focus on supporting the development of children's fundamental movement skills for life. The full curriculum is being delivered by class teachers, including gymnastics and dance	Purchase of Jasmine REAL PE membership, inclusive of a whole school scheme of work, regular updates for PE subject lead and access to online and in person CPD for less confident or new members of staff	£ £1190	Staff are confident delivering the fundamental movement skills aspect of the curriculum, as well as further curriculum areas such as dance and gymnastics. This is evident from staff voice collected by PE lead, as well as PE lesson drop ins. Confidence in use of larger equipment in gymnastics is a particular strength. Pupil voice shows that most pupils enjoy PE lessons and older pupils can talk about the cumulative impact of the skills taught across the curriculum.	Consider the limitations of the scheme currently being delivered in terms of the wider curriculum offer, particularly in KS2, with regards to specific games and sports. From staff voice and drop ins, this is an area that still needs to improve. PE lead to look into the possibility of updating the scheme of work to further increase the confidence of staff when delivering a wider range of curriculum content.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	14.9%

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	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:

consolidate through practice:				
After School and lunch time sports clubs are run regularly and are tailored both to the children's interests, and to broadening their horizons in terms of the sporting opportunities available. Children have access to regular forest school sessions throughout the school year in order to broaden their experiences of what physical activity can entail. PE lead has a broad working knowledge of sporting activities available and how these can be implemented in a school setting. OPAL play allows children to engage positively in a much wider range of physical activities.	Change of after school and lunch time club provider to ensure consistency of approach and staffing. Provision of a lunch time coach ensures that children have access to a range of lunch time sporting activities and that these are adequately supported and managed. Children have access to forest school sessions delivered by a trained member of staff. PE lead to complete additional CPD on delivering of tennis within schools, and the introduction of girls football using the Disney Shooting Stars scheme of work.	£1667 £1092	More children are engaging in competitive and non-competitive sports opportunities after school and during lunch time. Analysis of club data shows a positive uptake of clubs, including some children from target demographics. All children benefit from experiencing physical activity outdoors using forest school principles. This provides a wider range of opportunities, particularly for children who do not enjoy more traditional sporting opportunities, and those from disadvantaged backgrounds. PE lead has a wider knowledge of opportunities available and can begin to implement these positively, particularly with regards to engaging more girls in football. Monitoring from SLT at lunchtimes shows that children are starting to engage in a much wider range of play behaviours, including adventurous, creative, dramatic and organised play.	Possible employment of a PE apprentice to take this further and offer a wider range of opportunities, particularly at lunch time. Train additional children to be sports leaders to broaden the opportunities on offer at lunch time and allow for wider intra-school competitive opportunities. Pupil voice specific to children from target demographics – what clubs/opportunities do they want to see offered?

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
Children across the school are given the opportunity to compete, both at an intra-school and inter-school level. A particular focus will be on encouraging least physically active children and girls. These are the demographics that are currently least involved in competitive sporting opportunities.	Purchase of WASSP membership to ensure children are able to access a wider range of inter-school competition opportunities. PE lead to liaise with Grace schools cluster and wider PE lead network to arrange additional opportunities for competition. A larger focus on exit strategies to support pupils becoming involved in community clubs.	££2782	Children across the school are becoming much more resilient and willing to have a go when it comes to competitive sport. The introduction of a girl's football team following pupil voice has been a particular success. School has both hosted and attended competitive opportunities. Pupil voice shows children enjoy attending competitions and are keen to do more of this.	Widen links with community clubs and promote these more regularly. Utilise young sport leaders more effectively to run regular intra-school competition opportunities to raise the profile of competitive sport even further.

Signed off by

Head Teacher:	<i>R. Hutt</i>
Date:	31/07/23
Subject Leader:	<i>N. Quinn</i>
Date:	05.07.2023
Governor:	Agreed at FGB meeting July 2023