

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 2021/22	£ 5,549.73
Total amount allocated for 2022/23	£ 18,550
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1319.35
Total amount allocated for 2022/23	£ 17230.65
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17.239.65

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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	65%
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	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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

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: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Our school's focus is to empower and equip all staff with necessary confidence, knowledge, and skills to excel in the teaching of PE and sport, fostering a culture of growth and excellence.	Staff survey to find current levels of confidence.	£0	From data gathered teachers showed they were more confident delivering PE sessions once they had used the Complete PE CPD tools.	To survey again and improve on areas where teachers feel less confident.
	Staff training using Complete PE CPD and training opportunities provided by the DSSN.	£1740 (Complete PE annual membership) £1538 (DSSN annual membership)	From data gathered teachers showed they were more confident delivering PE sessions once they had used the Complete PE CPD tools.	To keep promoting the staff CPD, and utilize opportunities for staff to upskill.
	Observations of staff teaching.	£0	Comparing data gathered from staff survey and observations allowed conversations to happen with teachers who didn't feel; confident in a teaching a skill, but were actually teaching it well and vice versa.	To continue observing PE lessons.

	Pupil survey about PE lessons.	£0	Children's responses have shown that they feel like they are receiving higher quality PE lessons and are learning more after staff had undergone CPD and training.	To continue to use pupil voice survey's to gather data on effectiveness of PE lessons.
	Training of MSA's to lead sports and active games at lunchtimes using DSSN training.	£1538 (DSSN annual membership)	Lunchtimes are now more active and pupil survey's/pupil voice has shown that more children are now engaged in physical activity at lunchtime from 34% to 78% of children. Using pupil surveys allows us to see that more children are taking part in physical activity at their lunchtimes.	Continue to upskill MSA's and keep track of children engaging in physical activity at lunchtimes, keeping the percentage of active children as high as possible.
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: 58%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Promote and encourage the engagement of all pupils in regular physical activity, aiming for at least 30 minutes a day.	Training of MSA's to lead sports and active games at lunchtimes using DSSN training.	£1538 (DSSN annual membership)	Lunchtimes are now more active and pupil survey's/pupil voice has shown that more children are now engaged in physical activity at lunchtime from 34% to 78% of children. Using pupil surveys allows us to see that more children are taking part in physical activity at their lunchtimes.	Continue to upskill MSA's and keep track of children engaging in physical activity at lunchtimes, keeping the percentage of active children as high as possible.

	A variety of free after school clubs for children.	Game on after school coaching £9313.60	After school club opportunities are provided for all children, but particularly for those that do not achieve much physical activity outside of school (data gathered from pupil and parent surveys). More pupils are now taking part in at least 30 minutes of activity each day.	Continue to provide after school clubs that allow children that do not take part in at least 30 minutes of physical activity a day to access.
	Lunch and break time equipment provided to allow physical activity to take place.	Sports Equipment + storage £719.98	Pupils now have the opportunity to play active games either led by an adult or independently at break and lunchtimes.	Continue to maintain and provide equipment at break and lunchtimes.
	Lines painted on field to allow games to be played.	£0	Pupils now have the opportunity to play active games either led by an adult or independently at break and lunchtimes.	Continue to maintain and provide equipment at break and lunchtimes.
	Training, from DSSN, of sports leaders to run games at lunchtimes.	£1538 (DSSN annual membership)	Sports leaders now lead active games at break and lunchtimes, based on what their peers what enjoy doing, meaning more children are involved.	Continue the training of sports leaders to allow this to continue.
	DSSN assembly on the importance of being active.	£1538 (DSSN annual membership)	Children are made aware of the impact of healthy choices and lifestyle on their own health and wellbeing.	Assembly and awareness of the importance of activity should be continually highlighted.

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:
	0.31%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
The intent is to elevate the profile of physical education and sport throughout the school, using it as a comprehensive tool for overall school improvement.	Celebration assemblies held that highlight sporting performances in and outside of school.	Certificate and awards £54.25	Pupils are celebrated and there for motivated to be active and take part in sports, both competitively and non-competitively.	Continue the celebration of sporting endeavors in assemblies.
	Sporting achievements celebrated in school newsletters.	£0	Pupils are celebrated in newsletters which shines the positive light on their performances and inspires others.	Continue the celebration of sporting endeavors in newsletters.

	Sports day for whole school	£0	<p>Children are given the opportunity to represent their school and their houses along with competing for themselves, this is something all children take part in. All children can experience the positive effects of teamwork, communication and exercise, even if they do not usually take part in such events.</p> <p>Celebration of winning teams and individuals is done to reward the hard work of participants. With additional awards for sportsmanship, teamwork and other important aspects of sports.</p>	Continue using sports days to promote the importance of sport across the school.
	Intra-school active competitions.	£0	<p>This promotes and highlights activity and reinforces the positive effects of active lives.</p> <p>This provides equal opportunities to all children, as the competitions involve a wide range of skills e.g. skipping, speed stacking, accuracy tasks and more.</p>	Continue to run such events and celebrate in assemblies.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

The intent is to foster a diverse and inclusive environment by providing a wide range of sports and physical activities to cater to the interests and abilities of all pupils, promoting physical health, teamwork, and overall wellbeing.	Use of Complete PE planning in order to help teachers teach a variety of sports and activities they may not have done independently.	£1740 (Complete PE annual membership)	Pupils receive a wide variety of sports in their PE lessons. Using pupil surveys also allows us to see what the pupils do and do not enjoy in their PE lessons, allowing us to create a tailored PE curriculum for each year group and class.	Continue the use of complete PE to allow teachers to teach high quality lessons of a wide variety of sports.
	Use of after school sports coaching to provide a variety of sports and games in their clubs.	See previous game on costs	Pupils are given the opportunity to attend clubs they would not otherwise attend. It allows them to experience sports they have not done before. Use of pupil survey has allowed us to provide some clubs they would like to try balanced with clubs not many have tried.	Continue to provide after school clubs, taking into consideration what sports children already do and what they would like to do.
	Use of local school pool to teach children how to swim.	£2132 Swimming hats £366.40	Using child and parent surveys has shown a low number of children in the school are able to swim competently and safely, meaning it is vital that children are offered the chance to learn and given this experience.	Continue to target children who have limited swimming experience and provide all children with equal opportunities to learn how to swim and be safe in the water.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear on	Make sure your actions to achieve	Funding	Evidence of impact:	Sustainability and suggested

what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	are linked to your intentions:	allocated:	What do pupils now know and what can they now do? What has changed?	next steps:
The intent is to devise effective strategies that foster increased pupil participation and engagement in competitive sport.	After school and lunchtime clubs that take part in and host both intra and inter school competition.	Game on lunchtime costs: £1260	Pupils are given the opportunity to attend clubs they would not otherwise attend. These clubs offer competitive opportunities, with the values of good competition at their heart. Clubs such as the girls football lunchtime club introduced many girls, who told us they were too nervous to join in with the boys, the opportunity to start playing competitive football. Many of these girls then joined the after school mixed club, and some have since gone to join football clubs externally.	To ensure opportunities are provided for children who have not before experienced competition in sport.
	MSA's and sports leaders leading competitive sports and games at break and lunchtimes.	Equipment Chalk £4.96 Sports leaders badges £51.36	Lunchtimes are now more active and children are given the opportunity to have competition in their activity.	Continue use of sports leaders and MSA's to encourage competitive games at lunchtimes.
	Inter key stage competitions at the end of PE blocks.	£0	Children get to use the skills they have been taught in competition, and are also provided with the 'team' experience, representing their class.	Encourage the use of these competitions even more in the following year.

	Promotion and celebration of children that have competed in sport outside and inside of school.	Certificates and ribbons £50	Children are recognized in assemblies and in newsletters for their sporting achievements.	Continue this recognition and celebration.
	Assemblies on the value of competition and the behaviors necessary to have good competition.	£0	Children are taught about the importance of fair play, why competition is important, and how to learn something from competition no matter the result.	Continue the education of why competition is important and how we can learn from it.

Signed off by	
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