

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](https://www.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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
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 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 2022. Please see note above	% N/A
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	% N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A
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?	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:24/10/23	
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?:	Sustainability and suggested next steps:
Teach Active: Children show an improvement in Mental Health and Wellbeing, with increased activity levels and increased concentration which has led to improved focus and progression within subjects.	To have CPD from 'Active Maths/English', which all teachers then can incorporate into the weekly planning for each subject (Maths and English).		£800	Increased activity levels during all sessions of the curriculum, less chair sitting and floor sitting.	Resources and lesson plans are printed and kept.
realPE: 1 hour a week, following progression, holistic plan. 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. 2 nd hour is based around learning objectives of the PE National Curriculum, practicing skills learnt in realPE and continuing the holistic approach. Teachers to plan weekly following formative assessment through the lessons.	Children receive first quality teaching, using a progressive scheme, great resources, used throughout the school, staff feel confident to teach and assess pupils. IMPACT: Improved staff confidence to deliver HQPE lessons. Summative PE Assessment to be completed every half-term to allow for planning to follow assessment, ensuring what is taught is linked to what has been achieved and which skills need to be taught next.			Summative Assessment data show a development of the skills throughout the years, with more children achieve expected and GD as they progress through the years. Summative Assessment data show a development of the skills throughout the years, with more children achieve expected and GD as they progress through the years.	Online lesson plans can be fully accessed with assessment opportunities and printable resources. Bespoke training for EYFS and ongoing support for KS1, with Annie Mooney supporting realPE across the school. Teachers to complete planning after each lesson linked to their class' needs on a bespoke planning document created by LD.

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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	
	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:
HWB and PE remains as high priority and high profile throughout the school. It focuses on our Fit Fun Forever mantra and deepens the impact of our vision for the subject. (Links to Key Indicator 4)	The focus for a whole week in the Summer Term is to focus on the HWB of all children and staff, with visiting sports clubs and experts, with a huge variety of activities to appeal to ALL children and staff. After the week, the children are signposted to outside clubs or after school clubs linked to some of the activities they tried.	£	This brings to life our Fit Fun Forever mantra and deepens the impact of our vision for the subject. Children experience all inclusive activities, learning new skills, and can then sign up for after school or outside school clubs.	Pupil Voice, which activities they enjoyed most and why, which can inform the next year's HWB Week. Also, build on HWB focus throughout the coming year, to sustain the impact.
Half-termly 30-minute sessions with Ellise around 5 Ways to Well-being, each session builds on from the previous one.	Ellise leads a 30-minute session in each class, teachers and TAs to stay in the session. Way to Well-being added to each session.	£	Teachers to continue the 5 Ways to Well-being in the class at regular intervals throughout the day, following on from Ellise's session.	Children able to manage and regulate their own feelings and focus on their own well-being.
To be a member of the WNDSSP and to access CPD, festivals, support and advise.	Provision of Events/Festivals & competitions as well as significant program of CPD opportunities for all staff - including bespoke PE support for Subject leader and the School overall.	£2450	DATA Tools from SSP to track engagement / Measurable improved staff confidence from audits/ Learning nutrition data improvement evidencing increased competence (moderated by lesson observations) / new sport experiences for 100pc of KS1 via SSP / CPD for EYFS staff/ participation data from SSP	Ongoing support and staff development for long term sustainable benefits

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:
To give staff access to interactive PE schemes of work, staff CPD, Staff observing 'experts' at teaching realPE, introducing realDance and realGym for January 2022, Assessment included.	Pay into realLegacy scheme linked to realPE, organize staff CPD following Staff Audits to determine areas of areas of support needed. Focus on PE in EYFS and how to implement it into Outdoor Provision.	£5520	Children receive first quality teaching, using a progressive scheme, great resources, used throughout the school, staff feel confident to teach and assess pupils. IMPACT: Improved staff confidence to deliver HQPE lessons.	Ideas and resources available and staff are now confident to teach different areas of PE.
All teaching staff to answer a staff audit, supplied by WNPSSP, to reveal areas of strength and support needed.	Each September, teaching staff complete a staff audit around all aspects of PE, Plan, Teach and Assess and asking which areas each teacher would like support in.	£0	Bespoke CPD and support to be given to each teacher throughout the school year.	Audit is repeated every year in September and results/answers are compared.

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 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:
All inclusive, After School Clubs offered to all children, including PP and SEND children. (Links to Key Indicator 2)	Assemblies are arranged to show the children skills and activities that they could do at an after-school club, to inspire them to join. Parents are sent flyers to inform them of the clubs and payment is done through the club.	£PP funding	Children are offered a range of sports open to all years. Allows children to try new activities, learn new skills, have fun and increase their activity levels.	Children are signposted to clubs outside of school.
To give children experiences of different sports in different ways.	Sports Assemblies, HWB Week, inspire the children to watch sports events throughout the world, e.g. Football World Cup/Euros, Rugby World Cup, Olympics, Commonwealth Games, Wimbledon, wheelchair basketball. To raise money through sports, e.g. a sponsored dance for Children in Need, etc....	£0	Children watch, become inspired and excited by a variety of sport, inclusive of all, helping to put the Fun and Forever in our Mantra.	Children to have a go at some of these sports, e.g. after the Rugby World Cup, Year 2 children to play Tag Rugby in their PE lesson. Children to attend After-school tennis following Wimbledon.....

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:
Termly KS1 Festivals, led by WNDSSP, where children compete against their peers.	PE Festival for Year 1 and Year 2, based on the children's curriculum map, skills and knowledge learnt during PE lessons, where children compete against the children in their class. These occur every half term.	£	Children have time to practice and embed skills and knowledge learnt in a competitive setting. They learn how to persevere, develop their skills, win and lose and manage their own well-being throughout.	Teachers attend the festivals and are shown how to set up a competitive situation for children, including progression and assessment for learning.
Skip2BeFit workshop are about motivating children to succeed, better their own scores, whilst encouraging them to exercise at the same time.	Each child uses a skipping rope with a counter to motivate the children to exercise and achieve their personal best. They compete in a 2-minute personal challenge, then they have. Another go and try to beat their score.	£	Skip2BeFit workshop promotes skipping as a way to keep fit and to compete with other children in the school, but also to compete with themselves and better their own score.	The 2-minute challenge can be included in one PE lesson a week, the children then record their scores on a chart and see themselves succeeding throughout the year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Liz Dearden
Date:	
Governor:	

Date:	
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