

# 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	£17,354
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,136
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 14,693.85 (£2442.15 to carry forward 14%)

## 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 practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><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>68% *</p> <p>*Awaiting confirmation of percentages from external swimming provider.</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><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.</p> <p>Please see note above</p>	<p>68%*</p>
<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>	<p>72%*</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>50%*</p>
<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>	<p>Yes/<b>No</b></p>

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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:
					10%    £1460
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>To ensure all children to be physically active in school for at least 30 minutes a day outside of PE lessons.</p> <p>To increase activity of children during play and lunch time through upskilling play leaders and lunch staff.</p>	<p>*Sports coach to run regular play time and lunch time sports provision each Thursday.</p> <p>*The playgrounds to be set up with specific zones to ensure a range of sports/activities are on offer.</p> <p>*Year Five play leaders to have training weekly (playtime each Thursday from Sports Coach) in order to ensure playtime and lunch time clubs are varied throughout the year so that children’s interest week on week is maintained.</p> <p>*Extra curricular sports clubs to be run by sport coach/external provider</p>		<p>Weekly training for Play leaders</p> <p>Progressive Sports Coach</p> <p>£1460</p>	<p>*Children have taken part in sporting activities led by Y5 play leaders and lunch time supervisors.</p> <p>*Children have taken part in a range of sports activities each Thursday led by Sports Coach.</p> <p>*Children have gained experienced and understanding of a wider range of sports clubs (eg: fencing, cricket, netball, football, yoga/dance)</p>	<p>*Continue to ensure playtime and lunch time has active zones.</p> <p>*Y5 play leaders and lunch staff to continue to deliver activities during the 2023-24 academic year.</p>

Outdoor Education (Forest School) Provide opportunities for children to actively explore the forest area with an additional focus on social and emotional needs.	*Lunch time Forest School Clubs added to the lunch provision in January 2023-July 2023. *Forest school included as part of curriculum with teachers leading sessions with the support of Forest lead		*Children have been active within forest school sessions. *Children have developed a range of life long skills through outdoor learning/forest school sessions. *Children know how to stay safe in different outdoor environments	*Due to reduction in staffing next academic year, explore external provider for Forest Schools. *CPD to be provided for staff plotted each term so that all teachers are confident to deliver outdoor learning sessions.
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<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: 25%    £4342
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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?:
To embed High quality Sports/PE Curriculum so that a coherent and progressive learning journey is ensured for all children in all year groups.  To broaden children's knowledge and interest in sports through enrichment experiences, knowledge sharing and visits.  To purchase equipment in order that the high quality curriculum intent can be delivered.	*Sports coach in place each week to ensure the delivery of quality PE within all year groups. *All children receive 2 sessions of PE each week; one led by a specialist sports coach and the other led by the class teacher building on learning from sports coach lesson. *Staff to observe sports coach and learn from their expertise. Learning to be used to enhance class teacher led PE lessons. *Staff receive feedback to improve their teaching following on-going monitoring of scheme/lessons. *Lyfta to be used to enhance children's understanding of sports, success, resilience and impact.	£1460 Progressive Sports Coach  Lyfta: £775  Resources: £2107	*Due to ongoing monitoring of PE by the lead (planning, resourcing, teaching), the quality of the curriculum and provision for children has improved term on term. *As a result of the sports coach, improved play/lunch time activities, enrichment events and Lyfta assembly resource, the profile of PESSPA has been raised across the school.  *Ensure that PE lead continues to monitor and evaluate the impact of the sports coach and teaching staff lessons. *Pupil voice to monitor the impact of sports coach/staff lessons. *Further develop tracking and assessment in PE (recording children not at expected standard and use of clubs/intervention to target specific pupils). *Lyfta to be mapped alongside PE curriculum and teachers to use this within PE as a resource to raise the profile of PESSPA.

	*Review, audit and purchase new equipment for PE lessons/curriculum intent to be implemented fully			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	12%      £2087.50

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?:
To ensure teaching staff are confident in their delivery of PE across all areas of the curriculum.  To provide targeted CPD for individual staff where required.	*Staff to observe sports coach and learn from their expertise. Learning to be used to enhance class teacher led PE lessons.  *Team teaching to take place to up-skill teaching staff.  *Curriculum/PE scheme to be evaluated half termly and training provided to increase teachers subject knowledge and confidence.  *Staff team teaching with forest school leader.  *Online orienteering subscription to support delivery.	£1460  Progressive Sports Coach  £480 Cross Curricular Orienteering Resource  Lunch training: 147.50	*As a result of modelled teaching, team teaching and ongoing CPD, teaching staff are upskilled and more confident to teach PE and sport.  *Due to team teaching within forest school, more staff are leading outdoor learning rather than a reliance on the Forest School lead.
			Sustainability and suggested next steps:  *Continue to provide CPD and team teaching next academic year.  *Staff conferencing/questionnaire to audit staff competence and expertise in order to identify whole school or individual training needs.  *Incremental coaching from coach/PE lead to support on-going CPD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%      £3564
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>To provide children with the opportunity to take part in a wider range of sports and outdoor activities.</p> <p>To ensure that the Fierte Festival 2023 is strategically planned in order to widen children’s experiences.</p>	<p>*The long term plan for PE ensures that there is breadth and balance within the PE curriculum/wide range of experiences.</p> <p>*Dance had been identified as a weaker area of staff expertise so each term a dance workshop to be provided.</p> <p>*Fierte Festival July 2023 to provide children with opportunities to experience different sports and competitive games.</p> <p>*Audit of PE equipment to take place and resources purchased to ensure full access to curriculum.</p> <p>*Outdoor activities during play and lunch to be extended (including training – progressive sport and Dan the Man Skipping workshops)</p>	<p>Progressive sports Coach £1460</p> <p>Skipping Workshops: £400</p> <p>Skipping Ropes: £275</p> <p>Dance Workshops: £1429</p>	<p>*As a result of a well planned and sequenced curriculum, children have taken part in a wide range of sports and outdoor activities including dance, gymnastics, yoga/well being, invasion games, striking and fielding; net/wall games, athletics, outdoor and adventurous activities including forest school/orienteering.</p> <p>*Due to a focus on improving experiential learning, the children have taken part in coronation themed dance, South America themed dance and Africa themed dance. In turn, children’s skills and enjoyment of dance has increased.</p> <p>*Because of a focus on mental well-being, including Yoga, children have taken part in a new experience this academic year.</p>	<p>*Cultural dance themed days booked for 2023-24 academic year.</p> <p>*Continue to train/upskill staff and children so that the lunch time activities continue in to the new term/year.</p> <p>*Staff to use KS1 and KS2 class packs of skipping ropes for warm ups/PE lessons (using Dan the Man You tube training/clips) so that the skipping momentum continues.</p> <p>*Zones on the playground to be embedded during the 2023-24 academic year and variety added to ensure interest is maintained.</p> <p>*Further visits/varied sports to</p>

	<p>to widen children’s experiences.</p> <p>*PE club each Thursday to offer wide range of activities.</p> <p>Y6 experience – outdoor activity Centre Whitemoor Lakes.</p> <p>*Y5 and lunchtime supervisor PE leader/sports training to upskill children and staff so as to ensure varied activities are available to all children.</p>		<p>*Following on from the skipping workshop, more children are taking part in skipping/more energetic activities at lunch time.</p> <p>*As a result of training for lunch time staff and children, there has been a wider range of active play and lunch choices to inspire and motivate exercise/activity at lunch time.</p> <p>*Due to the well planned Fierte Festival, children have experienced a wider range of sports (sit down volley ball, fencing, archery, lazer quest, Burton Albion football)</p>	<p>be planned in to the 2023-24 timetable. Pupil conference children to determine which other sports they would like to experience.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				18% £3110
<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:

<p>To increase participation in competitive events in school and across the Trust</p> <p>*To develop a strategy in order that quality competitive sport.</p>	<p>*In-school sporting events to be mapped across the academic year in order that children take part in competitive events including within each half term games focus, Fierte festival weeks and sports day.</p> <p>*Sports coaches and teachers to provide enriching activities and opportunities to apply knowledge to games within PE lessons.</p> <p>*Fierte festival to be planned to include competitive sports for all year groups.</p> <p>*Athletics awards to be held in the Summer term to support competitive events and pupil drive to improve on personal best.</p>	<p>Progressive Sports Coach: £1460</p> <p>Fierte Festival payments (Archery/Burto Albion): £130</p> <p>Athlete events: £1650</p>	<p>As a result of lessons building towards games, children have taken part in regular competitive events within class situations.</p> <p>Due to the focus on athletics awards, children have tracked their progress and built upon personal best times/distances and compared these.</p> <p>As a result of interhouse competitions, the profile of competitive sports has been raised.</p> <p>Because of an embedded and competitive approach to sports day, children have practiced and taken part in competitive events accruing points for their house team.</p> <p>As a result of the Fierte festival, children have taken part in competitive events in school and externally (eg: inter house sitting volley ball competition, Rec, Y1 and Y2 multisport, Y3/4 netball; Y5 cricket; Y6 football).</p> <p>Due to the Athlete Event/Sponsor event, children have a greater awareness of competitive sport</p>	<p>Continue to plan in to the curriculum opportunities for competitive games both in class and house teams.</p> <p>To plan and ensure more children take part in competitive games and more regularly across the Trust.</p>
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Signed off by: <u>C Key</u>	
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Subject Leader:	Jon Fitzpatrick
Date:	28.07.23
Governor:	Julie Kirkham
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