

# 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	£739
Total amount allocated for 2021/22	£17750
Total amount allocated for 2022/23	£17730
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18469
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1758.46 - 10%(AstroTurf resurface)

## 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>	83%
<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>	83%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	83%
<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

## 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:	
<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: 18%
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:	
Provide playground equipment which will encourage more active and team-based games during lunchtimes.	We purchased a range of equipment for the playground which ensured that all children had access to both active and strategic games.		£1562.31	Introducing the new playground equipment has had a significant positive impact on the physical activity levels of children. By providing a range of equipment that is age-appropriate and encourages cooperative play, we have created an environment that promotes physical activity and social interaction among children. We have also seen an improvement in behaviour as the children are more engaged during lunchtimes.	
Install a sandpit in the KS2 playground to promote the development of fine and gross motor skills for our older children.	We installed a sandpit complete with equipment for digging and specific diggers to sit on and rotate to improve hand/eye co-ordination. We also hid gemstones and fossils to encourage fine motor development.		£1159.44	The sand pit has been a valuable activity for children that has had a positive impact on their physical and social development. By engaging in sand play, the children can develop their fine motor skills, hand-eye coordination, and spatial	
				Next Steps Involve the children on what equipment is the most popular and what equipment we still need to purchase.  Introduce a survey to gain some quantitative data to go alongside the qualitative data, to help measure impact in the next academic year.	
				Next Steps Develop our in-school interventions to include the sand pit for FMS and GMS development.	

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			awareness. Additionally, sand play has had a calming effect on some children that find lunchtimes difficult and has promoted their emotional wellbeing. Playing in the sand can be a sensory experience that can help children to relax and reduce stress and anxiety.	
Provide Bikeability sessions for Year 6 to ensure that all children are able to ride a bike competently and safely both for leisure and for active travel to secondary school.	70% of Year 6 children participated in Bikeability this year. The children were taught basic maintenance, road safety and how to safely store their bikes.	£400	70% of Year 6 children passed the bikeability assessment and are now more confident in riding their bikes for leisure and to secondary school.	Continue to offer a funded bikeability program to Year 6.  Next Steps Engage with Year 6 earlier to find out the barriers to participating in Bikeability.  Aim for 100% participation next year.
<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:  15%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the amount of activity and movement over the course of the school day.	Purchased Moki bands and introduced them to Years 4 and 6 to promote active days and a sense of competition between the classes.	£1550	Limited impact due to technical limitations of the bands.	Relaunch the Moki Bands in September and supplement these with the introduction of The Daily Mile in the academic year 2023/2024.
Embed Forest School as a core provision for all year groups.	Every class has 2 hours of Forest school a week with a qualified Forest School	£954.93	Introducing Forest School has promoted physical activity and	We aim to continue to offer Forest School as long as we are able to

	<p>teacher. This is in addition to their PE lessons. The children are gradually accessing the more adventurous areas of Forest School Provision such as building adventure trails, rope swings and cooking on open fires.</p>		<p>improved children's physical health and wellbeing. By engaging in activities such as climbing trees, building dens, and exploring natural environments, children have developed their gross motor skills, balance, and coordination. Additionally, spending time in nature has been linked to reduced levels of stress and improved mental health and wellbeing.</p> <p>Forest School has also promoted social interaction and teamwork. By working together to solve problems and achieve common goals, children have developed their communication, negotiation, and leadership skills.</p>	<p>build it into our school budget.</p> <p>Next Steps Integrate Forest School into our Geography and Science curriculum so it become more interconnected with our academic offer.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				9%
<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 children and teacher with a range of workshops led by specialists in specific sports.	Children and teachers across the school have participated in sessions in basketball, tennis, football, wheelchair basketball and skipping.	£1643.33	Teachers have learned how to build and layer skills in sports instruction. These skills are transferable to PE lessons. Teachers feel more confident to lead sessions in the specified sports.	<p>Next Steps</p> <p>A stronger emphasis needs to be put on developing teaching in gymnastics and dance.</p> <p>Key indicator 3 to be a priority for</p>

				the sports premium funding in 23/24.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 39%
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:
Provide a range of free lunchtime clubs led by coaches to ensure that all children have access to regular extra-curricular sports.	Premier sports provided coaches and the following clubs were offered over the course of the year. Archery, Fencing, Table Tennis, Football, Basketball, Cricket and Tennis.	£6210	Feedback from the coaches around popularity of certain sports enabled us to tailor our provision to our cohorts. The number of children participating in a sport at lunchtime has increased.	Next Steps Introduce a survey to gain some quantitative data to go alongside the qualitative data, to help measure impact in the next academic year.
Provide Top Up swimming lessons to enable all children to swim 25 meters and perform self-rescue.	Top up lessons were fully funded and provided in Year 5.	£832	92% of Year 5 children can now swim 25 metres which is a 11% increase on our current Year 6's. As the number of children who can't swim 25 metres is now so low, those who can't be included in next year's top up with 1:1 lessons provided if needed.	Next Steps Introduce swimming at an earlier age.  Employ an instructor to teach any Year 6 children that can't swim on a 1:1 basis.

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation: 9%
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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:
Provide children with different ways to compete against each other outside of PE lessons.	Signed up to the local sports partnership to allow groups of children to compete against different local school. Children participated in Gymnastics, Athletics, Cricket and basketball.	£1409	Introducing competitive sports has had a positive impact on students' physical, social, and emotional development. It has helped to develop fair-play behaviors and supported the children with understanding how to win and lose gracefully and how to treat others with respect. Additionally, the sports partnership has inspired us to introduce a more competitive sports day as children are more used to competing.	<p>We have already expressed our interest in continuing with the partnership next year, in addition to this we have built local links to set up our own inter-school competitions.</p> <p>Next Steps Increase the number of children who have access to the sports partnership with a particular focus on those with SEN.</p> <p>Integrate our PE overview with competitions offered to ensure that children have the prerequisite component knowledge and the competency needed to compete.</p>
Introduce a competitive Sports Day.	Revamped our Sports Day to include field and track events. A range of events ensures that all children have the opportunity to compete against their peers and for a shared goal of winning points for their houses.	£249.55	Sports Day promoted a sense of community and school spirit. By bringing together students, staff, and families, it created a positive and inclusive atmosphere that celebrates the achievements of all participants. This has helped to foster a sense of belonging and pride in the school community.	<p>Continue with revamped approach to Sports Day.</p> <p>Next Steps Build in opportunities for a family picnic after Sports Day next year to further build the sense of community.</p>



Signed off by	
Head Teacher:	Danni Harte
Date:	10/07/23
Subject Leader:	Sarah Burbage
Date:	20/01/23
Governor:	Alison Hanbury
Date:	10/07/2023