

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 31st 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 2021/22	£ 0
Total amount allocated for 2021/22	£ 17,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,010
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 5259.01

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	N/A
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 2023. Please see note above	% N/A
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	% N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A
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/No N/A

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: £17,010 Total spent £11,750.09		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:	
				4%	
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:
Physical activity is very important to all of our pupils. Our intent is to look at developing the opportunities that we already have to engage pupils in daily physical activity. We will do this through encouraging more physical activity at lunchtimes and training play leaders at lunch times to promote physical activity. The aim is to promote a wider variety of play and activity at lunchtimes.	• Observe playground behavior and activity levels • Consider current levels of activity at lunchtimes • Discuss opportunities to develop this further with staff and pupils • Purchase equipment to promote activity at lunchtime • Send play leader application forms out • Select and train play leaders • Create a timetable for play leaders • Monitor impact	£447.63 equipment for play leaders £180 play leader training ESPE	Playground observations carried out in autumn 1 by HW show that although pupils were active, there was little directed play which led to pupils making bad choices in terms of behavior at lunchtime. As a result, it was decided by SLT to introduce play leaders at lunchtimes to show our pupils how to play again following the pandemic. To aid the playground leaders we purchased new equipment to engage the children, welfare staff were briefed and play leaders were trained. All play leaders completed an application process and we were impressed with the standard of the applications. Following the training HW set up a rota and the children were		Sustainability SLT have seen the benefit of play leaders and our pupils have developed the ability to play together. There is little cost in setting this up and it is something we will continue in school. The equipment we purchased will be available to use for years to come. Next steps Consider how to develop and improve play leaders next year. Plan training for welfare staff so they can fully support the play leaders next year. Consider promoting a member of welfare staff to be in charge on play leaders.

			enthusiastic to get started. As a result of play leaders we have seen a huge improvement in behavior with significantly less referrals to SLT for behavior at lunchtime. In addition pupils are much more active and engaged with playing with each other. HW also zoned the playground ensuring that there were clear areas for each activity. This has proved to be a huge benefit to the pupils as they can choose where they wish to play and what they want to do.	
Parents play a big role in the activity levels of children and we feel it's important that they are aware of the benefits of physical activity and how to provide this to their children.	• Share regular updates with parents. • Seesaw • Newsletter. • Local sports/activities in parks/community activities to promote. Parental engagement sessions. Get the children to teach games to parents.		HW has shared many opportunities over the year with parents through Seesaw and the school website to promote local clubs in the area. There are many opportunities within our local area for our pupils to be active outside of school which we will continue to promote. We have a lot of children who attend clubs outside of school such as dance, football, cricket, tennis etc.	Sustainability There is a strong club offer in our area and our parents are motivated to take their children. As a school we will continue to encourage this. We share successes in assembly which inspires our other pupils. Next steps Audit families to establish current levels of physical activity and how we can support them. Also to find out which clubs our pupils attend outside of school. Use scheme of work to send home active home works for pupils to complete.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
				5%
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:
Children often struggle to concentrate in the afternoon and we know that physical activity can help to improve learning. Knowing this we are going to introduce an active break in the afternoons. This will also help towards our active minutes as in KS1.	- Plan daily active minute's timetable. - Share timetable/logistics with staff. - Order resources/equipment needed. - Evaluate the impact.		This is very much a work in progress. Within KS1 there is more consistency than there was last year and staff are aware of the need to take regular breaks. Within EYFS they are active throughout continuous provision. We are fortunate to have a large area for our pupils to play in which is open at all times.	Sustainability Staff are increasingly aware of the need to be active. Next steps Staff training to give ideas of brain breaks that can be used within the classroom.
Support a new subject leader to ensure that PE is well led throughout the school and that our pupils have a positive and meaningful PESSPA experience to encourage future participation.	- HW to meet with ES to plan action points and increase subject knowledge. - Look at courses to support the new subject leader. - Update curriculum map. - Contact our local SGO to find out about opportunities in our local area. - Update PE policy. - Ensure that EYFS PD is in line with the new curriculum and links with KS1 PE. - Ensure that PESS funding is well spent and reported as required.	£540 ESPE £340 Getset4PE	HW and ES have met regularly to support HW in her role as subject leader. HW feels more confident in leading the subject and is well supported. Since HW became subject leader PE has improved across the school through consistency, knowledge and organization. There is a clear focus for improvement of PE in school led by HW. Documents are all up to date, with the PE policy, EYFS PD and sports premium funding all available on the website. HW chose a scheme of work that is most suitable for the pupils in our school and delivered training for our staff. This has proved to be invaluable with staff stating that their teaching of PE has improved through having this scheme of work available.	Sustainability The cost of Getset4PE is minimal and is a valuable resource for staff. We will continue to subscribe to this using sports premium. The knowledge gained by the subject leader through support will continue to inform PE leadership in future years. Next steps Use knowledge and experience gained to develop PE further. The announcement of the PESS funding has allowed us to plan more effectively knowing that this will be in place.

			Towards the end of the year, we have managed to make contact with our SGO. This was initially quite difficult due to us being an infant school. However the subject leader has now made the link and we have regular contact which will continue for the future.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Due to the changes within the staff team and an unsettled period of time. It is important to support staff in teaching engaging PE lessons for our pupils. We will need to audit staff and provide relevant CPD to all staff as needed to maintain high quality PE across the school for all pupils. We will also subscribe to Get Set 4 PE to provide staff with high quality lesson plans to support the teaching and assessment of PE.	- All staff to complete audit - HW to review staff audits and plan support if needed. - HW to book and liaise with appropriate providers for staff CPD. - Buy Get Set 4 PE. - Train staff in the use of GS4PE. - Train staff on fundamentals. - Review the support given at the end of term/audit staff reflectiveness. - Re-evaluate the CM to consider new opportunities moving forward.	£ 176.50 supply for HW and AP to attend PE conference £ 50 cost of PE conference	Curriculum map has been updated and is progressive and is inclusive of nursery to year 2. This was shared with staff to ensure that all areas of NC PE are covered and lessons are broad and balanced/high quality. Through our scheme of work HW as PE lead regularly monitors assessment data to ensure that the curriculum map is being followed. At the start of the year HW consulted with staff regarding how they would like support in PE. The general view was that staff would like a clear scheme of work to follow in teaching PE. They felt	Sustainability The cost of Getset4PE is minimal and is a valuable resource for staff. We will continue to subscribe to this using sports premium. Staff have taught a full year through Getset4PE which has developed their confidence and competence in teaching PE. Next steps Audit staff to plan targeted support for the upcoming academic year. Look at opportunities for external CPD, in particular the Level 5 Primary PE Specialism

			reasonably confident in teaching but asked for support with planning and assessment. HW researched schemes of work that were available and decided that Getset4PE was the most suitable for staff and pupils at our school. Get Set 4 PE has been purchased. HW set up the resource with staff log ins and trained teachers in how to use it. HW supported staff throughout the year to ensure that staff felt confident. Staff feedback shows that staff have found this resource useful in planning, progressive and high quality PE lessons. Assessment has also been completed regularly and data reviewed by the subject leader to inform future plans. 100% of pupils in year 1 attained the expected level by the end of the year. 89% of pupils in year 1 attained the expected level by the end of the year. This is very pleasing. Staff have been enthusiastic in using the resource which has led to them feeling more confident in teaching PE. This has benefitted the pupils as staff are more motivated to teach PE.	qualification.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 58.9%
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:
After updating the curriculum map and completing an audit of the equipment available for PE we felt it necessary to purchase equipment to enhance the curriculum. Our children love learning outside and we are fortunate to have vast outdoor facilities. We will look to develop our Forest School provision further to promote outdoor learning for our pupils.	- Look at the updated curriculum map. - Identify equipment needed in line with scheme of work. - Order equipment needed. - Continue to liaise with staff to ensure equip is available. - Audit Forest School provision and consult with DR to consider future development. - Order resources to support this.	£367.80 new PE equipment to offer new activities to the curriculum £692.16 Forest School resources £4688.00 towards staff salary to provide Forest School activities	HW and ES audited equipment to ensure staff had everything they needed to deliver the updated curriculum map. We introduced new activities and ordered a small amount of equipment to allow for this. New PE equipment has been ordered to support the teaching of PE through Get Set 4 PE. One barrier that was identified was poor weather and pupils not having appropriate outdoor wear. To ensure that pupils could get outside we purchased a set of	Sustainability The equipment purchased is in the PE cupboard and available for use in the future. Forest School resources and wet weather gear will get a lot of use in future years. Next steps Look at opportunities to introduce new activities to give our pupils new experiences, for example, balance bikes in EYFS to develop gross motor skills and swimming as this is an important life skill. Continue to develop Forest School as this has become an

			dungarees and jackets for use in all weathers. These have been well used and pupils are observed learning outdoors, regardless of the weather. The resources purchased have also allowed for a wider range of activities to take place. By paying staff to lead Forest School has given them ownership of outdoor learning and ensured that all classes have access to the sessions.	integral part of our school.
Look at opportunities to provide extracurricular clubs for our pupils to provide a broader experience of PESSPA.	• HW to source providers to supply clubs. • Consider the needs of pupils when planning clubs. • Check qualification/DBS etc. • Logistics in providing club e.g. letters, promoting. • HW to look at opportunities to build links with local sports clubs. • Laisse with SPCO.	£2520 clubs at lunchtimes £1728 after school clubs	We decided that lunchtime clubs were very important to ensure that all pupils have the opportunity to take part. HW contacted Kept Fit who came in twice a week to deliver multi skills sessions to pupils at lunchtime. This was well received by pupils who thoroughly enjoyed the sessions. Many children attended these sessions which has to be done on a rota to make sure that all pupils got the chance. Our biggest barrier in providing an after school club was that we already have an after school club that uses the hall. We have consulted with after school staff and the coach to consider how to overcome this. The solution was	Sustainability We now know that we can successfully run two clubs alongside each other. We have made good links with the coaches for future delivery. Next steps Consider how to provide more clubs and a range of activities.

			that the coach would deliver 2 sessions, one to pupils who chose to go to the club and then again to pupils already in our after school club. This gave many more pupils the opportunity to take part in the club. The coach delivered football and multi skills to all year groups. All clubs have been well attended and children have enjoyed the experience and developed their skills.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.1%
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:
Look at opportunities for competitions with other schools. Competition is great for our pupils and competing against other schools gives our pupils a broader experience of PESSPA whilst developing character.	• Laisse with SGO to look at opportunities for competition. • Book competitions into school diary. • Laisse with staff. • Logistics in attending comps, transport, informing staff etc.	£20 taxi	As previously described we have recently made contact with our SGO and have attended all five competitions available for ks1. Our pupils took part in cricket, football and tennis. They enjoyed representing school and broadened their experience by going to another school. HW and CR have now developed links with the SGO to plan to take part in future competitions.	Sustainability Now that we have links with our SGO we will be informed of future opportunities for our pupils. Next steps Look at the competition calendar and enter competitions as appropriate.

Signed off by	
Head Teacher:	C Roberts
Date:	
Subject Leader:	H Ward
Date:	
Governor:	A Baker
Date:	