

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 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 2022/2023, 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	£ N/A
Total amount allocated for 2022/23	£ 18,400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ N/A
Total amount allocated for 2022/23	£ 18,400
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18,400

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2023. Please see note above</p>	Year 3 60 %
<p>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</p>	Year 3 60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Year 3 60 %
<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>	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: £18400		Date Updated: July 2023	
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: 44%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
<p>Pupils play highly purposefully at break and lunch times through the introduction of OPAL.</p> <p>KS1 Breaks – 25 minutes KS2 Break – 15 minutes All Lunch Break – 60 minutes</p>	<p>Key adults have been trained as OPAL leaders.</p> <p>All school adults have received CPD for OPAL</p> <p>Equipment purchased is to allow children the freedom of choice to play and be imaginative during lunchtimes and playtimes.</p> <p>Introduce Playground Leaders and Playground Pals on a daily rotation to ensure all children have opportunities to play with peers and friends.</p>		<p>£4000 for equipment</p> <p>£2500 for OPAL participation (Year 2 cost)</p>	<p>Pupils know how to safely use equipment. They are respectful and responsible for this.</p> <p>Pupils know how to play team games at an age-appropriate level.</p> <p>Pupils know what equipment is available to them each day.</p> <p>Pupils know the equipment plays a purpose in keeping their minds and bodies healthy</p> <p>Pupils have become more creative and are enjoying playtimes more due to the access of more equipment and freedom.</p>	

Children take part in more purposeful, active learning opportunities.	Use a combination of Go Noodle, Daily Mile and Brain Breaks to re-engage pupils and boost active minutes. GetSET4 PE scheme also introduced as a way to increase movement within the classroom.	£660	Key Stage 1 participating in GoNoodles to provide an active start or brain breaks. Movement breaks are regularly given to children as a brain break.	More focus and resources to be provided to teaching staff on how they can provide children with movement breaks.
Less active children to become re-engaged and confident with physical activity. Children to gain confidence and motivation.	Children to be picked for competitions and festivals that provide an opportunity to take part in physical activity. School Staff to take part in CPD events to help them gain knowledge of the needs of different children.	KI3 and KI5	After gathering pupil voice, children who attended festivals enjoy them and would like to continue some of them at school. Some have gone on to join clubs outside of school i.e. Cricket.	To continue providing opportunities for different groups to attend competitions and festivals.
Children know more and remember more regarding the importance of leading a healthy active lifestyle.	Discussions with pupils during PE, PSHE and beyond about the importance of leading a healthy active lifestyle. The need to be active for 60 minutes a day is learned and understood.	Supply Costs £185 to meet with pupils (a day over the year) £185 to meet with Healthy Schools Leader and PSHE Leader	Pupils can explain that they should be active for 60 minutes a day, and why this is important. Pupils can make links with physical and mental health.	Continue to embed this knowledge. Continue to gather pupil voice.
Children know more and remember more about how to be active beyond school.	As above. Pupils take part in taster sessions and are signposted to a variety of clubs that run locally.	See KI2	Children discuss their enjoyment of signposted holiday camps upon return to school. Children talk about joining clubs they have trialled at school, e.g. Tae Kwon Do.	Continue to signpost families to clubs and activities, including new start-ups within the community. Re-establish visits to local sports facilities post-pandemic through the PE service and

				educational visits.
Children to gain additional active minutes on their route to/from school.	Children to acknowledge how to get to school actively by being informed by professionals.	See K12	Children are keen to travel actively to school so as to gain badges. Children hold their family accountable, encouraging park and stride, cycling, etc. so as to work towards a new badge. See travel survey 80-85% travel actively to/from school.	Continue to monitor pupil travel and promote active travel.
Equipment purchased for PE	New equipment purchased ready for next academic year. Equipment to be checked for safety and if it is fit for purpose.	£404.10 £300 trampoline	High quality PE to be taught with the appropriate equipment	Continue to buy more equipment if needed. Begin Rebound Therapy using the trampoline.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 56% plus additional 9% funding from school
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 be allocated two hours of PE weekly.	Head teacher and SLT to block out timetables for PE and hall usage. Pupils come to school dressed for PE.	N/A	Staff hold themselves accountable for using PE slots. Pupils are ready for PE and can enjoy a longer session without the need to change at the beginning and end.	Maintain this next academic year. Consider if EYFS / Year 1 children should change for their skill of independence.
Children continue to enjoy PE and Sport as they move to middle school and beyond.	A wide array of extracurricular opportunities are available and continue to be offered to all pupils. See school website for full list. Speak to PP children and ensure they are offered spaces on their choice of club.	£1200 Lee Sterry Clubs (subsidized) £1500 TKD (subsidized) £1200 Yoga	Pupils talk positively about experiences they are offered. Pupils reapply for places which highlights enjoyment/interest.	Continue to offer wide range of opportunities.
Children to have opportunities to have access to equipment throughout every play time.	Playground Leaders and RN to work together to purchase equipment that the children would like. Implement timetable.	See K11	Pupils hold staff accountable to ensure equipment is available. Pupils access the equipment list independently through visual timetables and are able to organise games effectively in KS1 and 2.	New School Council to be set up with goal of getting children active throughout school day. Pupils to teach others classroom games/activities for in-lesson learning.

<p>Children develop a healthy relationship with sport and exercise.</p> <p>Children enjoy leading a healthy and active lifestyle.</p>	<p>On average, >50% of a class regularly sign up/apply for extracurricular activities.</p> <p>School Admin track pupils attending and gaps for those not signing up.</p> <p>Places are offered and assigned to vulnerable pupils based on their interests.</p>	<p>£1000 allocated for PP children to access clubs.</p>	<p>All pupils have opportunities to explore physical activity of different types.</p> <p>PP/Vulnerable pupils have been offered places based on Pupil Voice – their top three club choices if they could do anything and all have been able to attend.</p>	<p>Continue to offer wide-offer.</p>
<p>Pupils have clear role models throughout PE sessions, extra-curricular opportunities, playtimes and other lessons.</p>	<p>Staff wear school PE kit on PE days to allow them to model and lead by example.</p> <p>All pupils have opportunity to work with external providers who are passionate about their delivery.</p> <p>Engage with OPAL to support the development of adult role models during playtimes.</p> <p>Playground Leaders to provide support to pupils who need extra help to interact on the yard.</p> <p>Staff to wear HI-Vis jackets for children with a visual impairment.</p>	<p>B Outdoors £330</p> <p>Cricket £560</p> <p>Circus skills £375</p> <p>Tag rugby (Rugby Minis) £480</p> <p>Skip 4 Fit £280</p> <p>Dance City £1200</p> <p>PE & SSS Silver Package £3840</p>	<p>Pupils aspire to be healthy and join in with adult-led activities.</p> <p>Pupils are encouraged and supported by peers at playtimes.</p> <p>Pupils to be given the opportunity to experiences new sports and opportunities</p>	<p>Continue with OPAL and replenishing equipment when needed</p> <p>SLA to be upgraded to come in for every half term</p> <p>Continue to search for external providers that allow opportunities.</p>
<p>Children understand the importance of physical activity.</p>	<p>Pupils encouraged to remember more through PE and PSHE lessons about the importance of physical activity.</p> <p>Train staff in Zones of Regulation and promote whole-school</p>	<p>Equipment for sensory needs and movement breaks</p> <p>£500</p>	<p>Children understand the importance of physical activity and most pupils access some form of exercise outside of school day.</p>	<p>Randomly select two children in each class in September 2023 and track their activity before/after school.</p>

	<p>approach, allowing children to decide what they need to regulate.</p> <p>Children encouraged to move during lessons through GetSet4PE brain break activities</p>			
Children have opportunities to explore new outdoor and adventurous activities in a safe environment.	<p>Re-establish Year 4 Robin Wood residential. Cover the costs for disadvantaged and PP/PP+ pupils.</p> <p>Y4 to book end of year OAA challenge. Cover the costs for disadvantaged and PP/PP+ pupils.</p>	£1000 allocated from PP to pay for the residential visit for PP children	<p>Staff upskilled so that future pupils can access higher quality OAA activities.</p> <p>Pupils taught to a high quality.</p>	<p>To offer OAA to Year 3 but within school and as part of the curriculum.</p> <p>Continue with Residential for Year 4</p>
All children to feel listened to and valued regarding their opinions of sport and exercise at school.	Gather pupil voice	<p>Supply Costs</p> <p>£85 per half day x 3 across the year</p>	<p>Pupil voice gathered from 5 pupils in each class on a regular basis</p> <p>Positive feedback about PE.</p>	Ready to gather new pupil voice and listen to recommendations on how to improve the school with sport and exercise.
Promote PE and Sport at School	Twitter, website, newsletters are used to celebrate PE both in and out of school	-	<p>High level of engagement with social media</p> <p>#AFSPE</p>	Try one based PE activity for homework per term or half term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Additional 12% funding from school budget
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:
Pupils access a broad, balanced, and highly effective PE curriculum from well-trained and knowledgeable staff.	LTP in place. Progression grids in place. Subject Leader updates Governor Walk and Discussion	4 days cover £185 x 4 2 x ½ days to meet with PE link governor £85 x 2	Pupils now build upon previous skills and link learning, rather than repeating skills across year groups.	PE Coordinator to take part in 1:1 Deep Dive session at £555 if needed.
Children’s developmental stages are well understood and all pupils access the PE curriculum.	Staff have used CPD opportunities this year to consider how to best support ALL learners.	Range of curriculum courses 4 x £50 RN - £200 Gymnastics EYFS Physical Development £75 Cricket CPD £100 Release time for PE leader	Staff to go on CPD courses and then provide feedback to rest of staff.	Continue to send and support staff with CPD events. SLA to be in every half term to provided a year group with CPD. This will reflect on the long term plan which may be modified.

		6 x ½ day £85		
GETSET4PE Purchased	Allows lesson plans/ schemes/ videos/ resources that provide the teacher with confidence to teach an excellent PE curriculum	£680	Summer 2 has allowed the teachers to plan around this scheme. Positive feedback from teachers	Continue with GetSet4PE throughout next academic Gain feedback from staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Additional 1.6% funding from school budget
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:
Increase opportunities within school	Invite external groups, coaches into school to deliver opportunities to our children.	K12 £100	Year 2 Dance City Programme x 12 weeks Year 2 Tennis Coaching x 6 weeks Year 1 Cricket Coaching x 6 weeks Reception Yoga x 12 weeks Year 2 Tag Rugby x 6 weeks Year 4 Squash Taster	Continue to provide opportunities for a range of different children Boys, SEN, Girls, PP and EAL - look at uptake of PE clubs by different groups
Girls football team	Girls from KS2 and Year 2 participate in an after school club for Girls provided by LB and KH	-	Girl's confidence promoted when playing football and have been entered into a tournament against other teams.	Continue with next year. Enter the girls teams into competitions Work with GST for girl's football opportunities.
Children enjoy a broad range of sport and exercise throughout the school year.	Make links with local clubs. Taster sessions. Pay for external coaches and experts in their field to encourage and excite pupils.	See K12	Pupils of various confidence levels and needs were able to attend different activities aimed specifically at them.	Carefully consider various groups of pupils when planning activities, e.g. PP, girls, SEND.

Children given equal opportunities to take part in both competitive and non-competitive activities.	<p>Extra curricular activities offered before, during and after school so as to provide access to as many pupils as possible.</p> <p>Places paid for disadvantaged, PP, PP+ and siblings where required to allow take up by all pupils.</p> <p>Spaces allocated by Admin team ensuring equal opportunities for all</p> <p>Subsidise clubs for all families where possible.</p>	See KI2	Pupils of various confidence levels and needs were able to attend different activities aimed specifically at them.	Carefully consider various groups of pupils when planning activities, e.g. PP, girls, SEND.
Children to access a variety of sport and exercise through a skills-based curriculum.	See our LTP, Progression Document and involvement of CPD/coaches	See KI2	Pupils of various confidence levels and needs were able to attend different activities aimed specifically at them.	Carefully consider various groups of pupils when planning activities, e.g. PP, girls, SEND.
Children opt to take part in daily activity outside of the school day.	<p>Extra-curricular opportunities</p> <p>Signposting for providers.</p>	See KI2	Children now enjoy clubs outside of school after taster sessions and extra-curricular opportunities at school.	Continue to monitor children who participate in activities out of school
Children leave EYFS with a good level of development in physical development.	<p>Invest in Green Zone for gross motor development.</p> <p>Purchase equipment that builds upper body strength for fine motor development.</p>	£200	All Reception pupils leaving Reception with GLD in physical development.	With the new build of the EYFS outdoor area, look for physical equipment linked to gross and fine motor skills and physical movement.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Additional 1.6% funding from school budget
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 have opportunities to confidently participate in inter-school competitions.	Coaching development towards key competitions – gymnastics in-lesson CPD. Schools Games 500 event Dance – Festival Girls football for LS sports	£500 for travel and expenses £150 £50	Children highly motivated to participate and show positive attitudes towards competition. Pupils celebrate others as well as themselves.	Continue to put forward teams in competitions. Taxis and buses to be confirmed to enable access to a variety of competitions.
Children have opportunities to confidently participate in intra-school competitions.	Build into final week of PE planning for each unit where applicable Organise house competitions and Sports Day. Wellness Week	K12	Children highly motivated to participate and show positive attitudes towards competition. Pupils celebrate others as well as themselves.	Continue to provide intra school competitions but more frequently as the competitions increase such as Olympics girls football WC Tag rugby WC.
Range of festivals to be attended by groups of Children including SEND/EAL/Transition	Took part in festivals such as tennis and Cricket. SEND festival.		Children are provided with a range of games and enjoy competitions and participating in festivals and events	Continue to provide opportunities. Within school, groups of children to take part in activities.

Signed off by	
Head Teacher:	R Turner
Date:	24.7.23
Subject Leader:	R Nettleship
Date:	17.7.23
Governor:	N. Rayner
Date:	19.7.23