

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	£5855.69
Total amount allocated for 2021/22	£17,613
How much (if any) do you intend to carry over from this total fund into 2022/23?	£6088
Total amount allocated for 2022/23	£17,652
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 14,350

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	57%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<p>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?</p>	Yes/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:		
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:
<p>Continuing to:</p> <ul style="list-style-type: none"> - maintain the standard of PE. (planning and teaching) addressing any issues of inconsistency and inclusivity if they arise. - Active and engaging PE lessons for all - A broad range of coverage - use 'Assessment in the foundation subjects' to identify those who need help and those who need stretching <ul style="list-style-type: none"> - Children challenged to the best of their abilities (children don't become complacent) - Improved pupil attitudes to PE (believing they can achieve) 	<p>P.E. coordinator and P.E. coach to be in constant dialogue regarding the design of the curriculum.</p> <p>P.E. coach and teachers to discuss</p> <ul style="list-style-type: none"> - where the child is - the steps they need to progress - ensuring children are active 	£*	<ul style="list-style-type: none"> - Children enjoy being active - Children appreciate why being active is important - Children are aware of efforts made to help them, promotes confidence in children to take part (positive attitude) 	<ul style="list-style-type: none"> - Needs to continue - Consistency of coaches will help develop bond with children and in turn continue to develop engagement

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<p>- maintain delivery of extra-curricular sporting activities.</p> <ul style="list-style-type: none"> - Increased participation <p>Positive attitudes to health and well being</p> <p>Increase activity levels of those who are least active.</p>	<p>Mon – Thur</p> <ul style="list-style-type: none"> - each lunch time – P.E. coach targeting least active children and getting them involved in games <p>After school clubs – free for children to attend so there is no barrier to participating</p> <p>More equipment acquired (basketballs) to target a different demographic of children.</p> <p>More use of apparatus on grassed area.</p>		<ul style="list-style-type: none"> - Less active children are engaged through games and play that they can succeed in, which builds up a positive relationship with being active - Less emphasis on competitive sport - Children try new activities - Children engage by helping to teach each other 	<ul style="list-style-type: none"> - Rotation of types of sporting club to try and target different demographics of children through out the year. - Investment in to play time equipment and infrastructure, to continue to target those of whom are less active.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>%</p>
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Intent	Implementation		Impact	
<p>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:</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 changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children need to know the positives to mental and physical health and how these relate to each other.</p> <p>Children need to link how being active positively effects; academics, behaviours, attendance</p>	<ul style="list-style-type: none"> - Explicit teaching of these during P.E. lessons but also through other curricular subjects - Teachers make other lessons (where possible) active, using outdoor environment 	<p>£*</p>	<ul style="list-style-type: none"> - Children understand the importance of being active - Children can discuss physical health - Children can discuss mental health - Children understand other positives of being active 	<ul style="list-style-type: none"> - Positive outcome so far, important that this needs to keep being discussed - PE coordinator to continually assess the curriculum for the promotion of active choices

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p> <p>%</p>
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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:
<i>Clear focus on areas in which the teacher can implement across other subjects along side P.E.</i>	<i>All staff have a minimum of 1 half term working alongside coach</i>	£*	<ul style="list-style-type: none"> - Teachers build a bank of ideas of ways to keep children active - Teachers are more confident on the delivery of PE 	<ul style="list-style-type: none"> - Teachers to apply gained knowledge more frequently - Look at how this can be transferred to also help benefit playtimes
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p><i>Introduce a broader range of activities available at playtimes</i></p> <p><i>*We spend £8133 working alongside Passmaster and other outside agencies</i></p>	<ul style="list-style-type: none"> - Lunch time football clubs - Table tennis club - Basketball mini games/competitions 	£*	<ul style="list-style-type: none"> - More children regularly being active - Children have an interest in trying new sports/activities 	<ul style="list-style-type: none"> - Wider range of equipment needs to be bought - Adults on duty have CPD on how to use equipment

*We spend £1025 on resources to support delivery across the whole school.				
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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 of the Belvidere Sports Partnerships competition as possible	<ul style="list-style-type: none"> - ME to inform competition and rules - ME to give introductory lessons - PR to deliver a series of lessons developing ability in that particular sporting area. 	£1000	<ul style="list-style-type: none"> - Children have all had a positive experience of competing - Over half of year 6 have experienced competition - Children have been able to compete competitively against other schools 	<ul style="list-style-type: none"> - Develop more inter house competitions - Attend School Games events

Signed off by	
Acting Head Teacher:	Jayne Parkhurst
Date:	

Subject Leader:	Peter Reynolds
Date:	
Governor:	
Date:	