

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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£2306
Total amount allocated for 2021/22	£18,689
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 19,480
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,480

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 2023. Please see note above	96%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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?	No

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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: £19,480		Date Updated: 21.07.23	
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:
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:
To ensure all KS1 children exercise for 30 mins daily.	30 min PE lesson daily for KS1		Shared allocation with Key Indicator 3	Improved participation with younger children through daily 30min PE time.	Ringfence younger children experiencing daily 30min PE time.
To ensure PE curriculum taught to a high standard. Daily opportunities for physical exercise throughout the day.	KS 2 – Two days per week 1 hour PE session taught with PE coach Three days – 15min am - energising time – new programme in place Daily – 2 x 10min outdoor teacher led session			Higher level skill base being acquired in KS2. Children more energized and engaging with exercise.	Continue the structured exercise alongside the supported PE through the coach.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:

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To encourage a whole school ethos of a passion for sport and physical activity. Extend involvement in school sports. Ensure physical activity time is embedded.	CPD for staff to improve whole school confidence in teaching in KS2 with the Sports Plus coach. Taking part in competitions, encouraging a love of competition and activity in all year groups. Improvement of sports equipment.	£2,873 (sports lead)	There has been an increase in children's motivation to take part in extra coaching, clubs and competitions, regularly requesting more!	Continue to build this enthusiasm, with PE assemblies, more after-school clubs, intra school competitions and an importance of physical activity emphasised in every lesson.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 73%
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:
KS 1 staff to confidently teach quality PE sessions KS2 staff to extend their knowledge of progression and outcomes in different sports	KS 1 support via school sports lead. KS2 coach providing quality input and works alongside staff to give advice and support for two hours per week.	£14,280 Shared allocation with Key Indicator 1	Planning guided the teaching to ensure expected outcomes for all children in a range of skills was achievable. KS 2 staff more aware of the progression of skills in a range of sports.	Continue to ensure there is high quality CPD provision for all teachers, monitoring confidence levels, and targeting specific sports.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
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:

Equipment to continue the wide variety of sports available to be taught.	Allowing children to experience a wider range of sports, such as OAA activities and other activities	£2,327	Positive feedback from pupils	Continue to build on sport experiences for all children.
Off site opportunities for sporting experiences.	Woodland Camp activity day Y6 Quinta residential Y5 – fencing, archery, co-operative skills development.			
Enter appropriate games competitions through Streetly School Sports link	Sports lead to take children to off-site to a range of events.		More sports competitions entered this year, good experience for a range of pupils.	

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:
Take part in as many inter-school competitions as possible, to continue to build an ethos of teamwork and competition. Develop intra-school competitions to build this further inside of school.	We have taken part in a girls and mixed football league. We have also taken part in 6 inter-school competitions. We have had each year group take part in sports days, which are based on a competition between the school's four house groups.		Children are beginning to enjoy competing more and more, showing a resilience if they do not win. Children are developing a sense of community and belonging through their team work.	Continue to encourage the school to take part in inter-school competitions. Develop more intra-school competitions throughout the school year.

Signed off by	
Head Teacher:	Miss K Tomkins
Date:	21/7/23
Subject Leader:	Mrs J Knight
Date:	21/7/23
Presented to the Full Governing Body	
Date:	Autumn 2023