

# 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	£21,350
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,410
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£21,410

## 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>	
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 2023. Please see note above	54%
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	45%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	65%
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

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## 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: £21,410		Date Updated: 19.07.23	
<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: 70%
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 increase the amount of active play at break and lunch times.	Lunchtime sports support from Team Spirit coaches.		£5700	Year 6 pupils commented, "They help us learn teamwork and teach us new skills." "They help us to regulate if we get stressed with a game."	
	Purchase of playtime equipment including soft footballs for safe football games during lunchtime.		£295	Year 5 pupil commented, "They always help us to persevere if we can't do something to start with." Year 4 pupil commented, "They teach us to play fairly."	
	Purchase of OPAL programme (Planned for Autumn term 2023).		£6500	Impact will be measured during the 2023-24 academic year and included in next year's report.	
				Team Spirit coaches will be part of our OPAL play plans for lunchtimes next year.	
				N/A	

To improve children's fitness and stamina when taking part in physical activity.	Catch-up PE sessions for those identified to be falling behind with their physical development – provided by Team Spirit.	£2470	Catch-up sessions were carried out with children from KS1. Teachers reported that 75% students who took part in these sessions were more able to keep up with PE lessons in the summer term. The remaining 25% have made progress with physical skills (e.g. balance & co-ordination) but still struggle with stamina.	Catch-up sessions to continue to be provided for those with physical needs and who are significantly falling behind.
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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: 0% (the money for this was taken from last year's Sports Premium allocation)
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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:
To improve the gross motor skills, balance and coordination of children in Early Years.	Purchase balance bikes & safety helmets. Decision based on successful trial using loaned pedal bikes with last year's Year R cohort.	£2273 (Last year's allocation)	We have seen an increase of nearly 10% in the number of our year R cohort achieving the early learning goal for physical development. 2021 cohort – 85.4% 2022 cohort – 94.6%	Bikes will continue to be used, hopefully by a wider range of students. Fundraising for a bike track is under way and this will be used by Nursery, Year R and 1 pupils.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 26%
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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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
To improve the quality of teaching and learning in all PE lessons, including ensuring a consistent and progressive and challenging, skills focused curriculum.	Real PE subscription: <ul style="list-style-type: none"> <li>Progressive curriculum with a focus on Fundamental Movement Skills.</li> <li>Planning &amp; teaching resources that support consistency of teaching across the school.</li> </ul>	£4300	Teachers commented, "This year, children have been able to pick up skills more confidently and quickly because they've had the building blocks last year." "The videos make sure children are having skills modelled consistently and are great for teaching." An ECT commented, "As a new teacher, the resources including the visuals were especially helpful and helped me teach confidently."	We will continue to subscribe the Real PE for our PE curriculum next year. <ul style="list-style-type: none"> <li>Plan training for new staff / refresher for all.</li> </ul>
To ensure PE teaching is well paced and focused on skills learning.	Purchase of PE equipment to facilitate the teaching of all Real PE lessons.	£1320	Lessons continue to run smoothly with all equipment available for children to use to practice and apply their skills.	Ensure stock take is completed regularly so that equipment is available for all lessons of Real PE. Continue to hold high expectations for treatment and care of equipment by staff and pupils.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				0%
<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:

Additional achievements:	Athlete visit in Autumn term- Luke Delahunty: Invictus competitor.		<p>All students took part in the circuits event and following assembly. Teachers noticed a positive 'buzz' around sports and PE and children continued to talk about how they were inspired by Luke &amp; his achievements all year. Linked to school value of Empowerment.</p> <p>Funds raised (to be used for purchasing sports equipment): £2430.00. Equipment purchased for use in future PE lessons &amp; OPAL programme next year – e.g. scooter boards.</p>	Consider repeating the event every other year – as this is a fundraising event, we do not want to put strain on our families in the current financial climate.
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				1%
<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:

To engage in more competitive sports with local schools.	Five cross-school sport events with JEP Schools (Year 2 and 4) – run by Team Spirit.  One event was cancelled due to bad weather.	£200	Year 2 student commented, “I really like it because I could make new friends from different schools.”  Year 4 student commented, “I really enjoyed playing with the other schools. I was proud to be playing in the Wordsworth team and even though we didn’t win I had lots of fun.”	Continue to work with Team Spirit to plan further cross-school events within the Trust – hopefully for more year groups and reaching more of our children.
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Head Teacher:	Julie-Anne Palfrey
Date:	27.07.23
Subject Leader:	Emma Harvey
Date:	26.7.23
Governor:	
Date:	