

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	£ 16,970
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, 470
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,470

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>	N/A for KS1
<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>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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	

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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 <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: 3.57% + included money in Ind 3	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?	
Improve pupil activity at playtimes and after school	<ul style="list-style-type: none"> - Lunch clubs led by coaches - After School Multi sports club led by coaches - Upgrades to PE equipment 	(Included in Indicator 3) £624	<p>All children are able to access a sport club. This is at lunchtime.</p> <p>Increased participation in physical activity.</p> <p>Children have enjoyed playing with mixed age groups and show delight in taking part in mini games and challenges. This has increased PP children taking part in an extracurricular activity.</p> <p>More pupils able to access after school clubs. Pupils have accessed more variety of sport through multi-sport clubs.</p> <p>After school has been full with all children wanting to join being able to.</p> <p>More pupils able to access PE lessons with more success due to</p>	<p>Continue active lunch clubs – monitor group participation in order to increase PP children.</p> <p>Encourage staff to run active after school clubs</p> <p>Improve play equipment available for play times in a sustainable manner.</p>

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			equipment. Dance and small equipment has provided a range of equipment to improve coordination and accurate passing.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.35%
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:
GetSet4PE – Scheme of work introduced throughout the school	To provide expertise for the non-specialist and to provide a progressive framework.	£237	Children to talk about what they have learnt in the plenary to reflect the knowledge and progress made.	PE curriculum needs to embed enquiry question to lead plenary at the end.
Whole School focus on knowledge throughout the curriculum.	Knowledge organisers accessed through GetSet4PE to ensure sequential development of skills and knowledge.		Lesson observations in Dance/Gym notes that the lesson introduction includes reflecting and recalling prior knowledge and skills. High expectation for the children to use correct technical language and reference to how we keep our bodies healthy and support personal wellbeing.	PE display board and celebration of sporting events in the school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				81.9%
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	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>consolidate through practice:</p> <p>Demonstrate passion and a love of sport. Coaches to provide an excellent role model for children promoting school values to encourage children to 'have a go'.</p> <p>CPD for teachers – support teachers using the GetSet4PE – Scheme of work and how school equipment can be used.</p> <p>- CPD for subject lead in managing the timetable for GetSet4PE – Scheme of work and begin to look at PE assessment.</p> <p>-Improve teacher knowledge and pedagogy of sport with the aim to be active.</p>	<p>CPD through weekly sessions with SET coaches.</p> <p>This to include EYFS to support ECT.</p> <p>GetSet4PE – Scheme of work</p>	<p>£11,841</p>	<p>Teacher confidence has improved in delivery, with more confidence in knowledge and skills. This in turn improves pupil outcomes.</p> <p>Increased focus on skill and knowledge progression with teachers confident to use the PE scheme to deliver well sequenced lessons.</p> <p>Teachers have been able to assess children's gross motor and key skills. This has fed into the mini extra gross motor groups.</p> <p>Observations and record of skill development show children have improved their confidence and success rate in forward thinking, using correct force and direction when engaging in small PE activities.</p> <p>Improved listening skills and following instructions with awareness for safe play and team cooperation.</p>	<p>Adjust coaching structure to include increased gross motor activities for specific children in SEND and PP groups.</p> <p>EYFS to teach their own PE sessions following successful CPD.</p> <p>Maintain using GetSet4PE – Scheme of work. This provides specialist CPD for teachers. Coach to continue to be available for CPD.</p> <p>Focus on some children further developing their skill to take care of their team mates 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 opportunity to support children and learn dance 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>£2,468</p>	<p>Children are able to remember and work cooperatively together in sequenced dance activities.</p> <p>Staff observe improved body control in children as the year progresses.</p> <p>Staff assess children's gross motor skills to inform PPE coach's gross</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.</p> <p>Dance has been effective in EYFS</p>

	Children engage in dance activities as part of their class assemblies to gain experience in performing in front of an audience.		<p>motor group sessions for SEND and PP.</p> <p>Everyone has enjoyed dance. The impact has enabled children to manage themselves in a set space – hall – transferring their coordination to play in their break sessions.</p> <p>Dance has become a strong element in school performances and enjoyed by the whole community.</p> <p>Some children have independently joined an outside dance club and taken in on as an activity to develop their talent.</p>	to aid listening skills, recognizing peace and clam. Children have worked on their key skills
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9.15%
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:
Ensure all Year 2 and EYFS pupils have access 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.	£1,600 (4 days)	<p>This is first bike session since 2021 so the aim is to offer the opportunity to as many children as possible.</p> <p>All the bikes were serviced with brake leads being changed, 2 tyres were changed and a change of handle bar covers for some.</p> <p>140 children accessed Bikeability, we</p>	<p>Book ahead early for next year 5 days to incorporate all year groups – build on current assessments.</p> <p>Provide a family bike session to engage community.</p> <p>Investigate possibility of using the bikes in Year 1 in small groups as part of gross motor development.</p>

			were able to offer some Year 1 a session. Children enjoyed their session and several moved from balance bikes to pedal bikes. Full assessment was provided for each class.	
Active independent Play	To promote physical activity and a fun way to practise sporting skills with mixed age groups at break times.	£ 700	Using pupil voice equipment ordered for fine and gross motor activities.	Revisit equipment storage for independent use. Equipment will need to be updated each year to include all pupils in the school to have a voice and share. Consider using pupil demonstrating in whole school assemblies to share and celebrate PE skills. Building a whole school love and respect for PE.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0% no additional costs required
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: Within school curriculum	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

Increase intra school competitions	Sports Day practice in the summer Term with separate year group sports day to enable greater participation.		Year 2 groups of children took part in a multi school event in Ashford.	Develop closer links to local schools and competitions to increase accessibility for all pupils – transport is an issue.
Increase inter school competitions	Year 2 to attend school competition. Create inter school multi-sports competition.		After school event held on school site with local schools invited. Sports Days and practices were a huge success with all children participating and many families with grandparents attending and cheering. Positive whole school community impact as fun was had by all. School praised by parents for excellent sport days.	Consider parent participation in sporting event with their class. Mini fun event. Discuss with staff.

Signed off by	
Head Teacher:	T. McIntosh
Date:	19 th July 2023
Subject Leader:	T. McIntosh
Date:	19 th July 2023
Governor:	D. Taylor
Date:	19 th July 2023