

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	£18310
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17810
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17800

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>All children in Years 3, 4, 5 have received swimming lessons in the past year. Year 3 received 2 full terms worth of sessions. Whilst years 4 and 5 received one term each.</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>	<p>80%</p>
<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>	<p>65%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>65%</p>
<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>	<p>Yes/No</p>

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: 17800		Date Updated: July 2023	
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: 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?:	Sustainability and suggested next steps:
To improve general fitness of all pupils and mental well-being. To follow the National Curriculum and to be ambitious to go beyond its minimum requirements. To lead healthy and active lives by participating in daily exercise and eating health. Pupils are actively involved in a range of sports and are physically active for sustained period of time.	<p>Increase the number of children walking to school/active travel. Provide incentives for children and families who actively travel to school. Devise a travel plan. PE is planned into the weekly timetable for a minimum of 2 hours a week. (Including extra PE lessons, sports lunchtime and after school clubs). Forest School sessions are designed to encourage physical movement including 20 minute warm up games dedicated to physical activity. The PE Curriculum is carefully designed to ensure pupils learn the components of knowledge, and Daily lunchtime clubs to be delivered to all pupils weekly. Access to high quality coaching and resources during after school clubs ensuring access for all.</p> <p>To teach the same skills in different contexts across the school using</p>		<p>£100 – travel campaign</p> <p>£1500 – Forest school provision</p> <p>£1500</p>	<p>100% of pupils move for 30 minutes per day. 100% of pupils walk a mile every day. Monitoring of timetable shows that morning ‘active’ sessions are taking place in class and pupils are given more opportunities to learn outdoors in a range of subjects. High level behaviour issues continue to reduce. Hands up surveys show that more families are actively travelling to school by walking, scooting or cycling - (increase of 7%).</p> <p>All planned PE sessions are fully resourced. Improvement in co-ordination and balance. Improvement in Social and Emotional Development.</p> <p>Pupils develop their metacognition in applying skills across all their</p>	<p>Funding used: £1600 Continue with: • Daily Mile • Encouraging active travel • Active English and maths sessions</p> <p>Next steps: identify levels of fitness and increase either speed or endurance for different ability groups. Continue to map the access of sports for all children within school and their participation across all activities.</p>

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	Commando Joe character traits- RESPECT to promote kindness and school games values.		learning. The PE lead to report on progress to link governors and to produce an end of year PE Summary Impact Report.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 23%
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>Delivery of consistent and engaging programme of a progressive PE lessons using a board range of different sports to develop physical skills, as well as developing the whole child.</p> <p>All pupils participate in daily mile and use it as an opportunity to develop mental well-being.</p> <p>Daily lunchtime activities are themed, offering a wide range of sporting opportunities</p> <p>Key Stage 1 pupils to develop riding skills, including core strength and by using balance push bikes. Bikability sessions to be completed by Year 5 to ensure pupils can ride bikes and learn road safety</p>	<p>Subscribe to PE Hub. The subscription to PE HUB will allow pupils to benefit from consistently effective planned PE from all staff.</p> <p>A new programme developing year 6 sports leaders to inspire all pupils to lead healthy active lifestyles.</p> <p>Sports leaders to also run fun raising sports events.</p> <p>Focus on raising engagement of pupils to attend at least 2 inter school competitions or festivals. Suitable events will be selected for individual pupils to match their skills, confidence, and mental wellbeing. Termly sports updates in Parent Newsletters</p> <p>Celebration Assemblies Have visits from local inspirational sports representatives and pupils are regularly celebrated for sport</p>	<p>£600</p> <p>Subscription to PE HUB</p> <p>Engage further with ESSP on leadership programmes for pupils</p> <p>ESSP Affiliation fee £3000</p>	<p>Children are confident to try a range of different sports Development of self-esteem, confidence, and physical fitness Children understand their own strengths and weaknesses. Children can identify the strengths and weaknesses of others and provide feedback in a polite and conscientious way.</p> <p>Children have taken part in a wider range of inter- and intraschool competitions and festivals. Sports leaders are developing new activities and events that the whole school can take part in Increased participation of whole school walks Sport events are reported in termly communication celebrating successes and achievements..</p> <p>Sporting achievements celebrated on social media platforms</p>	<p>To continually promote the school and look at the feasibility of using controlled social media Rewards system based on values Celebration assemblies Children develop sports leadership in organising events</p>

	Bikeability sessions for KS1 / Year 4 and year 5	£600		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	22%

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?:
Develop confidence and expertise in delivering all PE subjects for all staff teaching PE and Sport. Whether the are delivering PE lessons, School Sport or Physical Activity sessions, staff will use consistent, planned themes and language. Achieve School Games award – Gold Achieve a Quality Mark for PE	<p>All staff to have access to, and use PE hub resources for curriculum planning, delivering sessions, assessment and evaluation.</p> <p>We aim to achieve gold award for 5 consecutive years so that we can apply for Platinum Award.</p> <p>Subject leader to apply for Quality mark for PE celebrating what we do well and scrutinising any areas for develop within the curriculum we provide.</p> <p>Staff are more confident to teach outdoor learning and plan engaging sessions for lunch time activities. Each year there is a different area worked on to skill up the teachers. Assessment of learning information</p>	<p>£250</p> <p>(£1500)</p> <p>BACT teacher CPD and curriculum enhancement £2500</p>	<p>Sustainability and suggested next steps:</p> <p>Use tracking to identify following years focus on skill level</p>

	can be used to monitor percentage of pupils achieving mastery of key skills (expected level). The school has a new assessment scheme of PE which is being implement at the end of each term/block of lessons. Use tracking to identify following years focus on skill level Created by: Supported by: Offer CPD for subjects Teachers Questionnaire to identify which areas staff would benefit from CPD			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30%
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:
Additional achievements: To ensure pupil are given extra opportunities to participate in a range of different sports through inter- and intra-school competitions.	Year 6 pupils to visit the Briars on a two day residential. (This is an annual event which includes visits to the heights of abraham and tramway museum combining opps for local walking and exploration of natural areas Annual PE survey is used to identify the sports which the pupils would like to try.	£200	Children will to 'have-a-go' at new things. Creating links with local community. Introduced new sports into PE lessons such as handball. Greater success in sports such as athletics – came second in ESSP eventt. Participation tracker to show levels of participation in extracurricular clubs, and attendance at external sports	Pupil feedback. Progress to be reviewed termly, planning next steps and monitoring The PE lead to be supported in doing this. The pupil pathway and the character curriculum ensures there are physical and sporting opportunities for pupils to achieve. Commando Joe will continue into the next academic year. Ensure there are taster sessions for

	<p>The PE lead to work closely with ESSP to select tournaments and sporting opportunities for all pupils to participate in Sports Coaches at lunchtime and after school clubs will continue to offer sporting opportunities for all age groups.</p> <p>Curriculum mapping links physical activities to other areas of the curriculum for example, to school trips and Forest Schools. Recent examples Year 4 visiting Cresswell Craggs Mines and Year 6 completing a local walk during their staycation</p> <p>Water safety talks are delivered to all Key Stage Two pupils. Year 4 pupils receive Water safety training during lessons. Go on well-being walk and incorporate water safety elements by role playing situations identifying risks and planning for safe responses. (The local area has many water areas and reservoirs).</p>	<p>BACT - £2000</p> <p>Specialist Coaching – swimming - £4400</p> <p>Dance teacher - £800</p>	<p>and physical activity clubs. This will form part of the action plan in the following year</p> <p>Pupils have participated in a wide range of inter and intra school activities which have included: • Cricket • Rugby • Netball • Football • Swimming • • Dance • Cycling • Nerf • Dodgeball • Basketball • Boys and girls football / gardening / Running</p>	<p>pupils to access clubs. Review FSM and PP provision to ensure lessons for planned for and lessons facilitate full engagement for all pupils.</p> <p>Ensure water safety forms part of the S175 annual safeguarding audit</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 10%
Intent	Implementation	Impact		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
To ensure pupils are aware of a range of different sports providing opportunities to try them.	<p>To subscribe to ESSP School and Sports Partnership affiliation (To ensure the school has access to competitiveness inter sports activities). Continued promotion of local sports clubs. Good take up of all sports outside of school by pupils. (Celebrated at weekly Achievement Assembly).</p> <p>PE Lead to review the selection of competitive sport and festival events. To attend local sports competitions to work alongside and compete against other local schools.</p> <p>All pupils in KS2 are given the opportunity to compete and represent the school.</p> <p>Pupils from Year 1,2,3 and 4 all to attend local sport festivals, where they work with and against other local schools. Festivals give experience of taking part in organized sporting events at a different venue (local High School). Continue to increase links with BRS our, local trust feeder High school.</p>	£3000 (links to other KPI's)	<p>All Year 5/6 pupils take part in at least one competitive event with more than 90% being involved in all events.</p> <p>All pupils to take part in House Days sports events, including multi sports activities.</p> <p>Work collaboratively with children from other schools and take instruction from sports leaders from local High Schools.</p>	Plan future events and opportunities. After school clubs are planned to prepare pupils and teams for competitions. Monitor progress. Increase independence in organising play sessions.

Signed off by	
Head Teacher:	Marie Dyche

Created by:



YOUTH SPORT TRUST

Supported by:



Date:	27.07.23
Subject Leader:	Chris Halliday
Date:	27.7.23
Governor:	Katie Bentley
Date:	27.7.23