

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,470
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23?	£18,470
Total amount of funding for 2023/24 to be reported on by 31st July 2023	£ 18,470

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 as best you can. 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 2023.</p> <p>Please see note above</p>	%
<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>	%
<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: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 2%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Improve the subject knowledge of a staff member to ensure high quality delivery in both lessons and extracurricular clubs.	Book and attend course.	£160		More structured opportunity to attend clubs. Improved football and invasion game specific skill.	Permanent member of staff. Look into Level 2 coaching qualification.
Improve departments subject knowledge in athletics coaching. Particularly Long jump and sprinting.	Source and book a coach to come in and deliver a session that staff could observe and Q & A.	£130		Greater for exposure to all pupils at extracurricular clubs and in lessons of expert teaching in athletics specific skill.	Can carry knowledge of sport into future years of teaching.
Key indicator 2: 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: 39%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

Ensure there is well fitting spare PE kit for all students who may not be prepared for the lesson. Reduce the number of pupils withdrawn from PE due to lack of PE kit. Provide a kit that students will want to wear and not feel embarrassed.	Source and order appropriate kit in a range of sizes.	£203	Confident in the schools ability to provide appropriate kit. Less/no resistance in borrowing spare kit. Higher participation rates.	Good quality products that can be worn for years to come. Sport we will participate in weekly each year. Relationship with the manufacturer, meaning we can reorder in the future is needed.
Football coaching on a night where school staff cannot deliver a club due to whole school meeting commitments.	Source inspiring coaches of high quality available on Monday afternoons.	£880	Regular participation in physical activity. Exposure to expert coaching. Linked to sport outside of school. Motivated to join school clubs and fixtures. Creating healthy habits.	Relationship built with the athlete and potential for partnership, come in to run additional extracurricular club.
Rugby coaching on a night where school staff cannot deliver a club due to whole school meeting commitments.	Source inspiring coaches of high quality available on Monday & Friday afternoons.	£3000	Regular participation in physical activity. Exposure to expert coaching. Linked to sport outside of school. Motivated to join school clubs and fixtures. Creating healthy habits.	Relationship built with the athlete and potential for partnership, come in to run additional extracurricular club.
Additional football goals for the MuGA and field that can be used in both lessons and at social times.	Purchase high quality goals.	£3230	High quality technical equipment that can be used to add structure to play at social times. Safe and durable.	Each year groups have three, one hour weekly lunch time sessions to use the facility. Can be used for years to come.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they	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	Sustainability and suggested next steps:

<p>need to learn and to consolidate through practice:</p>			<p>changed?</p>	
<p>Inspirational guest speaker for schools annual Sports Awards Evening.</p> <p>House Sports bibs to build House Sports Team Identity for the House Sports competition, including the annual Sports Day.</p> <p>Create positive memories linked to PE & Sport to motivate student to seek out these experiences in the past.</p> <p>Football, Netball and Athletics school sports kit unified in design.</p>	<p>GB Gymnast delivered and speech on the ups and downs of their career to pupils and parents.</p> <p>Source and purchase House Bibs</p> <p>Hire a DJ for the annual school Sports Day.</p> <p>Design (using student voice) kits and place orders in sizes that are appropriate for the whole school to access.</p>	<p>£200</p> <p>£148</p> <p>£150</p> <p>£2064</p>	<p>Motivated through trials and tribulations of professional athletes. Relatable as they were from the area.</p> <p>Increased pride in students school House. Desire to wear the bib and participate.</p> <p>Sports Day is not all about the competition and winning. It is about coming together to celebrate and work towards a goal as a team regardless of the outcome.</p> <p>Wearing a school team kit brings everybody on equal ground. This unites all individuals regardless of backgrounds, race, social class or age to become one group all working for the same goals.</p> <p>For many students it's a privilege to wear the team kit or uniform.</p>	<p>Relationship built with the athlete and potential for partnership, come in to run an extracurricular club.</p> <p>Introduce extra competition. Potentially half termly rather than termly.</p> <p>Relationship built with he DJ for future events.</p> <p>Good quality products that can be worn for years to come. Sport we will participate in weekly each year. Relationship with the manufacturer, meaning we can reorder in the future is needed.</p>

Raise the profile of athletics 'for all' by really breaking down the events. Change perception of athletics that students have that it is just running (either for a long time or very fast)	Purchase specialist and differentiated equipment covering all the athletics events. Including, javelins, discus, shot putts, jump markers, relay batons & hurdles.	£1427	Exciting PE lessons and extracurricular clubs at lunch time and after school to inspire student of all abilities to find an even they enjoy and can progress and excel at.	Good quality equipment that can be used for years to come. Exciting, varied athletics unites of work across the schools age range that can be appropriately differentiated.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 29%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Exposure to Cheerleading. Build confidence to continue outside of school hours.	Source and timetable a cheer coach to come into school and deliver sessions in addition to lessons (after school & at lunch times).	£480	Cheerleading (stunt) has really brought our pupils together. The appreciate that cheer really is a sport for all and it has truly given a huge range of our pupils an appreciation for team work and a new understanding of their bodies.	Relationship built with the coach and potential for partnership, come in to run additional extracurricular club.
Broaden the range of fitness lessons and equipment with a long term pupil journey in mind	Purchase more fitness equipment to enhance the quality of teaching and learning. Introduce more	£3357	Sparked an interest in fitness and healthy active lifestyles in training rather than sport.	Fitness lessons included in year 5 and above in scheme of work.

<p>Exposure to contemporary dance. Build confidence to continue outside of school hours.</p> <p>Improve the range and standard of sports equipment available to students to use in lessons and at social times for all age groups.</p>	<p>fitness-based lessons and start to introduce a simplified version of components of fitness.</p> <p>Source and timetable a dance teacher to come into school and deliver sessions in addition to lessons (after school).</p> <p>Source and purchase new equipment for netball, football, volleyball, rounders, ultimate frisbee, badminton and table tennis.</p>	<p>£90</p> <p>£1394</p>	<p>Exposure to a new style of dance. Performance coaching. Opportunity to enter a competition.</p> <p>Units of volleyball, badminton and table tennis implemented in some age groups of the school. Competitions entered at all age groups. Increased participation in historic and new extracurricular clubs</p>	<p>Mind fit programs have access to more equipment.</p> <p>Relationship built with the dance teacher and potential for partnership, come in to run additional extracurricular club.</p> <p>Schemes of work developed to be implemented into next year curriculum. Search for competition currently not involved in, such as badminton, table tennis and volleyball.</p>
--	--	-------------------------	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and	Sustainability and suggested next steps:

and be able to do. What do they need to learn and to consolidate through practice:			what can they now do? What has changed?	
Enter more handball competitions. Use funding to travel to Northampton to play in a competition.	Enter and find appropriate transport for 35 pupils.	£387	Expose to high quality handball opponents, officials, and competition. Created a buzz about handball in the school. Well attended extracurricular club.	Ensure we offer handball in lessons and at extracurricular clubs to keep the momentum going. Offer to host the competition to ensure pupils are exposed to competition without the cost.
Increase the number of students involved in competitive football, with a focus on girls.	Enter a range of competitions covering all abilities and genders including; district, county and national cups. The girls Sister n Sport National cup	£297.50	Ability to promote multiple squads including B & C teams. Exposure to Futsal. Increased participation at extracurricular club as students strive to be included in one of the many clubs.	Legacy into the following year. On the 'radar' of NGBs for competition at all level and therefore involved in the communication for upcoming competitions.

Signed off by	
Head Teacher:	
Date:	10/2023
Subject Leader:	R. Lewis
Date:	10/2023