

# 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	£ nil
Total amount allocated for 2021/22	£17,030
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ nil
Total amount allocated for 2022/23	£ 17,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,000

## 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>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>	74%
<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>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	81%
<p>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?</p>	Yes/ <input type="checkbox"/> 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: £17,000		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: 21%
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:
<b><u>PLAYGROUND ZONES</u></b>					
Continue to develop the playground environment to allow more opportunities to be active at playtimes and lunchtimes – zones created last year.	The playground to be split into zones – Zone 1 - Sports area Zone 2 - Agility, Balance and coordination (ABC) Zone 3 - Performing arts - dance and drama, Zone 4 - Gymnastics and trim trail Zone 5 – Active board, wall basketball and wall games Zones 6 – Quiet Area		£1,500  Resources	Pupil voice showed that the children said that at playtimes they are able to be active. They said there is a lot more for them to do. They liked that that the sports area has a timetable of sports that change on a half termly basis.  KS2 children have refereed on the Sports Area Zone alongside staff and this has help the children to develop their leadership skills.	Continue to develop the playground over the next year. This will be an area for the Health and Fitness Pupil Squad alongside with the PE leader to work on more.  Look into OPAL Company to help develop the playground more and gain CPD.  Staging to be bought for the playground to allow the children develop their performing arts.

<p>Develop active participation of girls in sports during playtimes and lunchtimes.</p>	<p>To achieve this, one day a week will be set aside for girls only on the sports area. The girls will choose from different sports. (hockey, football, basketball, cricket, dodgeball etc) line with the rotation for that half term.</p>		<p>This has been successful and more girls are active participating on the sports area during playtimes and lunchtimes.</p>	
<p><b><u>EARLY YEARS</u></b></p> <p>Continue to enhance the Early Years provision of physical development through purchasing gross motor equipment designed to support the development of children.</p>	<p>The children in Early Years and Year 1 will have access to more high quality physical development resources. Also this will allow the children more opportunities to be active and to develop physical well-being.</p>	<p>£2,000 2 x outdoor building/construction sets – assault courses.  1 x set of large construction blocks – staging  A selection of outdoor equipment: bats, balls etc for both gross and fine.  3 x new pedal bikes</p>	<p>There has been a noticeable difference in the number of children in Early Years being more active when in provision. The children have been actively making their own assault courses and performing dances and plays on the stage. This years Early Years cohort came in very low and now 60% have met their gross motor physical development goal and 80% fine motor goal.</p>	<p>Continue to develop the physical development of our Early Years children through purchasing high quality resources and providing CPD for HLTAs and TAs.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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 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><b><u>KANGA SPORT MENTORING</u></b> Improve confidence and motivation for students struggling to engage with school.</p> <p><b>What is Kanga Mentoring?</b> To eradicate the issue of education related problems and improve attainment. The structured approach aims to give students confidence, self-belief and produce engaging outcomes that improve social skills and class participation.</p> <p><b><u>PLAYGROUND ZONES</u></b> (See key indicator 1 above)</p>	<p>5 targeted KS2 children over a morning session.</p> <p><b>How does it work?</b> During parts of each session, physical activity is used as a tool for supporting students through difficulties they face and helps them develop key skills that they can use in all aspects of school life.</p>	<p>KANGA Mentoring</p> <p>£1,500</p> <p>1 morning session</p>	<p>The impact of kanga mentoring is constantly measured and via the student booklet and questionnaires and staff feedback questionnaires.</p> <p>This has been a successful trial this year and the children who have been part of it have said they have really enjoyed it and staff have notice a difference in confidence. This was clearly shown in our end of production by year 6 where the children had to act, sing and dance in front of peers and an audience.</p>	<p>As the mentoring trial been successful this year in supporting our children's well-being we will be continuing with it next year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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><b><u>CONTUNED PROFESSIONAL DEVELOPMENT</u></b></p> <p><b>Provide staff with CPD including ECT member of staff – working alongside a P.E and Sports Specialist.</b></p> <p>Developing staff CPD will enable them to have the confidence to teach a range of sports and skills to a high standard. In turn this will improve the skills and physical development of all our children. More of a focus on Gymnastics, OOA and supporting ECT teacher this year.</p>	<p>The P.E Specialist will work with our staff in order that they meet Teacher standards in PE and that PE lessons delivered by them are judged 'Good' /Outstanding against Ofsted criteria.</p> <p>Support ECT teacher to achieve her induction targets.</p> <p>In addition, this will facilitate targeted provision of more able pupils in these lessons due to additional adult support.</p> <p>Schemes of work provided by the specialists to support future teaching by the staff. Enable PE Lead to monitor PE lessons and gather pupil voice feedback</p> <p>Increase the children's attainment and progress in PE.</p>	<p><b>KANGA SPORT STAFF</b></p> <p>£4,000</p> <p>CPD – 1 afternoon</p> <p>Sports Lead</p> <p>£4,000</p>	<p>Recent OFSTED – Summer 2022 – Rated 'Good' in all areas.</p> <p>Throughout the year we have been able to continue with CPD for staff.</p> <p>The staff have been able to develop their knowledge and skills in specific areas of need within the curriculum. This has resulted in the teachers being able to deliver higher quality lessons with confidence.</p> <p>Staff have continued to feel more and more confident in delivering PE particularly gymnastics (in a small hall) effectively and OAA skills.</p>	<p>Next year we will focus on our HLTAs and TAs up skilling working alongside the PE specialists using a tailored program.</p> <p>In turn this will support our children during PE lessons, Early Years Provision and on the playground to be more active and development their skills further.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 14%
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><b><u>SPORTS CLUBS</u></b></p> <p><b>After school sports providing a range of different sports.</b></p> <p><b>Bobbins – our after school care.</b></p> <p>Increase the number of children attending sports clubs after school, therefore being more active and supporting well-being.</p> <p>The additional skills learnt will help the children to be more successful in lessons, at school sports tournaments and access wider clubs in the community.</p>	<p><b>Sports after school club</b> - Run an after-school club for different ages to allow maximum participation. The sports offered will run in line with the local cluster school sports tournaments.</p> <p><b>Bobbins – our after school care</b> Enrichment sessions to help promote physical fitness as well as mental well-being. eg running club</p>	<p><b>KANGA STAFFING</b></p> <p>£2,500</p>	<p>We have been able to run the club successfully.</p> <p>Most clubs were full and the children were actively engaged. We have run a different sporting club each half term in line with the local cluster school sports tournaments.</p> <p>This has been very popular and there has been an increase in participation with children across the age ranges.</p>	<p>Increase the club to 2 a week. KS1 club &amp; KS2 club</p> <p>This will enable us to further tailor the club to the children’s needs and develop the KS2 children further whilst allowing the younger children to develop their skills.</p> <p>This will continue and develop further next year.</p>



	and Yoga		A range of children have attended the clubs including more able, SEND, children with physical difficulties and Pupil Premium.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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 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:
<b><u>SPORTS TOURNAMENTS</u></b>				
Increase participation in competitive sport.	<b>Release leadership and support staff time</b> to coordinate and attend inter-school tournaments between 12 local primary schools. And to	£1,500 To support 'cluster' events between school.	This year we have managed to attend many of the Tournaments available with our local cluster of schools. Success in the cross country with 4 children going through to the next round. 2 <sup>nd</sup> in the Year 5/6 rounders 3 <sup>rd</sup> in the Year 3/4 rounders.	Increase the number of sports tournaments the school attends. The increase in after school sports clubs to 2 next year will help the KS2 children work on specific skills, how to play the games and develop strategies
Increase participation in competitive sport within school – playtimes and lunchtimes.	<b>Bobbins</b> – our after school care will be run a running club.		The Dance and Drama workshop and the Swimming Gala for our cluster schools did not run or were	Due to unforeseen circumstances, we did not as school attend any 'Girls' only

			<p>cancelled.</p> <p>A range of children have had the opportunity to take part in these tournaments – eg more able, SEND, physical disabilities and Pupil Premium.</p> <p>This has allowed the sports to be played correctly with simple rules which have allowed all ages to play. (Yrs 2 – 6) . Also, the adults has been able to teach specific skills at this time.</p>	<p>tournaments. This is an area we want to really promote next year.</p> <p>Purchase new kits for sports events – to help promote team cohesion and sense of belonging.</p> <p>Train the KS2 children in the Health and Fitness club to referee on the sports area.</p> <p>PE leader and Health and Fitness Squad to produce a rules booklet for the sports we play tailored to our school (due to small area to play in)</p>
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Signed off by	
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