

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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£19,303
Total amount allocated for 2022/23	£19,004
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 38,307
How much (if any) do you intend to carry over from this total fund into 2023/2024	£1460
Total amount allocated for 2023/2024	£19,060
Total amount for 2023/2024	£20,520

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 2023.</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>	46%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
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

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:		
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:	
			58%	£11,870
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:
To provide free after school clubs to all children on North and South campus each half term run by teachers.	PE Lead to produce a child's voice questionnaire about the types of clubs that the children would like offered. Teachers to choose a 6-week block over the year to run an after-school club.	£1820 on PE equipment to run clubs 2 days cover for PE lead (admin, questionnaire, researched external providers)	PE lead to have completed a questionnaire with 2 children from each year group. Children's responses given to teachers and clubs set up. Have the children competed against each other in this sport? Could a competition be set up against another school? Write down the numbers of children who participated in this activity and who completed the 6 weeks.	All staff have now signed up to run a free after school club for the children. North Campus - Athletics club, Fun and Fitness club, Invasion games, ball games and Team games South Campus - Tennis club, Tri-Golf club, Flag NFL, computer skills. board games and Team games All clubs were well attended and children completed and enjoyed the 6 week club. Teachers to all sign up for clubs in September for the next year.
To promote and encourage children to be physically active and to participate in physical activity at play times and lunchtimes. (Minimum of 30 minutes per day).	1. Continue to monitor playtime equipment. 2. Produce Rota for KS2 children to use fixed goals/basketball net. 3. Ensure that moveable goals are available at play and lunchtimes in KS1.	1. £1000 2. AHT 3. LSA on duty who is in charge of getting equipment out to	1. Enough equipment is ordered so that the children can participate for 30 minutes of physical activity a day. 2. Each year group gets an equal opportunity to play	1. AL and TC monitored playground equipment and replenished when needed. 2. A Rota was produced and all children got a go at using the

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	<p>4. Ensure the continuation of zoned off play and physical activity areas for children – Playtime and lunch time.</p> <p>5. Monitor the interaction and engagement of teachers, LSA's and dinner team during play and lunchtimes.</p>	<p>ensure that goals go out in the morning and stay under the shelter ready for lunchtime.</p> <p>4. Monitored by SMDSA</p> <p>5. AHT's to monitor.</p> <p>3X MAST slots days</p> <p>£750</p>	<p>football/basketball.</p> <p>3. KS1 children are able to play football with proper goals to aim at.</p> <p>4. There are different areas set up to encourage a variety of activities for the children to participate in.</p> <p>5. Adults all demonstrate a positive role model at play and lunchtimes, taking part in games or refereeing football or large game settings</p>	<p>goals.</p> <p>3. The goals on North campus were secured next to the PE shed and were placed either on the playground or field depending on weather each day.</p> <p>4. Most days, zoned off areas were set up. This needs to continue to be monitored next year.</p> <p>5. A Rota was set up to ensure that all play areas and all children who needed support received the amount of adult support that was needed. Next year an adult needs to be allocated to referee a game of football as this was often an area of need.</p>
<p>80% of children to be able to swim 25m by the end of KS2 using a variety of strokes.</p> <p>Every child to be able to perform simple life saving skills.</p>	<p>Year 5 children will receive swimming sessions paid for out of school budget. Intensive swimming for year 6 children in summer term. Paid out of the Sport Premium money. Swimming coaches and teachers to assess how many children can swim at the beginning of the sessions.</p>	<p>£1000 including the cost of the coaches.</p>	<p>80% or higher are able to swim 25m using a variety of strokes. Each child can perform simple life saving skills. Swimming coach to assess how many children can achieve swimming criteria by the end of the sessions.</p>	<p>37% of children able to able swim 25m</p> <p>46% of children able to use a variety of strokes.</p> <p>46% of children able to perform simple life saving skills.</p> <p>Next year a greater amount of the Sports Premium money will be spent on swimming lessons to ensure that a larger number of children achieve the recommended level of swimming ability.</p>
<p>To provide targeted activities or support, encourage and motivate the least active/able children to participate in extra physical activity.</p>	<p>Club run at lunchtimes by Mrs Leach (PE lead) on North Campus. Children chosen by class teachers. (Children who are less active or confident and children who find co-ordination and skill challenging or children with weight or obesity issues). Assess key skills of each child before starting club. Ask the children – What they like about sport,</p>	<p>£300 for equipment</p>	<p>Reassess the skill of each child at the end of the term's sessions. Have they improved in skills, effort and determination? Are the children's responses to the questions more positive? Write down the % of children who entered the club and the % of children who completed the club. Do the teachers notice any</p>	<p>This will begin in the summer term.</p> <p>30 children participated in 30 minutes of extra exercise per week. Children were selected by the class teachers. Children who were less active, struggled with co-ordination or those who did not</p>

	how much they enjoy sport and why. Write down the number of children participating.		improvement in PE lessons? Summer term.	always enjoy PE said that they really enjoyed the club and felt more confident towards PE by the end of the term. The club was run at maximum capacity and there was a waiting list to join. (Evidence of children's quotes in shared resources).
'Forest schools' - To provide opportunities to motivate disengaged children through outdoor physical activity and controlled risk taking	School staff facilitate sessions in order to gain experience and broaden outdoor learning opportunities for all children	£7000	Increased levels of engagement in outdoor activity. Children learn new skills and are able to risk assess new situations.	Forest schools has begun on South Campus and is designed for the children in the Penguin room to get them outside and active. The outside learning that took place was more inspiring for the children who attended. These children often found learning tricky to fully participate in, but fully engaged and enjoyed the Forest School learning. In the Summer term all year 3 children participated in Forest school activities, engaging in outdoor games, safe risk taking and team building.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3.7% £776
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:
To train new year 6 sports leaders to support KS1 at play times and to refresh the skills of the sports leader in year 6.	To train year 6 children. Explain the role and responsibilities required to be a sport leader and ask for volunteers. Purchase Sports Leader Badges, vests	£640 2 and a ½ days of cover for PE lead to develop (1 day per term)	Numbers of children trained. Number of days offered a week. Average number of children engaged on North Campus at playtimes. Take photos of evidence.	There was a very large uptake for the role of play leader. Children have now been trained by AL and understand the

	and caps.	£64 £72		expectations. A different 5, Year 6 children (Sports leaders come across to North Campus every day to eat with the children and then to support children to undertake and enjoy physical activity at lunchtimes. The Sports Leaders were fantastic role models for the younger children and were all able to include, encourage and motivate children to be more active. (Evidenced - Quotes from the children about the Play Leaders found in shared resources).
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.7% £1584
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:
All children to be able to take part in 2 hours of high-quality PE lessons per week	To upskill teachers, with a focus on the ECT's and newly appointed teachers. To ensure that we are effectively delivering high quality PE lessons across the school. PE Lead to check that every class is following the PE yearly overview and that each class receive 2 hours of PE a week. (Also check Child Voice questionnaires).	6 days cover to observe and support teachers £1,584 (based on daily rate of £264)	ECT's and newly appointed teachers will complete a questionnaire about their skills levels in teaching PE. PE Lead to work with identified teachers looking through planning and discussing ideas. Then PE lead will observe a lesson to check the quality of the delivery and will decide if any more support is needed.	2 children from each class Y1-Y6 have completed a questionnaire. AL worked with ECT to support and improve PE teaching, giving guidance on how to implement a good level PE lesson as well as making the lesson fun and exciting for the children. 1-1 support was given to demonstrate how to

				achieve the best control and teaching whilst taking part in outdoors PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12.2% £2500
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:
Lunchtime sports club offered to children who find participating in physical activity challenging due to poor skills or co-ordination or due to weight or obesity issues.	Appropriate children will be identified by class teachers with a few children chosen as good role models	MAST £500	Reassess the skill of each child at the end of the terms sessions. Have they improved in skills, effort and determination? Are the children's responses to the questions more positive? Write down the % of children who entered the club and the % of children who completed the club. Do the teachers notice any improvement in PE lessons?	To begin in the Summer term. 30 children participated in 30 minutes of extra exercise per week. Children were selected by the class teachers. Children who were less active, co-ordinated or those who did not always enjoy PE said that they really enjoyed the club and felt more confident towards PE by the end of the term. The club was run at maximum capacity and there was a waiting list to join.
To introduce a broad range of after school clubs. Makaton Specialist - From Pompey In the community	To create a yearly overview. All teachers to sign up for a 6-week block, teaching a chosen sporting activity/club.	£2000	A range of club are offered free of charge to the children. % of children taking part in sports clubs will grow significantly.	The Makaton Specialist had a positive impact on engagement for a range of children with up to 45 children attending on a weekly basis. A group of 12 children had the opportunity to perform at another local school and to take part in an inclusive

				sports day.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18.4% £3790
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 to incorporate a competition in one PE area each term. The 2 classes in the year group to compete against each other to experience winning and losing.	Teachers to look at current planning and to make changes so that each PE unit taught has a competitive activity/competition at the end.	7 X MAST £2,000 (£210 from school budget, £1790 from Sports Premium).	Every child has taken part in a competition each term and has had experience of winning or losing. Trophies are awarded by the Heat Teacher during Celebration assembly.	Competitions have successfully been incorporated into termly competitions in year 1-4 and year 6. Year 5 are struggling to complete competitions due to behaviour in the year group. Competitions were not undertaken in the final term due to already having sports day. Competition needs to continue to be a focus in the next academic year. Teachers will need to focus on mixed age group teaching and adapt the planning to meet the needs of all children so that they will participate fairly in class lessons and in competitions.

Houses named after submarines through a student and staff vote to boost participation and competitiveness in sport. To also promote teamwork and collaborative learning through belonging to a house whilst raising the role of PE in the school community.	Create form for voting from a selection of submarine names – AL Share intent with school community in a staff briefing	MAST – internal cover £2000 House names t-shirts	Students and staff encouraged to actively participate and support their teams in receiving points which are announced in weekly assemblies. Boosted morale, teamwork, collaborative learning. Promoted healthy competition, motivated students to perform their best and built lasting camaraderie among peers.	To move over to electronic recording of house points, to be included on the school website, updated weekly, in half termly school newsletter, house rewards to be sports related.
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Signed off by	
Head Teacher:	Miss A Cripps
Date:	Autumn 2023
Subject Leader:	Mrs A Leach
Date:	Autumn 2023
Governor:	Mr Clark
Date:	Autumn 2023

Signed off by	
Head Teacher:	Mrs S Kohli
Date:	Summer 2024
Subject Leader:	Mrs A Leach
Date:	Summer 2024
Governor:	Mr Clark
Date:	Summer 2024

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

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