

# 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	£19,180
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,180
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 19,180

## 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>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>	5%
<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>	5%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	20%
<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>	Yes/ <b>No</b>

## 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: £19,180		Date Updated: July 2023	
<b>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</b>					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?:	
To further increase pupils' provision and opportunities for structured activities and physical activities at break and lunchtimes.	<ul style="list-style-type: none"> <li>Train Year 6 Sports Leaders/Playground Leaders to encourage and provide physical activities at break and lunchtimes.</li> <li>Purchase sporting equipment that will solely be used for break times.</li> </ul> Provide physical interventions for targeted or the least active pupils.		£1,000	<ul style="list-style-type: none"> <li>Children know how to play simple playground games.</li> <li>Children are being more active during their breaks.</li> <li>Targeted children are receiving sensory circuits regularly.</li> <li>Equipment is being looked after better by the Playground Leaders.</li> </ul>	
To promote all classroom-based subjects to include more active learning where possible.	<ul style="list-style-type: none"> <li>Further embed Cross-Curricular Orienteering, induct new staff to the scheme.</li> <li>Ensure that each year group has planned an outdoor</li> </ul>		£300	<ul style="list-style-type: none"> <li>The number of lessons that include a physical element is increasing.</li> <li>More learning is taking place outdoors.</li> <li>All staff are aware of the</li> </ul>	
					<ul style="list-style-type: none"> <li>Continue to train our Year 6 pupils to be leaders.</li> <li>Use the leaders during sporting events including sports days, intra-school comps etc.</li> <li>Equipment to be kept separate from the PE resources.</li> <li>Leaders to be timetabled and given specific areas of the outside space.</li> </ul>
					<ul style="list-style-type: none"> <li>Further develop staff confidence in taking learning outdoors by giving them ideas for a range of curriculum subjects.</li> </ul>



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:
Encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.	<ul style="list-style-type: none"> <li>• SSP leadership training for all Year 6 pupils.</li> <li>• Purchase equipment for playground use only.</li> <li>• Buy a uniform for the leaders to make them visible.</li> </ul>	£500	<ul style="list-style-type: none"> <li>• Leaders have grown in confidence when introducing and encouraging others to be active.</li> <li>• Greater levels of physical activity during lunchbreaks.</li> <li>• Fewer behaviour incidents recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to train our Year 6 pupils in leadership. Use the SSP for guidance and help with this.</li> <li>• Increase the amount of opportunities for the young leaders to use their skills.</li> <li>• Train the leaders to help the OPAL team achieve their objectives.</li> </ul>
Children will be active in their play and there will be less behaviour incidents recorded as a result.	<ul style="list-style-type: none"> <li>• Children will be taught how to play safely and cooperatively through assemblies and through the instruction and guidance of play leaders.</li> <li>• There will be less opportunity for children to be less active – they will be kept busy with a growing range of resources.</li> </ul>		<ul style="list-style-type: none"> <li>• The first two resources have been introduced to the children. They are using their imaginations and are being more active during the lunch breaks.</li> <li>• Fewer incidents of behaviour issues have been recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• A greater number of the same resources need to be purchased.</li> <li>• Train play leaders further.</li> <li>• Introduce different equipment to the children.</li> <li>• Buy a shed and store the equipment centrally.</li> <li>• Have an area where broken equipment can be taken to be fixed.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			%
<b>Intent</b>	<b>Implementation</b>	<b>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:	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 that all staff have a knowledge of pupil's progress and abilities via online assessments.	<ul style="list-style-type: none"> <li>• Maintain membership of PE Passport for SOW and assessment.</li> <li>• Provide further staff CPD and training on the use of PE Passport.</li> </ul>	£1500	<ul style="list-style-type: none"> <li>• All staff are using PE Passport for their PE planning and are following the school's LTP.</li> <li>• A more consistent approach across the school is evident.</li> <li>• Staff are confident in using PE Passport and its assessment procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to invest in the PE Passport resource.</li> <li>• Introduce it to the new staff that will be running the lessons.</li> <li>• Develop it's use to record attendance at competitions etc.</li> </ul>
To ensure that all children are participating in 2 hours of high-quality PE a week. The quality of PE at QPA will continue to be developed using the Sports Coach and CPD provided by the SSP.	<ul style="list-style-type: none"> <li>• Consult with staff regarding CPD needs, complete a staff questionnaire. Contact the SSP to arrange appropriate training.</li> </ul>		<ul style="list-style-type: none"> <li>• Key staff have received CPD from the SSP in the form of team teaching based around gymnastics.</li> <li>• The children have performed well in these lessons.</li> <li>• Staff have a better understanding of how to break down skills into smaller steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work with SSP to identify any CPD needs and address these by signing up for the enhanced package available.</li> </ul>

Create opportunities for children and staff to experience a range of outdoor activities not carried out during traditional PE lessons.	<ul style="list-style-type: none"> <li>Plan Outdoor Days throughout the year where both children and staff experience a range of activities.</li> <li>Provide CPD for staff to enable them to complete and lead the activities.</li> </ul>	£2,000	<ul style="list-style-type: none"> <li>Staff are more confident when taking learning outside.</li> <li>All children are given the opportunity to experience a broad and diverse range of outdoor activities.</li> <li>Outdoor Days are a regular feature within the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop CPD on outdoor learning.</li> <li>Continue to celebrate during outdoor days.</li> </ul>
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**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:
Increase the number of sports clubs available to all children with a broader range of activities available to increase participation.	<ul style="list-style-type: none"> <li>Complete a pupil survey to ascertain what additional clubs pupil would like to see offered.</li> <li>Encourage staff to offer a club by offering them a 'wellbeing day' as payback.</li> <li>Purchase any additional equipment needed.</li> </ul>		<ul style="list-style-type: none"> <li>Greater numbers of pupils are participating in extra-curricular activities.</li> <li>Staff and pupil relationships are improving.</li> <li>Staff feel appreciated.</li> </ul>	<ul style="list-style-type: none"> <li>Use external coaches to develop the skills taught within curriculum PE.</li> </ul>

**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:
Pupils given the opportunity to compete in a range of Level 2 School Games events.	<ul style="list-style-type: none"> <li>• Maintain membership to the School Games and SSP.</li> <li>• Provide rewards to promote participation in School Games.</li> </ul>	£3,780	<ul style="list-style-type: none"> <li>• An enjoyment of sport and experience of competitive sport for all children.</li> </ul>	<ul style="list-style-type: none"> <li>• Buy in to the enhanced package offered from the SSP once again and make better use of the MAT transport for fixtures etc.</li> </ul>
Encourage pupils to participate in regular competition via the Cross Curricular Orienteering scheme.	<ul style="list-style-type: none"> <li>• CPD for new staff.</li> <li>• Subjects leads to plan at least one opportunity for each year group to complete a course based on their given subject.</li> </ul>		<ul style="list-style-type: none"> <li>• A greater number of subjects are using the resource to encourage active learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed.</li> </ul>
Introduce a competitive style Sports Day that all children must compete in.	<ul style="list-style-type: none"> <li>• Decide on a date and inform parents.</li> <li>• Choose a range of activities that all children could be included in.</li> <li>• Provide children with the time to practice the events.</li> <li>• Purchase medals for places.</li> </ul>	£1200	<ul style="list-style-type: none"> <li>• Every child within the school competed in at least one activity.</li> <li>• Parents enjoyed watching their child/ren compete.</li> <li>• Achievements celebrated on Class Dojo.</li> <li>• Increased parental attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop this next year.</li> </ul>

Signed off by	
Head Teacher:	Emma Bolton

Date:	21.07.23
Subject Leader:	Sarah Higgins
Date:	21.07.23
Governor:	
Date:	