

# 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. **All funding must be spent by 31st July 2023.**

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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,870.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£0

## 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 practiced 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 2022. Please see note above	73%
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	73%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	60%
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

## 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 all 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:
- To be able to offer all pupils an opportunity during lunchtime to be physically active.	- Pupils get 30 mins ‘Active Play’ during lunchtime.	£2607.50	- They have learnt various skills to be able to play games with improved social skills.		- Looking to continue with the ‘Active Play’ model.
- Afterschool/lunch clubs on offer all been delivered in house currently.	- Pupils get more opportunity to be able to take part in extra curriculum clubs.	£0	- Develop skills required to play games/activities and also the social skills that are required.		- Looking to use external coaching companies to deliver more clubs after school.
- Basketball post covering	- Pupils now allowed to use the basketball hoops due to them being safe with padded covers.	£420	- Allow pupils to be able to develop skills in their social time.		- Pupils to continue playing during their social time.
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:
<ul style="list-style-type: none"> <li>- Sports leader training. Badges and sweatshirts for next year's cohort.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports leaders to have appropriate training which allows them to deliver sessions to KS2.</li> </ul>	£50	<ul style="list-style-type: none"> <li>- Training has given the Sport leaders new ideas to deliver engaging activities for all KS2.</li> </ul>	<ul style="list-style-type: none"> <li>- To have the same training provided.</li> </ul>

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:
<ul style="list-style-type: none"> <li>- MT employed.</li> </ul>	<ul style="list-style-type: none"> <li>- To deliver clubs and curriculum time CPD in cricket and rugby.</li> </ul>	£1620	<ul style="list-style-type: none"> <li>- Develop staff knowledge and increase participation during clubs.</li> </ul>	<ul style="list-style-type: none"> <li>- Offer staff CPD.</li> <li>- Allow staff to deliver these sports in the future.</li> </ul>
<ul style="list-style-type: none"> <li>- EG apprentice training.</li> <li>- LW gymnastics course.</li> </ul>	<ul style="list-style-type: none"> <li>- EG went to a conference.</li> <li>- Included gymnastics in the girl's curriculum.</li> </ul>	£87  £190	<ul style="list-style-type: none"> <li>- Made us aware of new ideas.</li> <li>- Pupils were offered a new activity on the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- LW to deliver CPD to AH in gymnastics.</li> </ul>
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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
- Table tennis table	- Ensure enough tables to be able to teach to classes.	£694.80	- Enhancing the curriculum.	- Make sure the equipment is suitable for all years.
- Ice skating trip	- Year 6 pupils were taken to the local facility for a SATs reward.	£500	- Broaden their experiences.	- Offer this to next year's year 6s.
- 6 12ft x 6ft goals (age appropriate).	- Purchases for lessons.	£1929.36	- Lessons are differentiated more depending on the range of ability within the class. - Increased participation in clubs.	- Maintain the goals and monitor the participation during clubs.
- Chess sets purchased for DR	- DR runs chess club and competitions through the year and needed new kits.	£377	- Increased participation.	- Monitor the number of pupils attending and promote the club.

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:

<ul style="list-style-type: none"> <li>- Continue with the inter house program.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore competition options that link to the inter house calendar.</li> <li>- Enter B&amp;C teams where possible.</li> <li>- Continue with house competitions.</li> <li>- Hire mini buses to be able to attend the competitions.</li> </ul>	£0	<ul style="list-style-type: none"> <li>- High numbers involved in competitive sport.</li> <li>- Giving pupils the opportunity to compete around the county.</li> </ul>	<ul style="list-style-type: none"> <li>- Aiming to complete the Afpe quality mark.</li> <li>- Explore options with a mini bus. Share where possible.</li> </ul>
<ul style="list-style-type: none"> <li>- Staffs FA fee</li> </ul>	<ul style="list-style-type: none"> <li>- Play in the year 6 county competitions.</li> </ul>	£65.00	<ul style="list-style-type: none"> <li>- Give pupils the opportunity to compete in a cup competition.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to enter the cups.</li> </ul>

Signed off by	
Head Teacher:	Lisa Wilbraham-Jones
Date:	July 2023
Subject Leader:	Alex Hedley
Date:	July 2023