

# 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](http://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 2022/23	£0
Total amount allocated for 2023/24	£17,510
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17,510

## 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><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></p>	<p>N/A for KS1 KS1 does not go swimming.</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><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.</p> <p>Please see note above</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</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.

<b>Academic Year: 2023/24</b>		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: <b>3%</b>
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>		<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	
<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>		<b>Sustainability and suggested next steps:</b>			
<p>Improve pupil activity at playtimes and after school</p> <p>Continue active lunch clubs – monitor group participation in order to increase PP children.</p> <p>Improve play equipment available for play times in a sustainable manner.</p>	<p>- Lunch clubs led by coaches</p> <p>- After School Multi sports club led by coaches</p> <p>- Upgrades to PE equipment</p>	<p>£500</p>	<p>All children are able to access a sports club. This is at lunchtime.</p> <p>More pupils are able to access after school clubs. Pupils have access to a wider variety of sport through multi-sport clubs.</p> <p>More pupils are able to access PE lessons with more success due to equipment.</p>	<p>This is to continue next year to develop social interaction and support children knowing how to keep healthy.</p> <p>PP children are invited to join in the activities and children say how they love playing games with their friends.</p> <p>Small world and construction packs have been purchased and children enjoy playing together , building strong relationships which transfer into the classroom.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				12%	
Intent	Implementation		Impact		
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	
<p>GetSet4PE – Scheme of work embedded throughout the school.</p> <p>Create TPF PE set of sequenced skill development and knowledge for sport from EYFS -KS1-KS2.</p> <p>Whole School focuses on developing PE knowledge throughout the year’s curriculum, each lesson building on the threads: Skills, tactics and .</p> <p>PE lessons embed the enquiry question which leads to a plenary at the end.</p> <p>PE display board and celebration of sporting events in the school.</p>	<p>To provide expertise for the non-specialist and to provide a progressive framework.</p> <p>clear small step learning and consolidation of skill development.</p> <p>Teachers adjust the lesson’s equipment and skill progression to meet each child’s physical and mental development to ensure high competency in PE lessons for all pupils.</p> <p>Knowledge organisers accessed through GetSet4PE to ensure sequential development of skills and knowledge.</p>		£ 2,042	<p>Children talk about what they have learnt in the plenary to reflect the knowledge and progress made.</p> <p>Children are observed to have made good progress and increased confidence in their personal coordination and balance skills using small equipment.</p> <p>Children interact positively with confidence to solve and adjust their play with their peers to ensure all pupils make good progress.</p> <p>Children can use these fundamental skills in pair work and small team problem solving games. This then leads into children using these skills in their independent play at break and lunchtime.</p>	<p>Sustainability and suggested next steps:</p> <p>Maintain problem solving and spatial awareness approach.</p> <p>Children observed by class teacher, SLT and Governors to be successful in their PE lesson - applying and developing their skills in a variety of small challenges and games.</p>



<p>Focus on some children further developing their skill to take care of their teammates by sharing equipment. Promoting team spirit to raise self-esteem and a sense of personal success as part of a team's success, including the importance of listening.</p>				
<p>Dance and gymnastics taught to all children taught by a professional dance teacher.</p> <p>Staff have the opportunity to support children and learn dance/gym skills themselves.</p>	<p>To raise the confidence and key skills of children in dance activities- opening children's experience to different cultures and dance formats.</p> <p>This is to link with gymnastic key skills to develop flexibility and body control.</p> <p>Children engage in dance activities as part of their class assemblies to gain experience in performing in front of an audience.</p> <p>Knowledge organisers for dance for KS1 which staff can use. Specific dance and gym aspects of PE taught by professional coach; providing CPD for staff.</p>	<p>£2,468</p>	<p>Children are able to remember and work cooperatively together in sequenced dance activities.</p> <p>Children enjoy and look forward to their dance/gym sessions. Listening skills, language development and following instructions are a focus.</p> <p>Increased diversity and dance genres in the PE curriculum with dances and celebrations across the world - to fit in with topics as appropriate.</p>	<p>This has been a great success. Assessments and dance curriculum will be built on next year with the anticipation that dance expectations and skill will rise as the children progress from year to year. ( Some children inspired to take part in outside school dance club)</p> <p>Dance has been effective in EYFS to aid listening skills, recognizing peace and calm. Children have worked on their key skills</p> <p>Children are able to better follow instructions and create independent sequences of moves.</p> <p>Improved appreciation for music as a means of communication for movement.</p> <p>Some children are inspired and confident to join a dance club outside of school.</p> <p>( Skills to be built on and extended next year)</p>

<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: <b>10%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
Ensure all Year 2 and EYFS pupils have access to Bikeability.	To provide children with a basic skill of riding a bike and to be aware that we are building self-esteem and core strength.	£ 1,500	Year 1 and Year 2 Bike confidence.	This builds over time with children's previous year's assessments so we aim that all pupils can ride a small bicycle.
Active independent Play  Add additional gross motor equipment to ensure that core strength and balance continues to develop.	To promote physical activity and a fun way to practice sporting skills with mixed age groups at break times.	£ 250	Using pupil voice equipment ordered for fine and gross motor activities.	Children's wellbeing and confidence to feel healthy with peers. Children say that they enjoy moving games with their friends.

