

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2022/23	£18,690
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£18,700
Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024.	£ 18,700

## 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>	86%
<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 2023.</p> <p>Please see note above</p>	86%
<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>	86%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<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>	No

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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.

<b>Academic Year:</b> 2022/23	<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>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:
Provide a range of physical activities, beyond physical education lessons, to meet the 30 minutes of physical activity target	<p>A designated coach to provide activities to promote physical activity at lunch time. Investment in lunchtime equipment promote physical activity at lunch times.</p> <p>A range of resources promoted in classes, active movers, Joe Wicks, Go Noodle for short bursts of physical activity during the school day.</p> <p>Extracurricular PE clubs to run after school every evening to provide more opportunities for pupils to be active.</p> <p>All clubs provided for pupils are free for anyone to join – no cost to pupils</p> <p>Investment in construction material to allow more opportunities for physical activity Sporting activities on offer at lunchtime</p> <p>Play leads to support the implementation</p>	£2350	<p>Regular engagement of pupils in Marathon Kids evidenced through teacher record sheets Over 100 active runners.</p> <p>New play time equipment used and designated to set areas of playground. High percentage of uptake form pupils.</p> <p>Resources including Go Noodle and used during the week to provide active breaks.</p> <p>Promoted especially during wet plays to maintain physical engagement.</p> <p>Outdoor gym is full everyday with children.</p>	<p>Continue activities to left</p> <p>Invest more in playtime leaders</p> <p>Provide short physical activity sessions by PE coach to engage less active pupils to participate.</p>

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	of games at break and lunch time.  Marathon Kids at the start of the school day to providing physical activity before starting lessons.  Maintenance to outdoor gym equipment			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</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:
PE used to promote the school's Christian Values of Respect, Perseverance and Friendship and provide opportunities to demonstrate them.	House sports at lunchtime to support the values and provide opportunities for these values to be demonstrated.  Sporting displays around the school to promote sport and physical activity and the Christian Values linked to them.  Celebration of sport and physical activity to parents with a focus on the Christian Values.  Celebration of marathon kids with certificates and house sports in special assemblies	£340	PE sessions provided opportunities to develop values of perseverance, friendship and respect  Children keen to participate in inter and intra sport competitions. Attitude and behaviour at events very positive  Certificates shared in assembly all sports competitions completed by pupils.	Continue to focus on key values with a particular focus on perseverance

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Teachers feel empowered to deliver high quality PE lessons	<p>Teachers to work with specialist coaches support teaching -speed stacking day – can be delivered in class or as an outdoor activity.</p> <p>Subscription to AFPE to support teachers and to provide targeted support.</p> <p>Investment of speed stacking sets to use in lesson and pe time.</p> <p>Year 1 -3 have to have sessions with tennis coach</p> <p>Attend PE conference</p>	£ 3200	Increase teacher subject knowledge.	Look into PECS programme to be complete by all staff in Gymnastics and Dance – could we look at two separate P.E slots? One delivered by a teacher/coach coach.
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	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	Sustainability and suggested next steps:
		12,000		

what they need to learn and to consolidate through practice:			changed?:	
<p>Children participating in a wide range of activities in PE lessons, Youth Sport Trust Festivals and extracurricular opportunities</p>	<p>Provide a range of free clubs to promote sports and activities for pupils to participate in.</p> <p>Target groups of children who are less active for specific events e.g. PPG pupils.</p> <p>Enter school games festivals and other competitions to provide opportunities for pupils to participate in a wide range of sports and activities.</p> <p>Target groups and year groups who may have less opportunities through the planned Youth Sport Trust Festivals.</p> <p>Complete sports enrichment days once per term for each class to provide them with a full day access to different sports.</p> <p>Cost of transport provided to access sporting events.</p> <p>New games introduce in house sports – handball, curling, basketball</p> <p>All children to go bellboating in KS2</p>	<p>£</p>	<p>After school clubs full each evening</p> <p>Target groups worked on Girls in year 5/6 and Year ½ clun</p> <p>Participation in South Warwickshire school games</p> <p>Attendance in School Games Festivals</p> <p>Children enjoyed being on the River.</p> <p>Wide enjoyment across school at experience a variety of different sports, circus, speedstacking, fencing, archery curling</p>	<p>Ensure curriculum and clubs provided opportunities for new experiences.</p> <p>Continue to participate in school games competitions/ local school competitions</p>

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:
Every child to have the opportunity for participation in competitive sport.	<p>Participation in competitive sporting fixtures e.g. football and netball</p> <p>Children to complete in competitive tournaments</p> <p>Children participate in weekly intra sport competition in KS2.</p> <p>Organise Competitive sporting event for a sport not offered through Youth Sport Trust</p> <p>Enter school games festivals and other competitions to provide opportunities for pupils to participate in a wide range of competitive sports and activities.</p>	£850	<p>Children from years 2-6 participate in sporting leagues and scheduled fixtures.</p> <p>More girls football match completed to try and provide wider opportunities for pupils. More participation in competitive sports by girls this year. Continue to enter competitive fixtures and tournaments.</p>	<p>Continue to host and expand on hosting additional competitions at school</p> <p>Continue to provide opportunities for more year groups and to enter more than one team for competitions to allow more pupils to participate.</p>

Signed off by	
Head Teacher:	Mr A. Morris
Date:	
Subject Leader:	Miss B. Drissell and Mr Chris Plumbe
Date:	



Governor:	Mr R. Williams
Date:	