

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	£18,720
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,830
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,830

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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	54%
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	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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
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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:
				32%
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:
To increase participation in swimming as a life skill, a sport and a recreational activity.	<ul style="list-style-type: none"> • Develop link with local swimming pool • Scope alternatives to ensure more pupils can swim regularly e.g. hiring in pool services • Ensure all risk assessments are completed. • Gain permission from parents. • Brief teachers on expectations of children and adults' roles during these lessons. 	£6048	<ul style="list-style-type: none"> • Pupils are safer and more confident in water • Pupil well-being and resilience is increased • Key stage 2 pupils have the opportunity to access swimming lessons often for the first time. • Pupils improve their confidence in water. • Pupils develop their swimming ability with a view to enjoying this as an activity. • To gain access to qualified swimming coaches. • Increased number of pupils can perform self-rescue across more year groups 	<ul style="list-style-type: none"> • Gather data on children's swimming ability. • Discuss with children about their enjoyment of the swimming lessons. • Ensure swimming lessons maintain every year. • Promote swimming to parents so that they can see the benefit of their children learning to swim




Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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:
To raise the profile of PE and new sports within the school embedding it as part of our 'Healthy Body, Health Mind' initiative and promoting sports for well-being.	<ul style="list-style-type: none"> • Provide high quality sport provision delivered by qualified staff • Expose children to a variety of sporting activities which they may not have come across previously • Purchase necessary equipment to support sports week and expand pupils' experience of new sports • *Arrange specialist coaches to attend during Sports Week and when possible throughout the year. • Timetable PE so that pupils are exposed to a variety of provision over the academic year • Communicate with staff, pupils and parents so there is a clear understanding of cross curricular aspects leading to Healthy living e.g. DT cookery sessions during sports week • Promote Sports day and sports week within the 	£1137.58	<ul style="list-style-type: none"> • Pupils understand the links between the enjoyment of sport and a healthy lifestyle • Aspiration in pupils is raised via initiatives to bring sports stars into school • Increased interest in a wider range of sporting activities. • Pupil confidence is increased particularly in children that previously didn't enjoy sport. • Children equate sport with fun and enjoyment through use of equipment available to them at Lunchtimes. • Sports ambassadors to promote health and fitness across the school and work closely with Well-being initiatives 	<ul style="list-style-type: none"> • Gather feedback from pupils and parents. • Provide opportunities for pupils to participate in new sports they enjoyed on a more regular basis • Embed Sport week as an annual sports week rather than a one off. • Include School council's ideas as to how the week should be run and ideas that they would want for next year. • Develop opportunities for children to attend holiday clubs.

	community. <ul style="list-style-type: none"> • Ensure that all children have suitable lunchtime equipment to enable skills to be practiced. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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>To increase participation in sporting activities for reluctant, less active and SEN children through developing a bespoke sports offer.</p> <p>To increase the quality of PE lessons through delivery via qualified and specialist coaches.</p>	<ul style="list-style-type: none"> • Participants suitable to engage in early morning groups are identified and class teachers notified • PE Lead works with coaches to develop an appropriate and engaging curriculum • Monitor provision delivered by coaches to ensure high quality PE lessons. • Ensure coaches have suitable qualifications required to teach all areas of the curriculum. • Support coaches as necessary to engage SEND pupils appropriately 	£9319.42	<ul style="list-style-type: none"> • Children previously not fully accessing or enjoying sport are engaging with positivity • All children are accessing high quality PE lessons. • Increased interest in a diverse range of sports by all pupils. • Increased knowledge of many areas of the subject for PE coordinator. • Ability to provide support to staff to improve the teaching of PE in KS2 • Improve CPD of all coaches. 	<ul style="list-style-type: none"> • Embed sports coach into the staffing model • Provide specialist support with planning for PE lessons. • Provide CPD opportunities for all staff. • Organise a variety of sports clubs at lunch times and after school

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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>Additional achievements:</p> <p>To increase the activities offered for children in school by developing the curriculum offer and providing a variety of enrichment opportunities.</p>	<ul style="list-style-type: none"> Review engagement and participation in sports week activities and adapt the curriculum accordingly Use pupil voice to plan enrichment, curriculum and sports week activities. Scope further links to wellbeing to expand the activities on offer e.g. Yoga. Explore the possibility of running enrichment activities to include parents e.g. Zumba sessions Arrange an enrichment timetable for the year. Seek cross curricular links with other curriculum areas such as DT and outdoor learning 	£2,195	<ul style="list-style-type: none"> Pupils have a better understanding of the links between sport, well-being and a healthy lifestyle. Specialist teaching for activities has resulted in better quality lessons for children. Extra-curricular activities allow a greater number of children to participate in sports and well-being activities. Increased interest and enjoyment of sport at all levels. 	<ul style="list-style-type: none"> Increase variety of sports offered to children across all age groups. Encourage children to suggest new sports that they would like to experience Use Sports week to see which activities were well received by pupils and parents. Engage with outside providers and other subject leads to maximise opportunities for children to learn about sporting activities and achievements.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
To increase participation in and access to competitive sports.	<ul style="list-style-type: none"> • Make links across local schools to create an inter-school tournament schedule. • Scope the feasibility of participation in competitions for a wider range of sports e.g. cricket and rugby • Affiliate to local clubs and competitions. • Liaise with Reading partnership about participation in additional competitions. • Organise a diverse range of pupils to attend competitions. • Consult with local schools to arrange our own fixtures and tournaments. 	£130	<ul style="list-style-type: none"> • All pupils have the opportunity to compete in organized competitions. • Levels of participation in a number of different tournaments increases. • Pupils choose to develop skills further by joining competitive clubs outside of school 	<ul style="list-style-type: none"> • Use pupil voice to diversify the offer • Continue to affiliate to local competitions. • Create links with local schools to encourage a range of fixtures. • Scope potential of external clubs offering subsidies to pupils

Signed off by					
Head Teacher:		Subject Leader:		Governor:	
Date:	14 th July 23	Date:	19 th July 2023	Date:	17 th July 2023