

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	£0
Total amount allocated for 2021/22	£19330
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19150
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19150 £19352 spent

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>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>	<p>50.8%</p> <p>30 children out of 59</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>50.8%</p> <p>30 children out of 59</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>77%</p> <p>46 children out of 59</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</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.

Academic Year: 2022/2023		Total fund allocated: 19150		Date Updated: July 2023	
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: 0%
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 ensure pupils have opportunities to participate in regular physical activity.	<ul style="list-style-type: none"> PE Specialist to run a range of clubs that are free to all pupils to improve uptake. Additional clubs to be ran via external agencies. PE Specialist to ensure all pupils have access to the Daily Mile. PE Specialist to liase with Midday Assistants regarding provision at lunchtimes. PE Specialist to run non-sign up clubs at lunchtimes to give pupils opportunities to play structured sport. 		See below indicators	<ul style="list-style-type: none"> Club uptake has increased throughout the year. Class teachers are also supporting and running clubs within their specialisms. Non-sign up clubs have proved very popular and on average get 60 pupils attending when ran. 	<ul style="list-style-type: none"> Continue to adapt extra-curricular offer to support needs of school. Identify external agencies to support with extra-curricular offer. Complete audit with Midday Team regarding equipment for free and structured play at lunchtimes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
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 increase pupils knowledge of different sports and how to stay healthy.	<ul style="list-style-type: none"> National Sports Week celebrated and pupils complete in a range of activities looking at sport and physical activity as a whole. Other SMSC days observed such as mental health day and healthy eating week. Noticeboards around school kept up to date. Assemblies regarding how to stay healthy and celebrating famous sport stars. 	See below indicators.	<ul style="list-style-type: none"> Pupils have a good knowledge of how to keep themselves healthy both mentally and physically. PE is a high profile subject across the school. 	<ul style="list-style-type: none"> Continue embedding PE across the school as a high profile sport.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£12,180 64%
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:
Employment of PE Specialist To increase staff confidence and competence in delivering high quality PE lessons.	<ul style="list-style-type: none"> Long term plans and mid-term plans created by PE specialist to ensure a sequenced approach to the PE curriculum 	£12,000	<ul style="list-style-type: none"> Increased confidence and competence in PE lessons observed through observations and staff 	<ul style="list-style-type: none"> Complete a new audit to highlight the key areas of support. Continue to work with

	<p>and each individual lesson. Plans to include notes of support which aid the delivery of the lesson.</p> <ul style="list-style-type: none"> • Regular meetings and catchups with staff regarding how their PE lessons are going and if they need any specific support. • Staff meeting held to aid delivery and scaffolding of PE lessons. All class teachers were required to attend. • Teacher knowledge organisers were created previously and shared at the beginning of the year and are used as a first base of CPD. 		<p>questionnaires.</p> <ul style="list-style-type: none"> • Pupil data in PE assessment has improved, highlighting greater skills and knowledge being delivered and also scaffolding to support the needs of all pupils. • Staff view has changed towards PE and on the whole is positive. 	<p>ECT's to ensure they are supported with their lessons.</p> <ul style="list-style-type: none"> • Continue to access CPD for all staff.
<p>To ensure staff feel comfortable and confident in assessing PE</p>	<ul style="list-style-type: none"> • Support guide created to support teachers. • Adaption of PE assessment to ensure it suits the need of the PE curriculum. • PE Specialist to analyse PE data regularly and share this with staff through watch lists. • PE Specialist to adapt the curriculum based on assessment data. 		<ul style="list-style-type: none"> • Staff voice shares that feel more comfortable with the assessment process. • PE curriculum was adapted slightly this year to ensure that needs were met with certain skills in certain year groups. This has had a positive impact based on assessment data. 	<ul style="list-style-type: none"> • Continue to adapt assessment structure to suit needs of curriculum. • Continue to analyse and share data with staff to support them with scaffolding.
<p>To ensure staff get regular CPD both</p>	<ul style="list-style-type: none"> • AFPE Health and Safety 		<ul style="list-style-type: none"> • PE policy to be reviewed and 	<ul style="list-style-type: none"> • Continue to offer a CPD

internally and externally	<p>Course attended by PE Specialist.</p> <ul style="list-style-type: none"> Flag Football course attended by a class teacher. Internal CPD includes staff meetings, conversations and resources. Cricket coach delivers sessions regularly through chance to shine program. Staff utilise this as CPD. 	£180	<p>ensure that it is fit for purpose ready for the 2023/2024 academic year.</p> <ul style="list-style-type: none"> Class teachers are more confident with aspects of delivering sports from what they have observed from the coaches. 	development program for PE through identified needs
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£6101.10
				31%
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 ensure Year 6 children meet the national guidelines for swimming.	<ul style="list-style-type: none"> Years 5 and 6 attend curriculum swimming which is funded through the curriculum budget. Year 6 pupils who have not met the required standard are then invited to attend swimming intervention sessions with a swimming instructor and for a longer 	£1936	<ul style="list-style-type: none"> Higher proportion of children in Year 6 have met the national guidelines and many can now safe self-rescue. Those children who have not yet met the guidelines, have increased confidence in the water and have improved from their baseline. 	<ul style="list-style-type: none"> Aim is to get 100% pupils leaving primary school being able to swim and self-safe rescue. Continue to have intervention sessions to improve capabilities across the school.

<p>To give pupils opportunities within all sports through equipment.</p>	<p> durations. These last for a half term and run through 5 half terms of the year.</p> <ul style="list-style-type: none"> • New equipment to be ordered based on needs of curriculum and pupil voice. • New lunchtime and Pre-School equipment to be ordered to improve free play in both areas. 	<p>£497.14 £1133.88 £350</p>	<ul style="list-style-type: none"> • 2 types of lower compression tennis balls, normal tennis balls and foam balls used to cater for all needs when teaching tennis and other sports. • Badminton nets to support Badminton club and Badminton within the curriculum. • Soft foam dodgeballs to support Dodgeball club and utilised to support the curriculum. • After school mega kit to be used to increase participation at lunchtimes and within pre-school. • New trike ordered for pre-school to support with balance and gross motor skills. • New balance beams to develop balance within EYFS and pre-school. • Yoga cards ordered to support with The Hub and calming 	<ul style="list-style-type: none"> • Audit the equipment within pre-school to support fundamental movements. • Audit the equipment at lunchtime to support with free play and structured activities. • Continue to order equipment based on needs of curriculum and pupil voice.
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<p>To use sports as a tool to support with behaviour of certain individuals and year groups.</p>	<ul style="list-style-type: none"> To identify children who need support with self-esteem, resilience and their behaviour and aid this through sporting interventions. 	<p>£840 £1344</p>	<p>interventions within the Hub.</p> <ul style="list-style-type: none"> Netball posts ordered to support Netball within the curriculum and at extra-curricular. Boxing coach to run PE lessons with Year 5 in the academic year of 2023/2024 to support with overall behaviour of cohort. Academic Year 2023-2024. Freestyle sports to lead a lunchtime club focusing on training children to be young leaders to support play at break and lunchtime. Freestyle to also run 2 behaviour/self-esteem lessons through sport in the afternoon focusing on key groups of children. Freestyle to also run an afterschool club. 	<ul style="list-style-type: none"> No impact seen yet, but employed based on needs of this academic year. Impact to be monitored and reviewed at the end of each half term.
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: £1071 %5</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
To ensure all pupils participate in an intra-house competition – Sports Day.	<ul style="list-style-type: none"> • Pupils to participate in a Sports day in pre-school, EYFS and KS1 and KS2. • Stickers to be bought to support Sports Day. 	£146.58	<ul style="list-style-type: none"> • Alternative activities on Sports Day mixed with traditional Sports Day activities. Parent, staff and pupil voice was positive. All pupils were able to participate in a fun competitive situation. 	<ul style="list-style-type: none"> • Continue to run Sports Days for next year for all year groups.
To participate in the local KSSP competition structure.	<ul style="list-style-type: none"> • To participate in the local competition structure with a focus on festivals and ensuring those least active can attend a competition. 	£350	<ul style="list-style-type: none"> • 11 competitions and festivals entered via KSSP. • Improvement in placings across competitions. 	<ul style="list-style-type: none"> • Continue to develop sports teams to enter performance competitions. • Continue to enter festivals to promote activity for those least active.
To provide transport for pupils to attend competitions.	<ul style="list-style-type: none"> • Transport required for the School Games Summer Finals. • Transport required for the BWT Year 5 Olympics at Corby Triangle. 	£350 £225	<ul style="list-style-type: none"> • 20 pupils across the school attended the summer finals. • Year 5 attended the first Y5 Olympics and came 2nd. 	<ul style="list-style-type: none"> • To continue to provide transport as and when required.