

# 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	£17,410
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1,451
Total amount allocated for 2022/23	£17,560
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.

<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><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></p>	<p>On our Year 5 and 6 residential the children took part in several water based activities. All of these included a safe self rescue practice on land and then used in the lake, stream and sea.</p> <p>The children took part in the following activities</p> <ul style="list-style-type: none"> <li>• paddled/swam in the sea</li> <li>• built rafts and sailed them in the stream (jumping off safely into the water at the end)</li> <li>• canoeing in the lake</li> </ul>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2022.</p> <p>Please see note above</p>	80%
<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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-</b></p>	80%

<b>based situations?</b>	
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?	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:	
<b>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</b>					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?:	
In order to engage all children in a range of sports, a replenish of sports equipment was purchased. This was used to enhance and deliver the PE curriculum.	<ul style="list-style-type: none"> <li>- Audit of existing equipment</li> <li>- Order of new equipment</li> <li>- Adequate and safe storage of new equipment</li> </ul>		£3,000 + £900 for storage of equipment	Children are able to access the whole planned PE curriculum and each topic is adequately resourced. Staff and children are more engaged in PE lessons, children are more active and PE achievement is on track.	
To increase physical activity for children on FSM by offering 2 free clubs each week.	<ul style="list-style-type: none"> <li>- FSM children are giving 1<sup>st</sup> choice of sports clubs each term. They have a range of clubs on offer with a termly different sport and always a football training session to attend</li> </ul>		FSM free Sports club (currently 16 pupils taking up this offer) = £128 per week = <b>£4864</b>		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					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:
Half-termly sports festivals will be used to support children develop subject-specific skills and techniques.	<ul style="list-style-type: none"> <li>- Two sports chosen each half-term</li> <li>- Children will be exposed to specific skills for each sport which they can build on during PE lessons.</li> </ul>	£2 coaches @ £175 pp X 6 = <b>£1,050</b>	Children developed skills for specific sports- throwing and catching, accurate passing and skills for the following sports: Football, quidditch, hockey, netball, archery, touch rugby, cricket and athletics.	Continued exposure to alternative sports outside of the curriculum with skills that transfer across sports.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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?:
Sports Festival sports and skills used to up-skill teachers in skills and rules through progressions of skills and activities.  Complete PE programme include CPD and videos for each unit taught.	<ul style="list-style-type: none"> <li>- Subject lead has more input in choice of sports and skills taught</li> <li>- Staff attend sports festival and take part</li> <li>- CPD videos accessed by staff to upskill knowledge and skills</li> <li>- Where more space is required, skills are taught and then matches take place at H. Heath</li> </ul>	Already calculated above  Complete PE = <b>£150</b>	Sports festival to include after-school CPD sessions for staff.  Staff meeting slots set aside for sports skill and knowledge focused CPD.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	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:
Sports festival is used to introduce a wider range of sports to children (Football, quidditch, hockey, netball, archery, touch rugby, cricket and athletics).  Complete PE programme maps out PE skills and units ensuring progression and broad range of sports, activities and skills across EYFS-KS2.	<ul style="list-style-type: none"> <li>- Sports chosen for sports festival allow children access to alternative sports, often outside the PE curriculum.</li> <li>- PE curriculum well mapped with broad coverage and progression across year groups, building on skills.</li> </ul>	Already calculated above	<ul style="list-style-type: none"> <li>- Interest and enthusiasm from children towards a wider range of sports</li> <li>- Interest in clubs to be offered based on children's engagement.</li> <li>- children's achievements improved due to progression and coverage of PE scheme</li> </ul>	Links with sports festival and clubs- ability to offer a broader range based on interests and availability from sports introduced at SF. Further purchase of equipment to assist with delivery of alternative sports.

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:

<p>Bloomsbury football coaches will support mini-tournaments during lunchtime 2x/ week. Children will be supported in developing skills and encouraged to attend clubs or join the academy. Sports Day- participation in complete activities, including races.</p>	<ul style="list-style-type: none"> <li>- Mini-tournaments run during lunchtimes</li> <li>- Children take part in age-appropriate teams/ mini-games</li> <li>- Sports day activities build on skills used throughout the year to culminate in competitive and non-competitive activities</li> <li>- Sports funding used to hire equipment and space for sports day.</li> </ul>	<p>£40 per person per session x2 a week x 38 weeks a year = <b>£6,080</b></p>	<ul style="list-style-type: none"> <li>- Mini-games are well attended and coaches have identified children with developing skills.</li> <li>- More girls are taking part in football sessions</li> <li>- All children take part in competitive range of sports during Sports Day</li> </ul>	<p>This is a focus for then next academic year with more children accessing and taking part in competitions outside of Sports Day.</p>
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Head Teacher:	Melissa Chandler
Date:	10/7/2023
Subject Leader:	Holly Lovell
Date:	10/07/2023
Trust appointed designated person (AED)	Vicki Briody
Date:	10/07/2023