

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£
Total amount allocated for 2023/24	£
How much (if any) do you intend to carry over from this total fund into 2023/24?	£
Total amount allocated for 2023/24	£
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£

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 as best you can. 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>	70%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	84%
<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

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: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					%
Intent	Implementation			Impact	
Staff learn new skills and gain understanding in weaker curriculum areas such as dance, gymnastics, orienteering and new sports	Purchase high quality CPD for staff (enrich, school sport coach) including focused courses and alongside coaching/observing	£		Staff implement new learning in lessons and pupil attainment and enjoyment increases	Learning is embedded through use and then shared through coaching model
Staff have the resources readily available to plan and provide quality sessions for pupils	Purchase quality planning and knowledge resources that all staff can access	£		Staff use the planning to provide quality lessons to pupils that improve outcomes and attainment	Learning is embedded and then built on to become self directed and built into muscle memory
Increase involvement of all staff in activities at break and lunch times	Regular sessions on games and activities and ways to motivate and inspire pupils at break and lunch times	£		Pupils are active at break and lunch. Staff are involved in the development of activities	Staff share ideas in meetings and these are then used in different classes
Key indicator 2: 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					Percentage of total allocation:
					%
Intent	Implementation			Impact	
Ensure pupils have access to a varied range of equipment at break and lunch to allow them to be active	Purchase balls and play equipment, cheerleading equipment and more large parts equipment	£		Pupils are active during play time	Pupils know the routine at break and have a range of activities to ensure involvement
Pupils know and understand the expectation of 30 minutes of activity and can monitor self/support each other	Purchase timers, step counters and develop use of play leaders to support activity involvement	£		Pupils are self regulating, monitoring and supporting each other	Pupils can share ideas about how to be active

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Pupils and staff recognise and understand the link between well being and physical exercise and the importance of a healthy and active body	Build sessions and learning into PSHE and THASP sessions and Assembly to recognise, focus on and celebrate activity and healthy actions	£	Pupils know and can talk about what they do to be active and recognise the positive effects	Pupils start to build activity into their own day
Celebrations, rewards, leaderboards for activities are a regular feature of the school week and celebrate effort and involvement	Certificates, trophies, medals and Postcards for involvement Prizes for classes and individuals who are active	£	Pupils know what they have done well, can recognise improvement and can share their successes	Pupils are able to self regulate and monitor their activity levels
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Introduce a range of different sports and activities to pupils that we don't or can't offer in curriculum PE so that pupils can try new skills	Work with Enrich, Judo Education and other coaching companies to provide sessions for pupils to experience a new activity	£	Pupils know new sports and activities, have basic skills and understanding and some will develop and interest at a higher level	Introduce into school curriculum or extra curricular activities or sign post pupils to clubs
Introduce pupils to clubs and providers to deliver a range of new sports	Invite visitors to discuss and demonstrate new sports to pupils	£	Pupils join local clubs and extend their skill level in an activity	Pupils share information with friends and they also attend
Pupils experience real live sports events	Take pupils to Womens Football, local events Purchase family tickets and give as an incentive or prize to a family	£	Pupils experience the joy of live sport	Families start to attend together

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Pupils will take part in competitions in and outside of school	Join Mathew Reid competition structure for inter schools competitions Set a schedule of intra school events and build time for classes to compete and also for mixed groups Trophies and certificates purchased for intra school competitions	£	Pupils will experience competition, meet new students and some children will experience a new level of success	Staff set up own competitions Pupils set up mini yard competitions
Staff able to transport pupils to events	Staff trained to drive a minibus	£1500	Staff are trained and able to take pupils to events	More people mean that more can be done for pupils
Pupils make new friends through sport and activity and this can also support the wider curriculum offer	Set up a MAT competition structure of events. Pupils can also use lesson time to write about events or link with other MAT classes		Pupils meet new pupils of same age and develop a range of social and curriculum skills	The MAT develop a model for the continuation of the structure

Signed off by	
Head Teacher:	M Kenneway
	1 st September 2023
Subject Leader:	A Catherall
Date:	
Governor:	
Date:	

Created by:



Supported by:



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

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