

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 2019/2020, 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](#).

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND
LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

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>	
<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>	37%
<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>	36%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	29%
<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>	Yes/No Additional year 6 lessons to catch up post covid.

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: 2020/21		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:
					%
Intent	Implementation		Impact	Sustainability	
Children are actively engaged in physical activity during break and lunchtimes.	Employ a sports coach via 'Premiere Education' who will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work.	Funding Allocated £15793 for academic year 2022/23	Premier coach has had a positive impact on both break times and children's engagement in physical activity. A range of sports is set up now on the playground so that children have a choice on their interests and feedback from pupil voice has been positive. Very few children now choose not to participate in games at playtime and those children have been identified in PE interventions as detailed in Key indicator 2.	This role is directly dependent on funding from Sports Grant allocation. The school would investigate directly employing a coach to fulfil this role if the Sports Grant ceased and school budget allowed.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.	Employ a sports coach via 'Premiere Education' who will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work. Coach to work with pupils within the curriculum, at lunch times and after school to ensure that there is an	See key indicator 1 + grant for £700 gymnastics training fund.	Sports coach has worked with all classes in the school on a varied rota and has taught a variety of games/sports to ensure children are meeting ARE skill standards in PE which is much improved following lack of physical fitness after covid. Feedback from monitoring pupil voice has shown PESSPA is more prevalent, and children are more aware of the variety of physical	The school would investigate directly employing a coach to fulfil this role if the Sports Grant ceased and school budget allowed. re has been positive impact	

Created by:



Supported by:



	<p>understanding of the importance of physical health and it's benefits in terms of emotional and mental health.</p> <p>The coach will provide intervention sessions for pupils not achieving ARE in PE.</p> <p>Work within the CAS Framework and with JUMP to help to promote PESSPA within CCA.</p>		<p>activity they can take part in.</p> <p>The sports coach has run 6 group interventions this year across KS1 and 2 to support pupils with emotional and physical barriers to learning and also G&T pupils to extend and challenge. The feedback from this has been positive with parents and pupils in the wellbeing group reporting improved physical fitness at home and school. These children are now more engaged in their whole class PE lessons and at break times.</p> <p>Through our work with CAS/JUMP we have been able to host Physical activity fundays for parents, worked with the skipping school gaining resources and training. Feedback from this is that the children's skills have improved since September. We have also through CAS received grants for gymnastics training which will allow us to run after school Gymnastics clubs.</p>	
--	---	--	---	--

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:

Ensure that staff in school feel supported in planning and delivering PE with confidence, thus allowing children to receive high quality PE lessons.	Employ a sports coach via 'Premiere Education' who will work with each teacher and class, allowing the teacher to observe and take part in high quality PE lessons led by a specialist. Time allows the teachers reflection on planning and delivery that they would not have had if leading it themselves.	See key indicator 1	The sports coach has worked in all classes at different points in the year to deliver high quality PE lessons, allowing the class teachers to observe and learn management techniques. In some cases, this was much needed where we had ECTs or teachers who had moved year groups. Previous to this year, in a staff survey most staff felt underconfident in this subject. Following their work with the sports coach, feedback from staff has 100% improved confidence in knowledge and skill with some teachers (y3,4,5) feeling confident to teach PE without the coaches support.	The school would investigate directly employing a coach to deliver CPD sessions if the Sports Grant ceased and school budget allowed.
--	---	---------------------	---	---

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:
Ensure children are given the opportunity to experience a variety of team sports and activities both in PE lessons, lunch times and after school clubs.	Employ a sports coach via 'Premiere Education' who will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work. Coach to work with pupils within the curriculum, at lunch times and after school to ensure that there is an understanding of the	See key indicator 1 Forest school trail £1000	Our sports coach and sports lead in school have worked together on the curriculum and planning to ensure children are now receiving a wider range of sports and activities rather than 5 set 'traditional' sports. They now complete a variety of games and approaches to skill specific lessons which allows them to try sports such as Tchouckball, archery, fencing, OAA, forest schools. The sports coach also runs 3-4 after school clubs which are changed each	The school would investigate directly employing a coach or CPD to fulfil this role if the Sports Grant ceased and school budget allowed.

	<p>importance of physical health and it's benefits in terms of emotional and mental health. The coach will provide intervention sessions for pupils not achieving ARE in PE.</p> <p>Trail a forest school experience with a year group to investigate the provision of outdoor learning for the future at CCA (10 3 hour sessions with year 6)</p>		<p>half term to allow variety across the key stages these have included, table tennis, archery, fencing, athletics, cricket.</p> <p>Feedback from pupils has been positive and the number of children participating in after school clubs has increased since September. Pupil premium children are now engaging more with the variety offered from 18% in some clubs in September to 63% in the spring term.</p>	
<p>To provide additional swimming lessons so that year 6 pupils can achieve their national curriculum swimming levels despite the disruption caused by the pandemic</p>	<p>Swimming sessions have been booked for year 6 in the summer term . Pupils usually swim in year 4 and 5 this cohort missed their swimming lessons in year 4 due to the pandemic. Only 37% of them had achieved the national curriculum levels by the end of year 5. It is hoped that additional lessons will increase the proportion of children swimming to NC levels.</p>	<p>£6000 budgeted</p>	<p>To be completed summer 2</p>	<p>This will allow year 6 pupils to access the high school curriculum as they transfer next year.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	Sustainability
Children will have the opportunity to take part in intra and inter school competitions.	<p>NJ, JI and Ac will organise intra school competitions.</p> <p>The school will take part in the interschool sporting competitions organised by BDAT</p> <p>The school will transport pupils to events</p>	<p>£300 towards BDAT vehicle fund</p> <p>Meetings have taken place to arrange a BDAT indoor athletics competition. The children now attending athletics club and intervention with the sports coach are now working at a ARE skill level in order to be able to compete against others which would not have been the case in the previous year.</p>	These will be organised by school staff and can therefore be continued in future years.

Signed off by	
Head Teacher:	Philippa Foster
Date:	1/5/2023
Subject Leader:	N/A
Date:	
Governor:	
Date:	