

# 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 31<sup>st</sup> 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   | £0       |
| Total amount allocated for 2021/22   | £17,640  |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £0       |
| Total amount allocated for 2022/23   | £17,400  |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £ 17,400 |

## Swimming Data

Please report on your Swimming Data below.

|  |     |
|--|-----|
| <p>Meeting national curriculum requirements for swimming and water safety.<br/>           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.<br/> <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?<br/> <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 2023. Please see note above</p>   | 20% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br/>           Please see note above</p>  | 56% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 40% |
| <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>   | 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: £17,400 |                          | Date Updated:  |                                       |  |
|---|---|-------------------------------|--------------------------|--|---------------------------------------|--|
| 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:<br>0% |  |
| 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?:   |                                       |  |
| <ul style="list-style-type: none"> <li>We want children to take part in two PE lessons a week.</li> <li>We want all year groups to take part in the Daily Mile every day.</li> <li>We want all children to participate in daily brain breaks.</li> <li>We want EYFS children to take part in 30 minutes or more a day of physical activity.</li> <li>We want children to enjoy taking part in PE and physical activity.</li> <li>We want to make the most of break and lunchtimes as an opportunity for children to be active.</li> </ul> | <ul style="list-style-type: none"> <li>We have ensured PE lessons for teachers are planned in advance throughout the year which enabled teachers to spend more time focused on the delivery.</li> <li>We have invested in New PE / playground equipment to make sure children are more active at break and lunch and that they enjoy being more active.</li> <li>In order to provide children with additional times throughout the day for children to be active, we implemented a daily mile.</li> <li>We have ensured EYFS engage in indoor and outdoor movement breaks, bikes, to engage in the Daily Mile after Christmas and engage with PE as well as physical activity in</li> </ul> |                               | School's own budget used | <ul style="list-style-type: none"> <li>All children in Year 1- 6 take part in more than 30 minutes of physical activity a day in school.</li> <li>All EYFS children engage with 30 minutes and more a day of physical activity.</li> <li>More uptake in clubs for all year groups.</li> <li>Most children enjoy PE and love taking part in different physical activity.</li> </ul> |                                       | <ul style="list-style-type: none"> <li>Plans for a new climbing frame, football pitches and playground equipment.</li> <li>Ensure all year groups have access to the right PE equipment.</li> <li>Family time focused on children being more active including more time for yoga, just dance etc.</li> </ul> |

|   |  |                          |  |  |
|---|--|--------------------------|--|--|
|   | <p>continuous provision.</p> <ul style="list-style-type: none"> <li>We have implemented Fun family time activities including just dance, yoga etc to ensure children have more time to be active.</li> </ul> |                          |  |  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                          |  | Percentage of total allocation:  |
|   |  |                          |  | 0%   |
| <b>Intent</b>   | <b>Implementation</b>  |                          | <b>Impact</b>  |  |
| 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"> <li>We want more children working at expected standards in PE.</li> </ul>  | <ul style="list-style-type: none"> <li>To ensure this, we have provided staff with resources to help them teach PE and sport more effectively, and embed physical activity across the school.</li> </ul>     | School's own budget used | <ul style="list-style-type: none"> <li>Higher quality of teaching in order to make lessons more inclusive, increase pupil progress and increase the number of children working above expected standard.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure teacher packs are completed for all teachers.</li> <li>To implement a new assessment criteria for PE to ensure assessments are reliable.</li> </ul> |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 10%                                      |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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"> <li>We want to ensure the PE lead works with teachers to ensure a high quality of teaching is being delivered.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure this, we have provided some CPD tailored to staff voice, meetings have also been offered to all staff with PE to talk through lesson plans and subject knowledge.</li> <li>The PE lead has also created CPD powerpoint which has been shared with all staff which is regularly updated. This provides various different information on SEND, subject knowledge and lots of personal CPD.</li> </ul> | <p>School's own budget used topped up by 10%</p> <p>£1,740</p> | <ul style="list-style-type: none"> <li>All teachers found the Teacher packs more useful and agreed this gave them more time to focus on the delivery.</li> </ul> | <ul style="list-style-type: none"> <li>PE lessons to be completed by PE lead / Deputy head to ensure a high quality of lessons can be taught and specific to each class.</li> <li>CPD to be more specific and valuable.</li> <li>Visitors to facilitate CPD.</li> <li>Regular monitoring of PE plans, lessons and regular meetings with PE lead.</li> <li>PE page to be completed on website to include videos of what a good lesson looks like (CPD).</li> </ul> |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |  |  |  | <p>Percentage of total allocation:<br/>90%</p>  |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>   |  | <p><b>Impact</b></p>   |   |
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about</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</p>  | <p>Sustainability and suggested next steps:</p>   |



| Key indicator 5: Increased participation in competitive sport   |  |                     |  | Percentage of total allocation:   |
|---|--|---------------------|--|---|
|   |  |                     |  | 0%  |
| 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"> <li>We want children to be recognised and rewarded by sporting and active achievements and participation.</li> <li>We want children to participate in more competitions outside of school against other schools.</li> <li>We want to provide Leadership roles that support sport and other physical activity.</li> </ul> | <ul style="list-style-type: none"> <li>The PE lead has liaised with the Sport Development Officer to organise competitions throughout the year.</li> <li>We have created specific roles for pupils in the sport ambassador group and have ensured teachers lead a group and facilitate pupils with specific and motivating targets.</li> </ul> | School's own budget | <ul style="list-style-type: none"> <li>Engagement was higher.</li> <li>More children are interested in competitions.</li> <li>Children are recognised and rewarded by sporting and active achievements and participation.</li> <li>This facilitated the sports ambassadors, the resources for this and covering the costs of training them.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure consistency around entering competitions.</li> <li>Ensure there is always someone to accompany children to competitions if PE lead is away.</li> <li>Supply cover for PE lead's class so that the school can join competitions during school time.</li> </ul> |

|                 |                           |
|-----------------|---------------------------|
| Signed off by   |                           |
| Head Teacher:   | K.Parkhouse               |
| Date:           | 21/11/23                  |
| Subject Leader: | Julia Hyndman             |
| Date:           | 21/11/23                  |
| Governor:       | Presented at GB2 27/11/23 |
| Date:           | 27/11/23                  |