

# 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 2021/22	£3,353.13
Total amount allocated for 2021/22	£20,453.13
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,070.00
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 17,070.00

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	N/A – No Year 6 cohort
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	As above
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	As above
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?	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: 2022/23</b>		<b>Total fund allocated: £17,070.00</b>		<b>Date Updated: 20.7.23.</b>	
<b>Key indicator 1: The engagement of all 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: 46%
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 engaged in high quality play/regular activity throughout morning and lunchtime breaks to increase: mental wellbeing, pupil activity, team building and communication; balance, co-ordination and core strength; skill, tactic.	<ul style="list-style-type: none"> <li>Year 4 pupils to lead games at lunch time – training for all Y4 pupils.</li> <li>Skipping workshop for all classes and purchase of skipping ropes for break and lunch time play.</li> <li>AU Sports Leader to lead sport activities for 2 lunch times per week.</li> <li>Smooogas purchased to enable zoned playground areas for lunch time activities</li> </ul>		£7,769.58	<p>Activity levels at playtime is good amongst previously less active children. In Year 3 it has been an opportunity to see the new potential sports leaders for the following academic year. Smooogas allow for Y4 play leaders to operate more effectively in a defined space. Skipping workshop led to a high number of pupils purchasing their own ropes to use at home. Break time skipping activities have been hugely popular.</p> <p>After school Clubs have been in high demand and parents/children have commented positively on the wide variety of sporting clubs on</p>	<p>Bikeability and pedestrian training to be embedded in curriculum offer.</p> <p>Extend AU sports lunch time provision from September 2023 to include at least 4 days a week.</p> <p>Continue to ensure we offer a wide range of after school clubs to all year groups across the year.</p> <p>New staff training or Teach Active.</p>
Improve provision of after school sporting clubs for children.	<ul style="list-style-type: none"> <li>Purchase of PPP PE Planning for after school dance clubs.</li> <li>A range of physical after school clubs available for all</li> </ul>				

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<p>To support children’s physical and mental well-being, improved levels of concentration as well as physical fitness.</p>	<ul style="list-style-type: none"> <li>year groups – led by TAs.</li> <li>A range of sport after school clubs provided by AU Sports – school to fund half of the cost.</li> <li>Purchase Teach Active in order to build active learning into lesson planning for core subjects.</li> <li>Purchase Jumpstart Johnny so active break times are planning into the daily routine.</li> <li>Year 4 pupils to complete Bikeability and Pedestrian Training programmes.</li> </ul>		<p>offer.</p> <p>Average attendance at clubs has vastly improved this year.</p> <p>Teach Active has enabled children to be more active in core subjects. Feedback from pupils and staff is positive.</p> <p>Year 4 pupils learnt a lot from their training and it has prepared them for their transition to middle school.</p>	
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 20%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Rising the profile of PE and physical activity amongst the school through identifying PE through other subjects and all staff/pupils wearing appropriate PE kit. Increasing the use of wider school areas for physical activity.</p> <p>To encourage pupils to take on leadership roles that support sport/physical activity and well being</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p>	<ul style="list-style-type: none"> <li>• Purchase sport books for class library and school library areas in order to develop the children’s awareness of a range of sports available to them.</li> <li>• Purchase spare PE kit for pupils.</li> <li>• Purchase staff PE kit for all staff members.</li> <li>• Walkie-Talkies to enable wider use of school field facilities and school play area for lunch time play activities and after school clubs.</li> <li>• Year 4 play leaders and KS2 well being champions.</li> <li>• Results and photos to be celebrated/displayed/promoted via newsletters/Class Dojo posts</li> <li>• School participation at external sporting competitions.</li> </ul>	<p>£3,429.84</p> <p>Staff Time</p> <p>Staff Time</p>	<p>All pupils wear appropriate PE kit on PE days. All staff now wear appropriate kit for PE days/school trips/sports days.</p> <p>Pupils have responded positively to further use of the field and play area.</p> <p>Parental and pupil feedback regarding sporting achievements has been positive.</p>	<p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Play leader training for new Y4 pupils in September 2023.</p> <p>Develop the play area adjacent to the car park: create an activity space on grass next to play equipment. PTA funds and grants to supplement costs in order to create health and wellbeing area at the other end of the play area (with seating, canopy, water feature, bedding plants and pathways)</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>8%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		
<p>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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

consolidate through practice:				
To provide staff with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all pupils, embedding physical activity.	<ul style="list-style-type: none"> <li>Purchase of PPP PE Planning in order to access tutorial videos to develop staff confidence. Also See KI1 as the resource was purchased to enable TAs to run dance clubs after school.</li> </ul>	£1,390	Non-teaching staff have led successful dance clubs using the training resources. Staff feedback shows they feel increased confidence in delivering a range of PE units of work.	Continue to use Primary PPP to support staff CPD- put in diary throughout the year – tag rugby, hockey, athletics, etc. PE lead to continue accessing PE CPD through School Games.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				16%
<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 opportunities for children to take part in a diverse range of school sport through extracurricular clubs, competitions and events. Ensure our school are providing activities that will engage the most pupils as well as the least active.	<ul style="list-style-type: none"> <li>Provide the necessary equipment to ensure extra-curricular clubs can run – e.g. Archery, rounders, Action Mats.</li> <li>Review extra-curricular activities through pupil voice.</li> <li>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in</li> </ul>	£2686.48  Staff Time	Children have responded positively to the wide range of clubs offered and demand has been high, often with waiting lists to join the clubs.	Orienteering training/support.

	children through increased opportunities in school and the wider community (See K11)			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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>Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible. Target PP pupils/least active.</p> <p>Provide opportunities for all pupils to challenge themselves through inter school sport where the pupils' motivation, competence and confidence are at the center of the competition.</p> <p>To participate in School Games competitions and other events. To</p>	<ul style="list-style-type: none"> <li>Attend a wide range of sporting events available to the school – e.g. KS2 cross country, Trinity year group specific events using funding to support transport.</li> <li>Arrange activities with other local schools to complete physical activities – e.g. Dance/forest school together.</li> </ul>	£363.45	<p>There has been an increase in the number of PP children accessing sporting/physical clubs. Children have enjoyed the events we have attended – we want to ensure we take part in more next academic year and have been disappointed when events have been cancelled.</p>	<p>Continue to access School Games 2023-2024. Work with the Trinity Pyramid to ensure the planned sporting competitions take place and are re-arranged if cancelled first time (e.g. due to bad weather).</p>

provide opportunities for pupils with SEND, the least active and the least confident to attend competitions, festivals and events. Enter external events to give pupils the opportunity to compete against other schools. To join with other local schools to enjoy physical activity.				
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Signed off by	
Head Teacher:	S Baker
Date:	10.7.23.
Subject Leader:	J Minto / S Baker
Date:	10.7.23.
Governor:	Rich Bone
Date:	22.7.23.