

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	£0
Total amount allocated for 2022/23	£19,260
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0

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	64%
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	84%
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?	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:		Date Updated:	
<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>					
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?:	
To instill in pupils a love of sport and physical activity	Lessons run by Kickoff to encourage team and non-team-based sports		£4130	<p>CPD has continued to be a priority this year. Staff questionnaires have informed this. This year, all teachers in the school have observed 6 lessons each, taught by the Kickoff staff within a 6-week block.</p> <p>The PE lead ensured that the Kickoff staff were planning and teaching these lessons based on the curriculum plans that were devised by the school so that it followed our curriculum.</p>	
				<p>Children continue to be engaged with the Kickoff-lead lessons, they know the coaching staff well and look forward to having them in our school.</p> <p>To use the Sequences of Learning more precisely within the Kickoff lessons.</p> <p>Because we have had effective CPD for a number of years now, we will be looking at using Kickoff for competition style deliveries to focus on the inter and intra house games, giving the teachers more confidence when</p>	

<p>To improve resources to support PE, including equipment.</p>	<p>Lessons run by Apollo gymnastics</p> <p>To continue to use and develop an academic yearly overview of sport taught per year group with guidance from Kickoff.</p> <p>Equipment replenishment</p>	<p>£900</p> <p>£419.79</p>	<p>We have implemented Sequences of Learning for each term in each year group. These documents have made it very clear for each teacher to see the progression of each subject that needs to be taught in PE. We have also created clear progression maps for the 4 subjects in PE: Gymnastics, Dance, Games and Athletics.</p> <p>Throughout the year, we have monitored the equipment and what has need to be ordered more often and what has needed to be replaced. Using the Sequences of learning we have been able to see who is teaching what at the same time and whether there needs to be more than one class set of a certain object.</p> <p>We have worked hard so that the</p>	<p>attending/running/hosting events.</p> <p>The sequences and progression maps are proving to be very effective in ensuring provision and progression across the school. We will continue to monitor these, as well as matching events with the skills that are being taught in each term.</p> <p>To ensure the equipment is replenished to support teaching.</p>
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			<p>organization of the equipment is much easier to see and we are able to see what is available when it is needed.</p> <p>We have also paid close attention to gymnastic equipment this year, making sure that we have all the larger apparatus needed to teach the skills on our progression map.</p>	
<p>To promote and develop achievement in PE lessons.</p>	<p>To ensure PE is promoted through the school via celebration assemblies/newsletters</p>	<p>£222.04</p>	<p>The children have been keen to achieve certificates this year. Children have been able to look at the achievements through class assemblies as well as celebration assemblies and in our newsletters.</p> <p>As we have attended more events this year, children have received more certificates and recognition as teams.</p>	<p>Make sure that each year group has the specific equipment that is needed to deliver their lessons, with the guidance of Apollo gymnastics.</p> <p>To host intra-school events at our school, promoting teammanship and a love for sport.</p>
<p>To improve personal health and well-being; and improve attitudes and behaviour towards learning</p>	<p>To ensure PE is promoted consistently throughout the school</p>		<p>The school has continued to use events and activities to engage all of our children. Pupils are able to clearly recognize and verbalize the impact PE has had on their personal well-being and they understand why physical activity is so important.</p>	<p>To host intra-school events at our school, promoting teammanship and a love for sport. Aim to attend 2 events per term, over a rang of different year groups.</p>

	To continue with Sensory Circuits	£94.99	<p>“Sports are good for you and they make me get stronger” – Year 2 pupil</p> <p>“The part of our PE lessons is learning lots of small skills and seeing them all come together when we play games against each other” – Year 4 pupil</p> <p>‘Sensory circuits’ is continuing to be beneficial for the children in the following 3 ways: Alerting section- the aim of the session is to provide vestibular stimulation within a controlled setting, preparing the brain for learning and for the demands of the school environment. Organising section- this section includes activities that require multi-sensory processing and balance. The individual needs to organise their body, plan their approach and do more than one thing at a time in a set sequential order. They hone skills that may increase focus, attention span and performance within the classroom setting. Calming section- this section provides input to ensure that</p>	Sensory circuits is a great way for less active children to get ready for the day and feel more relaxed for their mornings. We will continue to use questionnaires for the children and teachers to monitor which activities are more beneficial and which activities are not needed.
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	<p>To think of more ways in which children can achieve 30 minutes of physical activity a day at school:</p> <ol style="list-style-type: none"> 1) To continue to use the trim trail that was built for KS2. 2) To continue to use sport area for KS1 pupils to use at break and lunchtimes. 3) For children to have a form of 'movement break' implemented within their school day. 4) To use the trim trail that was built in the Foundation Stage playground. 5) Sensory circuits. <p>To provide sessions for children who need it in swimming.</p>	£6393	<p>they leave calm and centered and ready for the day. This section provides heavy muscle work and/or deep pressure to ensure they are calm and organized before returning to class.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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 encourage and motivate less active children and targeted groups (PP/SEN) in PE and intra/inter school competitions.	To develop Sports day to be more inclusive to SEN/less active children.	£0	This year, we split sports day into 2 parts: races and skills. This made it inclusive for all children because they were able to have a go at a range of activities and weren't limited to running down a track.	To continue with the skills part of Sports day and seek new activities that the children have suggested. Attend SEN sporting events such as Boccia and New Age Kurling.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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 teachers have the confidence, knowledge and skills to teach engaging and educational PE lessons that inspire and instill in pupils a love of sport and physical activity	PE lead to identify how children are well supported in PE including all groups (PP/SEN/EAL) and areas for development from a whole school perspective.	£0	New consistent planning, more specific CPD.	Ensure that sequences of learning are being taught through the use of assessment and monitoring the skills achieved by the children based on the progression maps created. Continue with the successful CPD from Kickoff and Apollo to gain a better

	<p>PE lead to observe what is being taught in PE x2 a year – once in the beginning and one at the end of the year.</p> <p>Teachers to fill out a questionnaire regarding their skills and weaknesses. To then be reviewed by PE lead and CPD to be given where necessary. Teachers then to fill out a questionnaire to evaluate CPD training.</p>		<p>There continues to be a strong emphasis on promoting pupil teamwork, pupil ambition, raising pupil self-esteem and developing individual perseverance.</p> <p>Teachers are reliable for teaching the PE curriculum. Make CPD a priority, that's why we changed it and now have Apollo gymnastics as well. We're now moving onto a slightly different path where we're focusing on comps during CPD sessions.</p> <p>“Having my gymnastics CPD has really helped me to understand what areas of skills I should be focusing on and how to deliver them correctly for the children to see ‘What a Good One Looks Like’” – Year 3 teacher</p> <p>“Gymnastics CPD has allowed me to enjoy teaching the curriculum because I can confidently support children individually in the the way they need.” – Year 1 teacher</p>	<p>insight on how to be more inclusive.</p> <p>To continue to do next academic year.</p> <p>Teachers are confident and even able to support their partner teachers. Gymnastics are an area that people felt less confident in which is beginning to grow with the new provider involved.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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 broaden the sporting opportunity available to pupils	<p>Children to be given opportunities to 'have a go' at new sports.</p> <p>LEAF School, outdoor learning</p>	<p>£0</p> <p>£4643.65</p>	<p>Children have been able to take part in events such as Cross Country, Football, Tag Rugby and Athletics</p> <p>"It was so fun being able to go and play games at a different school and we got to practice for sports day!" – Year 2 pupil, who attended an Athletics event</p> <p>"I loved winning Tag Rugby and I loved playing in a team with my school friends." – Year 3 pupil, who attended a Tag Rugby Event</p> <p>From providing new experiences, teaching new skills, having time to explore nature as well as being given an opportunity to work as a team and reflect on their experiences. It also a lot of fun and is a great opportunity for our pupils to burn off a bit of energy,</p>	To carry on looking for and joining new opportunities.

	Sports Day	£0	<p>enjoy our beautiful grounds and let lose for a little while. This has improved the focus of the pupils once they return to class and encouraged children who may have skills outside of the classroom, to shine.</p> <p>“I love being outside and being in nature, all whilst getting to run around and be free in my environment” – Year 5 pupil.</p>	
			<p>Sports day has continued this year with 2 main sections, races and skills stations. This has made it easy for all of the children to have a go at different activities that they’ve been practising for as well as join in with the typical races (running, skipping, three-legged etc.)</p> <p>“I love practicing the skills because I don’t always like to compete against my friends.” – Year 3 pupil</p> <p>“The best part about Sports day is that there is so much to do and I love that I can see every year</p>	

			group take part in something, it makes me feel like we're a big family taking part in something together" – Year 6 pupil	
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Key indicator 5: Increased participation in competitive sport

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 increase pupil participation in competitions – Intra-school.	Organise internal sport events between school houses – intra-school competitions.	£355	We have been able to organise the following intra-school competitive events which have been well supported and some have been led by Kickoff: <ul style="list-style-type: none"> ○ Euros competition ○ Sports Day Races House competitions – Sports Day Skills Competitions	To continue with this, as well as hosting some inter-school competitions on our school grounds.

Signed off by

Head Teacher:	
Date:	
Subject Leader:	Jasmine Musumeci
Date:	18.7.23
Governor:	
Date:	