

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	£8840
Total amount allocated for 2021/22	£ 26,240
How much (if any) do you intend to carry over from this total fund into 2022/23?	£10, 566
Total amount allocated for 2022/23	£17,340
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 27,906

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>	66%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%
<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 <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: 22%
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?:	
To increase the opportunities for physical activity during lunchtime sessions.	Daily co-ordinated sport on Key Stage 2 Playground led by MDMS	£1200	Children engaged in more structured games during lunchtime.		To train all MDMS's to lead daily co-ordinated sport across KS1 and KS2 playgrounds.
	Weekly lunchtime club providing a range of sports across the year (eg cheerleading, athletics)	£650	AD currently outside at lunchtime on Thursdays, providing various options for sports.		Structure AD's existing lunchtime sports to ensure it is a lunchtime club, which targets children who would otherwise not have the opportunity to engage in sport.
	Resources invested in, such as tennis balls.	£1000	Children have access to a variety of equipment at lunchtimes.		
	Train sports leaders to run activities across the school at lunchtime.	£100	Currently 20 from year 6 and 10 from year 5. Each year, 10 from year 5 and 10 from year 6 are trained. Rota in place for helping with games or sports on either KS1 or KS2 playground at lunch.		Invest in further resources and set up independent challenge boxes for use at Lunchtime. (stop watches and pedometers)
	Cheer Leading Club for Yrs 4, 5 and 6	£250	Cheerleading club ran in Term 2 by Lauren from KSSP.		Re introduce cheerleading club or another lunchtime club led by another specialist from KSSP.

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To increase opportunities for physical activity within the school day.	Develop outside areas for Early Years and Key Stage 1 to increase levels of fitness Dan the skipping man session and purchase of skipping ropes for use at break times Trial ways to ensure daily physical activity for all children (eg daily mile)	£1000 £1000	Equipment suitable for physical education accessible to children during independent learning and structured activities encouraged by adults during this time. Skateboarding chosen instead – workshops took place during Health and Sports week for all year groups.	Look at possible clubs or further workshops which can take place. Daily mile yet to be implemented.
To increase the number of children leaving school being able to swim 25 meters	Top up swimming sessions for year 6 children who cannot swim 25 metres	£1000		Top up sessions to be arranged going forward in the academic year 23/24, dependent on funding.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To develop a clear vision and plan to raise the profile of PESSPA across the school community	Join www.afpe.org.uk and use resources to increase. Termly Staff Meeting Employ an additional specialist PE coordinator to support the development of PE within school – through TWKSSP	£95 £3000	PE coordinator is supported by the TWKSSP staff member. More confidence in leading pe has led to more opportunities for the children.	Continue getting help for the PE coordinator until fully confident.

To develop the role of sports leaders to raise the profile of PE/SSPA	Sports Leaders to meet termly with PE Lead Sports Leaders to develop ways to raise the profile in school – organise competitions, slot in celebration worship		Sports leaders have a responsibility to organize and sort equipment for lunch sports. Sports leaders have had a chance to deliver to younger children helping with their confidence in sport.	New sports leaders to be selected and training to be given, followed by regular meetings with PE lead. Yet to be implemented.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 18%
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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?:
To increase confidence and skills of staff in teaching PE	PE teaching Audit conducted and used to plan CPD sessions In house training for all staff from the school sports partnership. Partnership to give specific help in areas of weakness. Implement new skills document	£ 4800	Teachers have more confidence when teaching PE. Teachers will give feedback at the end of the year on their experience. Children get high quality PE from either the sports coach or the teacher now.
To ensure school has an accurate view of PE and sport within the school	PE Deep Dive with Sports partnership	£100	Yet to be completed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 31%
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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	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:				
To continue to ensure all children have access to Forest School across the year.	Employ Forest School Teacher	£6,500	Forest school sessions conducted on school grounds and offsite. Each year group alternates termly. Some forest school activities also delivered during lunchtimes.	To continue forest school sessions with forest school teacher. Ensure children have opportunities to build on these skills in school time e.g. at lunchtimes.
To increase the range of sports provided for after-school clubs	Termly Club provided by Sports Partnership – multi sports alternating across year groups. We also introduced a free cheerleading club which ran for a term. As it was so popular we ran it for a further 2 more terms. Cheerleading lunch club. Dance club which is ran weekly for years 1-6. Dance club is branded as a fun fitness dance club. Football club ran by EMC academy.	£1500	Children have had a variety of sports clubs on offer for them. Children have given feedback for sports they would like in the future. Extra gymnastics club run for 3 terms after initial taster club – extra cost of £750	Target specific children by invite only to attend free clubs (PP) Run a club for children that are going to competitions in certain sports.
To implement a successful health week	During sports week we had some workshops take place such as skateboarding, tennis and change for life. Children got to experience different sports. They also gained knowledge of sports and healthy living during the week. During sports week we ran some house activities and competitions.	£250 £450	All children successfully took part in workshops during Health and Sports week. Successful KS1 and KS1 sports days with a variety of activities. Sportsmanship tokens also awarded for each house.	Review sports week what was successful what wasn't as popular and use this information to plan future sports weeks.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 increase participation in competitive sports	<p>Introduce at least termly House competitions led by Sports Coach (6 per year)</p> <p>Compete in local competitions run by Sports Partnership</p> <p>Health week with regular competition June 2023</p>	£300	Pupils have attended a variety of sporting events this academic year. Pupils gave feedback and were excited to go to another event. This led to their friends wanting to go to events too.	Attend more sporting events. Try to get every child to at least 1 event during the year

Signed off by	
Head Teacher:	Sandra Sheldrake
Date:	31 st July 2023
Subject Leader:	Adam Dixon
Date:	31 st July 2023
Governor:	Shaun Butcher
Date:	31 st July 2023