

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.

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|---|--------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £17680 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17690 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £17690 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. | |
| 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 | 88% |
| 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 | 77% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 73% |
| 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? | Yes |

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.

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| Academic Year: 2022/23 | | Total fund allocated: £27190 | | 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: 10.3% |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <ul style="list-style-type: none"> To maintain at least 30 minutes physical activity every day at school. Engage children in physical activity at break and lunchtimes – play leaders and sports coach to promote this Provide role-models and varied skills to engage children in sport. To provide a variety of core skills that the children can use anytime, any place | | <ul style="list-style-type: none"> Use of Healthy Learning Trust Wellbeing Partnership to train playground leaders, sports leaders and provide support for lunchtime staff. Sports coach to develop activities on the playground at lunchtime. Ensure a progressive and challenging curriculum Half termly Workout Wednesdays to promote physical activities across a range of sports. | | £1156.50 (Bitesize Bootcamp) £300 (PE Passport) £250.20 (Subscription) £1092.12 (Lunchtime engagement) | |
| | | | | <ul style="list-style-type: none"> We have trained twenty playleaders across the school so that they can provide active support at break and lunchtimes. The children have a clear understanding of the need for at least 30 minutes physical activity (see pupil voice) and are active in establishing ways to promote this. Sports Leaders promote the need for activity lifestyles and provide advise, motivation and sessions for the least active. Pupil voice on PE Passport shows the impact of the curriculum. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 78.8% |
| Intent | | Implementation | | Impact | |

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| 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"> To continue to raise the profile of sport in school Establish a whole school approach to physical activity where everyone is involved. Raise awareness of how important sport is on our mental health and well-being To ensure that all sporting achievements are recognised Encourage the uptake of sporting activities throughout the year | <ul style="list-style-type: none"> Provide guidance and leadership for less structured active times through playleader training, sports leaders and PE specialist support. Provide a range of equipment and resources to develop a variety of activities and personal challenges. Use of Healthy Learning Trust Wellbeing Partnership to raise the profile of sport in school. Using PE Passport to ensure consistency, progression and variety across the classes. | <p>£10,150 Equipment</p> <p>£127.36 Equipment</p> <p>£11158.71 Whole School Improvement</p> | <ul style="list-style-type: none"> Each year group has playleaders allocated to their year group. Children take on a range of leadership roles and develop the playground structure to help develop engagement. Health ambassadors create a calm space where children can complete challenges e.g. yoga poses. | <ul style="list-style-type: none"> Ensure that the whole school has an ethos of sport through expectations of equipment and challenge. Train more playleaders and provide specialist provision at lunchtimes. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--|--|---|
| | | | | 1.4% |
| 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"> Teachers feel confident delivering sports lessons and are able to deliver a curriculum where previous skills are developed. Development of staff skills and expertise in a sustainable way to facilitate improved outcomes for all pupils in PE Cascade high quality sports | <p>The use of P. E. Passport to develop progression, assessment and tracking.</p> <p>Use of sports coach to train staff where needed, guiding through planning and assessment.</p> <p>Extra curricular activities where possible (Y1-6 had access to extracurricular sports clubs</p> | <p>£349 (Staff training release)</p> <p>£45 (Event costs)</p> <p>Subscription (see KI 1)</p> <p>PE Passport (See KI 1)</p> | <p>Staff are able plan sessions that show progression. CPD is provided to support delivery. Assessment is consistent and shows evidence of performance.</p> <p>Children are engaging in extra-curricular activities with each club having full attendance.</p> | <p>Next steps: track club engagement for specific groups.</p> |

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| coaching throughout all year groups. | towards the end of the year) | Whole School Workout days (See KI 1) | | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 7.2% |

| 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?: |
| <ul style="list-style-type: none"> To expose all children to a range of sports and activities and understand the reason for having a varied active lifestyle. Increase outdoor pursuits | <ul style="list-style-type: none"> Each half term, every class throughout school take part in a Workout Wednesday session. The children engage in a range of activities and see that activities are fun and accessible. All classes engaged Bitesize Bootcamp sessions A range of coaches / professionals are used where appropriate to inspire a range of sports e.g. cricket, football, dance, bikeability. Outdoor pursuits used within the residential and curriculum sessions. Whole school inter-school competition (see KI 5) | £1156.50 (Bitesize Bootcamp) £765 (Transport costs) £40 Bike Hire | Whole school engagement and positive feedback for Wrokout Wednesday sessions. Whole school involvement in Bootcamp sessions Sustainability and suggested next steps: Further work with BSBC has been scheduled to encourage active lifestyles and broader experience of a range of sports and activities. Resources to be purchased and outdoor areas revamped to enable a range of sports. |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 2.2% |

| Intent | Implementation | Impact | |
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| 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"> Continued promotion of local sports clubs. Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions. Create an environment where competitive sport is part of everyday activities. Whole School Inter-school Athletics Competition KS2 Football team | <ul style="list-style-type: none"> Signposts to local clubs available. HLTWP intra and inter school challenges and competitions completed. Athletics competition at Longford Park with two other schools. | £32 (Transport costs) £82.50 (Competition – football) £485.11 (Athletics competition) | A large amount of our children take part in extra-curricular competitive activity including football, gymnastics, horse riding, swimming. All children engaged in competition this academic year through team and personal virtual competitions. | Audit sports club accessed by children across the school |

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| Signed off by | |
| Head Teacher: | Alison Daniel |
| Date: | July 2023 |
| Subject Leader: | Claire Looker |
| Date: | July 2023 |
| Governor: | Jenny Jones |
| Date: | July 2023 |