

# 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

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17810
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17810

## 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>	N/A
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	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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

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.

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK ACTIVE

To support the physical activity of the children within the DSP by providing bespoke equipment that can build physical activity including strength and flexibility	<p>program.</p> <ol style="list-style-type: none"> <li>1. To audit and conduct a pupil interview.</li> <li>2. To audit and buy the appropriate equipment including consumables that need replacing each year.</li> </ol> <ol style="list-style-type: none"> <li>1. Liaise with the teacher in the DSP</li> <li>2. Look at the differing needs of the children</li> <li>3. Order the appropriate equipment to meet the needs of the children</li> <li>4. Use the equipment</li> <li>5. Monitor the effectiveness of the equipment</li> </ol>	£723	<p>timetable of activities has been in operation,</p> <p>Equipment has been bought in collaboration with the SENCO and the DSP staff. The children now have access to the equipment and it is currently being used to support physical fitness.</p>	To continue to monitor the equipment and it's use to see if it is fit for purpose or that it needs replacing.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
Intent	Implementation	Impact		

<p>To achieve the healthy schools awards silver and gold.</p> <p>The children will have a better understanding of healthy eating and how it supports a healthy lifestyle</p>	<ol style="list-style-type: none"> <li>1. Apply for the Healthy schools award, pay for it and conduct a whole school audit.</li> <li>2. Attend network conferences and face to face meetings.</li> <li>3. Redo the whole school audit.</li> <li>4. Create an action plan. Follow through the action plan</li> </ol>	£295	<p>The school achieved the gold award. This means that we have supported other schools and cascaded our good practice. We are still considered a healthy school meeting all of the standards.</p>	<p>Next steps</p> <p>Ongoing monitoring against the standards and further supporting other schools.</p>
<p>To buy a PE curriculum and trial in year 1</p> <p>The aim of this will be to have a progressive curriculum that build on prior skills and knowledge.</p>	<ol style="list-style-type: none"> <li>1. Look at and research differing P.E schemes</li> <li>2. Choose the scheme that is the best fit for our school and that is sustainable</li> <li>3. Trial a unit from the scheme to ensure suitability</li> <li>1. Order the scheme</li> <li>2. Embed the scheme</li> <li>3. Give the additional CPD</li> <li>4. Monitor the effectiveness of the scheme</li> </ol>	£750	<p>The PE scheme has been trialed and ordered. Year 1 have used some units to see how it works alongside the P.E lead. The scheme and assessment opportunities have been mapped out and it will be implemented 2023/24 academic year. Next year it is a case of assessment and monitoring and a monitoring timetable will be put into place.</p>	<p>Next year will be an assessment and monitoring cycle to ensure that all teaching staff are using the scheme and have the appropriate skills to deliver it.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
To embed the teaching of dance within dance lessons	<ol style="list-style-type: none"> <li>1. Book coach</li> <li>2. Have coach plan with the teacher</li> <li>3. Allow teacher to deliver lessons alongside the coach</li> <li>4. The coach will give feedback</li> <li>5. Ensure planning is in place</li> <li>6. Monitor and observe staff to ensure skills are embedded</li> <li>7. Pupil interview</li> </ol>	£3015	The dance teacher was unable to carry out the dance program due to finding a different post. We decided to have a dance enrichment day for the children to show teachers the range of dance moves that could be planned.	To book a dance teacher who can offer CPD. The aim would be to work alongside the teachers with the delivery and the planning of dance linking it to the new curriculum units of study.
To embed the teaching of gymnastics within gym lessons.	<ol style="list-style-type: none"> <li>1. Book a gymnastics coach</li> <li>2. Have the coach and teacher plan together</li> <li>3. Allow the teacher to begin to deliver lessons alongside the coach</li> <li>4. Give time for the coach to feedback</li> <li>5. Ensure planning is in place</li> <li>6. Monitor and observe staff to ensure skills are embedded</li> <li>7. Pupil interview</li> </ol>		Unfortunately, our original dance teacher moved to a different post. Initially, she worked alongside the teachers and helped with some planning. The teacher's confidence has grown but it is still an area for development as the key steps program has changed and a new one needs to be implemented.	<p>Book a new coach who offers training within the new scheme</p> <p>Organise a new timetable of CPD</p> <p>Monitor the teaching and delivery of gymnastics</p>
Support staff to embed new scheme of work	<ol style="list-style-type: none"> <li>1. Organise staff CPD to support teaching of the new PE scheme</li> <li>2. Team teaching lesson alongside staff member</li> <li>3. Give feedback and arrange next CPD observation</li> <li>4. Observe and give feedback</li> </ol>	£5150	Staff feel more confident in teaching new scheme. Curriculum and subject lead understand how to adapt scheme to meet the needs of our cohorts of children through feedback and observation. Staff request support more openly.	<p>Governor monitoring 2023 – 2024</p> <p>Continue to refine and monitor scheme.</p> <p>Audit equipment needed</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
To develop a martial art after school club	1. Book a coach (Martial Arts) 2. Invite children from the school to the club (Y1 and Y2) 3. Invite the local club and let them take an assembly to develop a legacy and to leaflet parents. 4. Develop links between the club and the school.	£1085	Children have been able to access a martial arts club. They have been taught some moves. 65 boys and 45 girls took part within sessions across the year groups.	
To develop a gymnastics club Additional achievements:	1. Book a coach (Gymnastics) 2. Invite children from the school to the club (Y1 and Y2) 3. Invite the local club and let them take an assembly to develop a legacy and to leaflet parents. 4. Develop links between the club and the school.	£310	Children across the year groups 32 Boys and 22 girls attended the gym clubs giving them the opportunity to develop gym skills	To continue to build links with The local club and to book the coach in for the new year.  Look at how to increase the percentage of girls taking part in the club.
To book in a circus skills day for Years 1 and 2 to offer the opportunity to learn different skills and to buy circus skills equipment	1. Book a circus day 2. Make a time table for the day 3. Order the equipment for circus skills. 4. Set up opportunities for dinner times.	£499 + equipment £630	Circus skills day was a success with over 170 children within Year 1 and Year 2 taking part. The children now have access to circus skills equipment and this will link in with 'Happy Lunchtimes' and break time activities	To book a gymnastics coach linked to the local club so that the children have access to a club outside of school.
To book a World dance day that links in with the curriculum objectives that	1. Book a dance day 2. Make a time table for the day	£499 + equipment £283	The dance day was a success and the children really enjoyed it. Over	To ensure that all children have access to a circle skills day and



have been taught and to buy equipment that can then be used	3. Order the equipment for dance Skills. 4. Set up opportunities for dinner times.		170 children took part.	then apply the skills at lunch and break times. To book a dance specialist to support with Teacher CPD regarding teaching dance
To promote the role of healthy eating as part of a healthy lifestyle by using afterschool healthy eating cooking clubs	1. Organise clubs and club roster 2. Decide a healthy menu 3. Invite children to attend 4. Buy the food 5. Cook the food 6. Talk about the importance of healthy eating	£177	60 girls and 34 boys took part in cooking club. They really enjoyed it and it gave children the opportunity to taste new foods.	To continue to audit the equipment to ensure that when it needs replacing then the appropriate orders are in place.  To organise day days across the year.  To look at setting up cooking clubs next year. To ask the boys what they might like to cook and how to get them engaged.
To implement the SPARX program to support healthy eating	1. Book the program through the SSCO 2. Select the children who will benefit the most through the scheme 3. Collate class and run the course 4. Look at the evidence of impact for the club	£200	Children taking part in sparx have a much better understanding of the role of a healthy lifestyle.	To hold sparx across all year groups targeting children who would benefit most starting from Year 2, then Year 1 and then EYFS.
To implement the Big Moves program to support the children with fundamental moves essential to	1. Book the program through the SSCO 2. Select the children who will	£200	Children taking part in fundamental moves have enhanced their physical literacy skills.	To hold Big Moves across the whole year group covering all children.

promote gross and fine motor movements	benefit the most through the scheme 3. Collate class and run the course 4. Look at the evidence of impact for the club			To do this Big Moves will need booking for the next academic year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<p>To take part within the SSCO competition map by entering competitions</p> <p>To be part of the cluster of infant schools</p>	<p>1. Pay the fee for the SPANN membership</p> <p>2. Look at the competition map</p> <p>3. Book the appropriate events including gymnastics</p> <p>4. Attend cluster of schools meetings</p> <p>5. Access provision given by SSPAN</p>	£0	This has given us access to the SPANN program	To ensure our membership is up to date and paid for.

Signed off by	
Head Teacher:	Miss E Smith
Date:	5.7.2023
Subject Leader:	Mr G Palmer
Date:	5.7.2023
Governor:	Ms E Harrop
Date:	5.7.2023