

# 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.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£3,200.54
Total amount allocated for 2021/22	£11,069.57
How much (if any) do you intend to carry over from this total fund into 2022/23?	£6,241
Total amount allocated for 2022/23	£17,096
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 23,337

## 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. <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>	Not applicable
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	Not applicable
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	Not applicable
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Not applicable

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?	No applicable
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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:	Date Updated:	
<b>Key indicator 1:</b> 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:
				85%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
The PE sports apprentice will increase PA at break / lunch times, lead quality PE lessons and after school clubs	PE apprentice will run activities to engage pupils both in playtimes and after school clubs.	£10,444.92	Pupil's physical activity at break and lunchtime has increased. Pupils play a range either of games self-initiated or with adult. Children have enjoyed a variety of after school clubs.  Children enjoy learning new sport and accessing appropriate resources.	45%
To increase the physical activity of pupils outside of PE lessons.	Staff training /resources Monitoring	£1,140	All classes have used go-noodle to increased physical activity in the classrooms. EYFS have benefited from 'free flow' physical activity. EYFS pre pedal / dance via First Steps  The use of scooter training has encouraged more children to come to school on their scooters.	5%

Pupils will have the opportunity to take part in a developed curriculum which shows a clear sequence of learning with knowledge, skills and end points. Pupils have timetabled PE lessons in which this curriculum is delivered in line with the National Curriculum.	Staff to create additional opportunities for physical activity through enrichment activities beyond the curriculum.  Bouldering Wall	£3,250  £4,890	Pupils are engaged in lessons as seen through learning walks, lesson observations and feedback from staff.  Pupils have an increased understanding of the benefits of physical activity to their health and what they can do	35%
<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%
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:
Development of PE display board in school and the PE webpage.	Establish and update a PE display board and website at least $\frac{1}{2}$ termly to celebrate PE and raise its profile.	Non-contact time for PE apprentice  £	PE website celebrates physical activity across the school. Photos/videos of pupil's engagement. PE display shows skills and topics covered.	Cost built into PE Apprentice wages - see above

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				2%
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:

Staff become familiar with PE passport SoW and implement.	Staff training on PE passport. Monitoring from subject lead.	£494	<p>KS1 have used PE passport to inform T&amp;L, feedback from staff was positive. Training provided.</p> <p>PE lead has worked with new EYFS lead to incorporate more PE time within their curriculum.</p> <p>PE subject lead has made good use of her non-contact time to raise the profile of PE in the school.</p>	<p>Continue using PE passport in 2023-24. Continue to work with EYFS lead to gain a greater understanding of PD in EYFS.</p> <p>Review the use of PE Passport within EYFS to ensure progression of core skills</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
Raise pupils' engagement with PE through external providers	<p>Starbrite Dance</p> <p>Scooter training</p>	£0	Pupils engaged with the providers, learnt new skills. Cross-curricular work.	Continue using PE passport in 2023-24. Continue to work with First Steps for after school clubs.

<b>Key indicator 5: Increased participation in competitive sport</b>				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:
Pupils to take part in our annual sports day to use the skills learnt throughout the year in a competitive environment.	PE passport to build on prior skills	£0	Pupils enjoyed the sport day and all took part in the events.	Organise a friendly competition with another local school.

Signed off by	
Head Teacher:	Lynn Bartram
Date:	24/7/2023
Subject Leader:	Katie Matthews
Date:	24/7/2023
Governor:	
Date:	