

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	£8080.00
Total amount allocated for 2021/22	£28,180.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,100.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,100.00

Swimming Data

Please report on your Swimming Data below.

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	
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 2022. Please see note above	77%
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	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes - £1500 spent on extra swimming session to boost pupils attainment.

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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: £20,100.00		Date Updated: July 2023	
<p>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</p>					<p>Percentage of total allocation:</p> <p>35%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<ul style="list-style-type: none"> To continue to implement brain break activities and introduce the Daily Mile initiative to further increase pupils daily physical activity. Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills To continue to provide the opportunity for children to partake in more structured physical activity as well as free play during break and lunchtimes by the employment of teaching assistants. To further develop the structure of activities that are 	<ul style="list-style-type: none"> Brain breaks have been timetabled into staff daily timetable and staff provided with resources and equipment to engage pupils. PE specialist employed for two days a week to deliver high quality PE lessons whilst upskilling staff and supporting their delivery of high quality PE lessons. Employment of teaching assistants to deliver play and sports activities at lunchtime. PE specialist to deliver intra school competitions at lunchtimes to engage a 	<p>£12,000 for CR</p> <p>Costs for lunchtime TA hours.</p>	<ul style="list-style-type: none"> Reduction in behavior issues at lunchtime and pupils engaging in a wider range of physical activity and sporting competitions. Staff have been upskilled on activities such as, Gymnastics, Tri-golf, Yoga, Dance, Leadership and Orienteering. The pupils have been really engaged in the delivery of the activities and staff feel an increased confident to teach these activities in their PE lessons. PE specialist has delivered a variety of intra school competitions at lunchtimes 	<ul style="list-style-type: none"> Further develop the Brain break resources and activities and share good practice between staff Further develop active lessons through the implementation of the active planner YST tool. Continued development of the structure and delivery of Football at break and lunchtimes, to include key stage 1 football activity times. 	

delivered at break and lunchtime to engage more pupils in at least 30 minutes of physical activity.	<p>higher number of pupils in physical activity.</p> <ul style="list-style-type: none"> Teaching staff, Senior leaders and school council members to work together on mapping the school field area with different activity zones for break and lunchtimes. 		<p>with the assistance of sports crew members.</p> <ul style="list-style-type: none"> Football zones on the field, sports competition area on top playground, huff and puff activity zone and Bells wood. Better engagement in physical activity at lunchtimes from a higher number of pupils across all key stages. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	20%

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?:
<ul style="list-style-type: none"> Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills. A wider range of after school activities offered to increase the engagement and profile of sport and physical activity across the school. To continue the development of a school sports crew/young leaders group to provide activities and challenges 	<ul style="list-style-type: none"> PE specialist employed for two days a week to deliver high quality PE lessons whilst upskilling staff. PE coordinator contacted club links providers and booked specialist coaches as well as staff and PE coaches for the delivery of a wide range of after school clubs. Pupils to be selected from current year 6 cohort to be part of the Sports crew 	<p>£15,601 for CR and Before and After school club costs</p> <p>Membership to SSPAN - £1100</p>	<ul style="list-style-type: none"> PE specialist has provided training in a number of different activities that include: dance, tri-golf, leadership and gymnastics. The Teaching staff and PE specialist have delivered activities and challenges during lunchtimes and after school to raise the profile of PESSPA and encourage all pupils to be more active and engage in a number of sporting activities.
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> To continue with the development of a sports crew leaders group and look to expand on their role in the engagement of pupils in physical activity and raising the profile of PESSPA across the whole school. To continue to offer a wide range of before and after school

<p>during break lunch time and help engage all pupils in the uptake of school games activities.</p> <ul style="list-style-type: none"> To take part in at least three School Games competitions each term to raise the profile of PESSPA and further engage all pupils in some element of competition. 	<p>leadership team. PE specialist to provide training to the pupils and support in their delivery of lunchtime activities and competitions.</p> <ul style="list-style-type: none"> The school has attended at least three school games competitions each term and has been successful in reaching the Level 3 competition in Sportshall athletics and Year 5/6 Football. 		<ul style="list-style-type: none"> Pupils in the sports crew have helped deliver activities and challenges at lunchtimes and created a sports crew display board and certificates to hand out in assemblies to celebrate sporting achievement. There has been a good uptake with extra-curricular clubs with at least one club running per day after school and Judo club being delivered before school. 	<p>activities to increase the engagement and profile of sport and physical activity across the school.</p> <ul style="list-style-type: none"> Through pupil voice and sports crew members look to provide new activities and competitions to raise the PESSPA profile.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> PE coordinator and staff to attend CPD provided through our SGO to increase confidence and knowledge in teaching PE. Employment of a specialist PE teacher to help support staff to develop their PE knowledge, skills and confidence. Purchase of Getset4PE teaching resource to provide 	<ul style="list-style-type: none"> PE coordinator to audit staff on areas for improvement and sign post them to a CPD course or CPD provided by the PE specialist. PE coordinator to audit staff on areas for improvement and timetable the PE specialist to support staff in the delivery of that activity 	<p>Cost for CR £12,000</p> <p>Getset4PE £660 per year</p>	<ul style="list-style-type: none"> Staff have fed back to PE coordinator positively on feeling a greater confidence in planning and leading their PE sessions. Senior leaders lesson observations – better engagement and progress of pupils in PE lessons. 	<ul style="list-style-type: none"> PE specialist to continue to offer CPD to staff in areas that they have identified as needing support and support new staff in the delivery of high quality PE lessons. <p>Staff to continue to utilise the Getset4PE resource in their PE lessons and PE specialist to support staff</p>

staff with detailed lessons plans and resources to support staff in the delivery of high quality PE lessons.	<p>area.</p> <ul style="list-style-type: none"> Staff to utilise the Getset4PE resource in their PE lessons and PE specialist to support staff with the delivery. 			with the delivery of the lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%
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:
<ul style="list-style-type: none"> Wider range of lunchtime and after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity Introduction of new activities such as Bee netball, yoga, leadership and orienteering Introduction of the use of Getset4PE planning tool to provide a broader range of sports and activities taught to pupils during their PE lessons. 	<ul style="list-style-type: none"> PE coordinator contacted club links providers and booked specialist coaches as well as staff and PE coaches for the delivery of a wider range of after school clubs which include: Judo, Cross country, Gymnastics and Badminton. Staff to utilise the Getset4PE resource in their PE lessons and PE specialist to support staff with the delivery of the new activities. School to 	<p>Getset4PE cost £660 per year membership</p> <p>£2000 for new resources for PE lessons.</p>	<ul style="list-style-type: none"> We have had an increased number of pupils taking part in lunchtime and extracurricular activities as well as an increased number of pupils taking part in a school games competition. Pupils have reported back positively on their involvement in these activities/competitions and have been motivated to take part in more. 	<ul style="list-style-type: none"> To continue to offer a wide range of lunchtime and after school activities to increase the engagement of pupils in 60 minutes of physical activity. To continue to use the Getset4PE planning tool to provide a broad range of sports and activities taught to pupils during their PE lessons. To look to introduce new sports/activities such as Boccia, Golf and Flag Football into

	purchase new equipment to support staff in the delivery of new activities.			our extra-curricular, lunchtime and Brain break activity time.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> To attend at least three school competitions each term. To ensure that all year groups have access to compete in competitive sport either through school games competitions, lunchtime competitions or through the teaching of their PE lessons. 	<ul style="list-style-type: none"> The school has attended at least three school games competitions during the Autumn term as well as the three Prestwold county cross country championships. Pupils across KS2 have had opportunities in a range of different competitions that include: Badminton, Football and Sportshall athletics . 	£1,100 for SSPAN membership	<ul style="list-style-type: none"> Feedback from pupils has been very positive after their involvement in school games competitions and pupils have felt fully prepared for the sporting activities and have wanted to take part in further competitions. We have seen an increase in Cross country club uptake and increased numbers at competitions, with a number of pupils being selected for the county finals race. The highest number of pupils have taken part in school 	<ul style="list-style-type: none"> To continue to ensure that all year groups have access to compete in competitive sport either through school games competitions, lunchtime competitions or through the delivery of their PE lessons. To continue to be fully engaged with the school games competition programme for 2023/24 and look to take part in new activities such as gymnastics and hockey.

			games competitions since the covid school closures.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	