

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

Created by  Partnerships  Sport Trust Supported by  Lottery Funded  UK Coaching  UK Schools



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	£3410.40
Total amount allocated for 2021/22	£18,300
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2746.80
Total amount allocated for 2022/23	£18,310
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£21,056.80 – total allocation + carry forward from 21-22 Actual spend for 22-23 - £19,555.36

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	N/A
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	N/A

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

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?:
All pupils to be given the skills in order to skip. To hear about inspirational role models and be motivated to challenge themselves. (Also links to indicator 2 and 3)	Take part in skipping workshop- Skipz beat	£500-workshop	Increased motivation towards skipping Increased amount of children choosing skipping own directed time Improved skills in skipping	Sustainability and suggested next steps:
	Embed skipping area outside in the playground. Purchase set of 150 skipping ropes to be used after workshop	£720		
Year 1 pupils know how to ride a bike with control and coordination (Also links to indicator 2 and 3)	Take part in the 6-week tiny bikers programme		£1,584	Repeat next summer- Tiny bikes to record progress during sessions. Work with CBC and pilot scheme Ensure bike it breakfast days are scheduled into calendar.

Increase in pupils walking/scooting/cycling to and from school. (Also links to indicator 2 and 3)	Purchase living streets merchandise and promote to parents, staff and pupils	Packs for the whole school: £137.50	All classes took part and signed pledge at end of week. 50% packs sent home were returned completed. Parent questionnaire showed that initiative encouraged parents to travel actively to school with their children.	Continue to take part in similar initiatives from living streets. Work towards Gold Modeshifts award.
Pupils to understand how gardening can be used as a tool to promote wellbeing and physical activity (Also links to indicator 2 and 3)	Build on the school allotment and purchase tools to use for gardening club/before and after school club etc. Embed growing across the school curriculum with new Science SOW.	£180	Gardening club has run over 2 terms. Children across the school have attended. All pupils have taken part in planting during Science lessons and can explain the importance of healthy eating etc.	Continue with gardening club. Work alongside class teachers to ensure pupils have opportunity to harvest in new academic year.
Physical exercise is inclusive and adapted to all pupils in the school. (Also links to indicator 2 and 3)	Purchased a large sandpit for EYFS/ks1 area, which can be used across the school, supporting most vulnerable groups too.	£1176.00	Shed has been purchased. Installation delayed until August 2023 due to planned works to designated area.	Monitor use once built. Ensure objective is met.
Pupils to know how to be active and to make choices about how they can be active during free time. (Also links to indicator 2)	Zone the playground, act on feedback and provide relevant resources Organise and store equipment to ensure sustainability. Sign up for OPAL to increase physical activity during the lunch hour.	Sheds: £800 Resources for each zone £679.57 Storage accessories: £175 Opal (£5000) Watches (£930)	More active play has taken place and pupil voice positive. Difficult with location of school and resources breaking/being lost over fences etc. OPAL has been purchased to build on good work and ensure sustainability.	Ensure the successful implementation of OPAL from Sep 23. Use Moki watches to track impact of physical activity.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 show motivation and engagement in PE. This will be achieved through high quality teaching and learning of the subject. (Also links to indicator 1 and 3)	All sports covered in the curriculum have the correct resources to ensure they are taught correctly. Teacher's CPD needs are collected and acted on AHT to work closely alongside PE lead and action plan to correspond to SP plan. Ensure suitable storage is available to ensure longevity.	Basketball hoops: £203.95 Electric pump: £24.29 Gym mats: £313.86 £1536 (including installing)	Pupils voice shows pupils can discuss the learning that takes place during PE lessons Pupils can use associated vocabulary and link this real life experience. X2 sheds installed and now being used correctly. Achieved.	Continue to monitor
The school is constantly reviewing the profile of PE/sport by working towards school awards linked to Physical exercise (Also links to indicator 1 and 3)	Work alongside the school games advisor to complete school games award mark Complete Modeshift Stars Accreditation award-silver level	None-included in sports package.	Gold School Mark awarded. Silver modeshift accreditation submitted (if successful this will be shared in Sep 23)	

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

<p>Upskill teachers in using physical exercise to address mental health concepts. i.e., resilience, self-worth, self-care, hope and optimism</p> <p>(Also links to indicator 1 and 2)</p>	<p>Sign up for Stormbreak Ambassadors to complete training. A team of 5 members of staff and 1 member of staff trained to support staff.</p> <p>Roll out to the whole school through whole staff training to be completed. Resources to be used to ensure sustainability.</p>	<p>£ 500 plus 3.5 days supply = £656.60</p>	<p>All children across the school complete at least 3 Stormbreak's weekly- online software shows this.</p> <p>Pupils and staff link well-being and mental health to movement and exercise- pupil voice shows this.</p> <p>All members of staff can use skills to support pupils in all areas of school life. Now linked to zones of regulation and class displays.</p>	<p>Continue to use stormbreaks as part of the school day.</p> <p>Stormbreak school posters to be displayed and referred to in every classroom.</p> <p>Continue to monitor through pupil voice and PSHE subject lead.</p>
<p>Upskill PE lead in order to roll out training to whole school</p>	<p>PE lead to attend annual PE conference</p> <p>Work alongside local school PE advisor to conduct training for all staff</p>	<p>£110 plus 1 day supply = £187.60</p> <p>Package (see indicator 4)</p>	<p>PE lead has attended PE conference. CPD has fed into PE slip. Gold schools games award also shows impact of PE training.</p> <p>Whole staff training has taken place for Gymnastics.</p> <p>The profile of PE has been raised across the school.</p>	<p>Continue to attend regular training.</p> <p>Continue to buy into the sports package next year to ensure future PE CPD is available.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>

Pupils from year 1 to year 4 will understand there are different sports to those available during PE sessions.	Sign up to the local School Games package Work alongside school games partner to organise sports day.	£3800 Plus 3 days supply to attend events = £262.80	Pupils have experienced a range of new sports linked to SG package.	Sign up for School Games package 23-24.
(Also links to indicator 1 and 2)	Extra-curricular school clubs provide children with experience of a range of sports.		All pupils participated in alternative sports day where different sports were played. Excellent staff voice recorded. ECA's were provided across the school year and very popular.	

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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All pupils to experience how competition sport operates. Pupils to understand the rules around being a good sports person.	Virtual sports competition- at lunchtimes (ks2) School games events Sports Day- summer term		Children now understand competition. Children demonstrated good sportsmanship skills throughout ALL events.	Sign up for School Games package.
(Also links to indicator 1 and 2)	Resources needed for sports day £78.19			Continue to sign up for out of school competitions for all year groups.

Signed off by

Head Teacher:	Glynn Stirling
Date:	20 July 2023
Subject Leader:	Amelia Makinson
Date:	20 July 2023
Governor:	John Buck
Date:	31 July 2023