

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	£ 0
Total amount allocated for 2021/22	£19,050
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19,110
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 19,110

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 2022.</p> <p>Please see note above</p>	<p>62%</p> <p>Children have also been given vouchers to attend swimming lessons who did not achieve NC.</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>98%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>98%</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/No</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: 2022/23		Total fund allocated: 19,110		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: 73%	
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?:		
Equipment Replenish store cupboard for lessons. Including class set of Yoga Mats <ul style="list-style-type: none"> Enables staff to deliver a more targeted lesson with the aid of resources. Plentiful equipment to ensure that all pupils have equal opportunity to develop at their own pace and minimal stationary time within lessons e.g enough for 1 ball each. Motivates children to perform better in lessons and competitions. Contributes towards the engagement in regular physical activity. 	<ul style="list-style-type: none"> Complete an audit of equipment in school. Ensure all equipment is fit for purpose. Organise into bags/boxes so lesson equipment is easy to access. Hold pupil voice with children to find what they enjoy about lessons/what they would like change 		£3000	<ul style="list-style-type: none"> Children are more active within lessons. Children’s fitness levels have improved, specifically seen in PE lessons. Positive Physical Education experiences school. Higher quality PE lessons as more equipment to allow quality first teaching to meet all children’s needs. Achieved Gold School Games award. 		<ul style="list-style-type: none"> Monitor and replenish broken equipment. Additional equipment bought for additional hours provision being added to curriculum. Encourage love of activities that can be easily continued as part of a healthy lifestyle – yoga. Further development of fitness.

<ul style="list-style-type: none"> Provides a broad experience of a range of sports and activities. <p>Replenish equipment for break and lunch activities.</p> <ul style="list-style-type: none"> Gives children responsibility. Prepares children for their daily learning. Contributes towards the engagement in regular physical activity. Provides a broad experience of a range of sports and activities. 	<ul style="list-style-type: none"> Complete an audit of lunch/play equipment. Ensure all equipment is fit for purpose. From recommendations buy new equipment for stations. Organise into bags/boxes so it is clear what is break/lunch equipment and what is lesson equipment. Hold pupil voice with children to find what they would like for the playground. Introduce a rotation of sports for the playground to encourage more active play, keep the offer fresh and interesting to the children 	<p>£ 4000</p>	<ul style="list-style-type: none"> More children are engaged in active play each lunch. Created calmer lunchtimes. Increased pupil participation in activities Increased interest in sport and a healthy lifestyle. Targeted girls sessions created to increase participation in physical activity. 	<ul style="list-style-type: none"> Monitor and replenish broken equipment. Pupil voice for what activities they would like more of at break/dinner. Create a timetable of activities to rotate around over the year group. Train Playground Leaders and make timetable – linked to new curriculum offering for Y5/6 children through their ‘Leadership’ unit of work.
<p>Play Gym –</p> <ul style="list-style-type: none"> Children more active at breaks and lunches. 1-1 sessions with children held on the equipment. 	<ul style="list-style-type: none"> Ensure children can use the gym safely and effectively. 	<p>£6500 Funded through One Call.</p>	<ul style="list-style-type: none"> Children engaged in active play. Increased interest in sport and healthy lifestyle. 	<ul style="list-style-type: none"> Develop understanding of exercises that can be done and muscle groups being utilised on each part of the gym.
<p>Increased number of after school clubs offered to all children.</p> <ul style="list-style-type: none"> Children can learn skills that will help to encourage lifelong active lifestyles. 	<ul style="list-style-type: none"> Question children and parents on type of clubs they would like to have. Book clubs with different providers. 	<p>£7000</p>	<ul style="list-style-type: none"> All children had the opportunity to access all clubs offered through a rotation of Key Stage slots. 	<ul style="list-style-type: none"> Develop the offering of provision via staff and external coaches. Make links with local

<ul style="list-style-type: none"> • Introduces different types of sports that may appeal to less active pupils. • Contributes towards the engagement of all pupils in regular physical activity. • Opportunity to meet new friends from different year groups. • Subsidised mainly by school to increase participation with low income families. 	<ul style="list-style-type: none"> • Offer school staff club opportunities. • Keep registers of children attending and demand for each club. • Monitor children who attend each club. 		<ul style="list-style-type: none"> • No weekly cost to allow equity of access for all children. £2 to reserve a child's spot for the half term. • Targeted clubs to encourage participation from selected groups (Girls football). • Greatest offering of sports clubs provided. • Registers kept to monitor the children accessing clubs. 	<p>community clubs to create pathways for children in a variety of sports. Widen the links through a variety of sports.</p> <ul style="list-style-type: none"> • Increase Bike Club offering to 2 nights as it is a very popular club that provides life skills. • Continue to monitor the uptake of afterschool provision and make adaptations where necessary.
<p>Sports TAs on playground to encourage active play with children.</p> <ul style="list-style-type: none"> • Increases motivation to participate in activities. • Increases pupil participation in activities. • Contributes towards the engagement of all pupils in regular physical activity. • Coaches can engage children who wouldn't always be active during lunch. 	<ul style="list-style-type: none"> • Arrange timetable to ensure TA evenly on playgrounds and available all lunch. • Provide with a variety of activities to start with. • Purchase new playground equipment to be used. 	Main school budget.	<ul style="list-style-type: none"> • Children have had positive experiences for children in sport. • Pupil voice indicates that children have enjoyed lunches and having a variety of activities to take part in. • Children have had the opportunities to reinforce skills learned through PE lessons. • Less active children targeted through provision. • Gold School Games. 	<ul style="list-style-type: none"> • Pupil voice for what provision children would like available for the new school year. • Sport TA to work with PE lead to create bank of activities to motivate and include as many children as possible through lunch and breaks. • New equipment to be purchased.
<p>Active Travel</p> <ul style="list-style-type: none"> • Children and parents 	<ul style="list-style-type: none"> • Monitor ways that children are arriving at school. 	N/A	<ul style="list-style-type: none"> • More children being 	<ul style="list-style-type: none"> • Continue with active travel campaign and

<p>encouraged to walk/bike/scoot to school.</p> <ul style="list-style-type: none"> • Supports healthy and active lifestyles. • Encourages life-long health and activity. • Positive physical activity experiences. 	<ul style="list-style-type: none"> • Work with local council – road closure and park and stride enforcement around school start and finish times. • Incentives given to children. • Active travel week to motivate children and parents to take part. 		<p>active through their daily journeys to and from school.</p> <ul style="list-style-type: none"> • Families spending time together. 	<p>incentives through active travel week and beyond.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>14.5%</p>

Intent	Implementation		Impact	
<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>
<p>Subject leader release –</p> <ul style="list-style-type: none"> • Ensure high quality lessons. • Provide support where needed. • Make links with clubs and companies to add to opportunities for children. • Organisation of events. • Take children to engage and develop events. 	<ul style="list-style-type: none"> • Create overview of activities for the year. • Develop knowledge organisers to support the children’s understanding. • Liaise with feeder school, SGOs and RLT staff to • Promote upcoming events. 	<p>£600</p>	<ul style="list-style-type: none"> • Children have greater understanding of the focus of their lesson and unit of work through the KO’s created. • Children have had opportunity to work with coaches from outside of curriculum provision. 	<ul style="list-style-type: none"> • Expand links with clubs. • Timetable events and opportunities.
<p>PE in other curriculum areas –Create and Dance</p> <ul style="list-style-type: none"> • Additional lessons based on 	<ul style="list-style-type: none"> • Attend ROH day of training. • Work with Arts Lead • Develop lessons from 	<p>Included above in subject leader release.</p>	<ul style="list-style-type: none"> • Working towards creative Arts Mark award for school. 	<ul style="list-style-type: none"> • Build upon learning and incorporate more tailored Dance lessons

<p>Royal Opera House training.</p> <ul style="list-style-type: none"> • Share work on ROY celebration day. <p>Number of competitions</p> <ul style="list-style-type: none"> • Increase pupil participation. • Offer greater opportunities. • Celebrate success. 	<p>training.</p> <ul style="list-style-type: none"> • Keep register of children attending events. • Invite variety of children throughout school. • Monitor competition offerings across RLT, feeder school, School Games and local clubs. • Liaise with staff. 	<p>£1000</p>	<ul style="list-style-type: none"> • Children experienced high quality Dance lessons from supported planning linked to their topic. • Greatest number of children have accessed competitions and festivals. • Won Basketball competition. • 2nd place in rounders. • Children are excited and asking when next opportunity is. • Develop confidence, teamwork and sportsmanship outside of PE lessons. • Expanded horizons – children offered opportunities to take part in sports and activities at an inter-school level in both a come-try and competitive environment. 	<p>for all pupils across school.</p> <ul style="list-style-type: none"> • Check timetable for SG offer. • Attend RLT competitions. • Target PP and SEN children.
<p>Sports week</p> <ul style="list-style-type: none"> • Children all access water safety information in a progressive and engaging way due to location of school. • Competitions offered to all children in school. 	<ul style="list-style-type: none"> • Share resources with staff. • Share progressive themes for children to look at throughout school. • Organise competitions. • Get permissions. 	<p>£1160</p>	<ul style="list-style-type: none"> • All children active throughout the week in a variety of new and learned activities. • Sport celebrated and role positive models shared. 	<ul style="list-style-type: none"> • Book Athletics track • Get feedback from parents and children for next year. • Make links with local clubs.

<ul style="list-style-type: none"> • Additional active days. • Encourage healthy and active lifestyles. • Promote world stage sports (Women’s World Cup). • Opportunity to explore and find ways to overcome barriers to sport. • Colour run to provide positive experiences in sport. • Bubble run to provide positive experiences in sport for EYFS. 	<ul style="list-style-type: none"> • Motivate and gain enthusiasm from staff and children. • Promote Colour Run. 		<ul style="list-style-type: none"> • Experience something new in a safe environment. • Broaden horizons. 	
<p>School Streets event</p> <ul style="list-style-type: none"> • Celebrate active travel. • Participate in street games with sports team. • Opportunity to meet 3 times Olympic gold medalist Ed Clancy. 	<ul style="list-style-type: none"> • Liase with events team. • Organise activities. • Run activities. • Promote active lifestyle families. 	N/A	<ul style="list-style-type: none"> • Community together participating and celebrating road closure. • Active travel alongside street games. • “This is such a great activity with minimal resources, we could do this easily at home and the children love it.” 	<ul style="list-style-type: none"> • Work with events team and council to make a yearly event.
<p>Whole school assemblies</p> <ul style="list-style-type: none"> • Promote PE and physical activities. • Gets children interested in participating. 	<ul style="list-style-type: none"> • Create assemblies. • Decide on important themes. 	N/A	<ul style="list-style-type: none"> • Children aware of events in school and eager to participate. 	<ul style="list-style-type: none"> • Put dates in calendar for when it will be important to share information with children before big sporting events.
<p>Forest school</p> <ul style="list-style-type: none"> • All children able to access. 	<ul style="list-style-type: none"> • 2 staff to do forest school training. 		<ul style="list-style-type: none"> • All children able to access Forest School sessions through ZEST time. 	<ul style="list-style-type: none"> • Develop progression of skills to be accessed

<ul style="list-style-type: none"> Outdoor physical activity. 	<ul style="list-style-type: none"> Timetable sessions for all children. Timetable targeted sessions. After-school offering. 	Additional funding - £2000	<ul style="list-style-type: none"> Children active outdoors 	through Forest School.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 8%

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:
Subject leader release time – support staff, complete level 5 course, monitoring lessons. <ul style="list-style-type: none"> Support staff in PE delivery. Monitor quality and consistency of lessons. Offer targeted coaching and CPD where needed. Complete level 5 training. Develop ZEST curriculum in line with changes to PE. Review and develop PE offering. Staff voice Staff meetings 	<ul style="list-style-type: none"> Release leader – contact SLT for release. Questionnaires to staff for support. Monitoring lessons. 	£300	<ul style="list-style-type: none"> Level 5 Specialism in PE completed and passed. Staff confident in use of PE Hub for lessons. Staff have clear overview of PE and where to access resources they need. PE developed and offering expanded through government recommendations and new guidance released. 	<ul style="list-style-type: none"> Continue additional release to monitor and provide support for staff. Time to ensure clear documentation is in place for the changes to curriculum being made for 2023-24. Begin Level 6 course.
Sport schemes <ul style="list-style-type: none"> Easier to use curriculum with clear progression and 	<ul style="list-style-type: none"> Discuss with staff if they feel confident with the delivery of PE Hub 	£1300	<ul style="list-style-type: none"> Staff feel confident with lessons and can see progression within units 	Continue subscriptions and update staff on further developments of curriculum

<p>assessment to be put in place.</p> <ul style="list-style-type: none"> • Staff more confident when delivering lessons. • Children have clear expectations in lessons. • Clear steps provided to implement skills within session. • Clear differentiation for children where needed. 	<p>curriculum – what would they change- what would they keep.</p> <ul style="list-style-type: none"> • Decide as a staff after a year of uninterrupted teaching whether they feel this is the most suited curriculum to our school. • Find additional curriculum to support in expanding offer of PE into 2023-2024 year. 		<p>and year groups.</p> <ul style="list-style-type: none"> • Liked the lesson plans and becoming more confident. • Lessons to follow for yoga, fitness, multi-skills to encourage fun and participation outside of a sporting context. 	<p>and useful areas – i.e. SEN adaptations.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 9%</p>
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Intent	Implementation		Impact	
<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>
<p>Forest School - as above</p> <p>Yoga mats</p> <ul style="list-style-type: none"> • Provides experience to a lifelong sport. • Positive introduction. • Aids in self-regulation. 	<p>As above</p> <p>After school club. All children access through ZEST curriculum.</p>	<p>As above</p> <p>As above</p>	<p>As above</p> <ul style="list-style-type: none"> • Children have enjoyed participating. • Many girls who shy away in games situations are more willing to participate in yoga. • Aids in regulation of children’s emotions. 	<p>As above.</p> <ul style="list-style-type: none"> • Integrate into progressive PE offering – 6 week block of yoga lessons. Sports TA to support in delivery.

<p>Outdoor and Adventurous Activity day for all of Y6.</p> <ul style="list-style-type: none"> • Children have access to qualified OAA instructors, focusing on a number of different activities. • Develop confidence and team work outside of the classroom. • To give the children a chance to set personal targets and goals, in an environment where they feel challenged. <p>Visiting coaches and clubs</p> <ul style="list-style-type: none"> • Children get the opportunity to experience a wide range of different sports from sports specific coaches. • Opportunities to learn about sports clubs available in the local area. • Increases pupil participation in competitive sport. • Raises the profile of PE across school. 	<ul style="list-style-type: none"> • Book into adventure center. • Ensure maximum uptake. • Encourage participation for all. • One day event to make accessible for all. <ul style="list-style-type: none"> • Contact and make links with clubs. • Take up offering. • Timetable classes to have slots. 	<p>£800</p> <p>N/A – voluntary to promote attendance at their club.</p>	<ul style="list-style-type: none"> • Children receive experience they wouldn't normally in a school setting. • Create lasting memory linked to sport and physical activity. • Increased knowledge of how to stay safe in a different environment. • Extended pupil boundaries. • Opportunity to work with experts in their field and with clear links to where to go to continue the participation in the sport/activity. 	<ul style="list-style-type: none"> • Continue to provide additional funding to make event accessible for all. • Expand links with clubs in the local area.
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Key indicator 5: Increased participation in competitive sport				Percentage of total 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:
<p>More money spent on transport to attend competitions both School Games, Trust and other.</p> <ul style="list-style-type: none"> • Feeds into School Games award. • Allows for a range of students to participate in competitions by providing transport. • Enhances positive attitude and engagement in and towards competition. • Increases links with partnerships, other schools and local venues. • Provides opportunity to access more competitions. • Aids towards increasing pupil participation in competitive sports. 	<ul style="list-style-type: none"> • Attend all possible RLT, School Games, Feeder school and other opportunities offered. • Children given opportunities to practice before the event. • Timetable events and co-ordinate with class teachers. 	<p>£1000</p> <p>RLT competitions.</p>	<ul style="list-style-type: none"> • Greatest number of children attending out of school events. • RLT trophy won. • Children wanting to train in preparation for next years events. 	<ul style="list-style-type: none"> • Strengthen links with competition providers. • Host competitions with local schools. • Broaden competitions entered.
Sports TAs on playground	As above	As above	As above	As above
<p>Sports Week</p> <ul style="list-style-type: none"> • All children to access at least two competitive events. 	As above	As above	As above	As above

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Michelle Sutherill</i>
Date:	July 2023
Governor:	
Date:	