

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	£0
Total amount allocated for 2022/23	£17,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£6375.32
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£11,424.68

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	85%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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: 10.4%
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:
Children having a broad curriculum, developing their physical literacy. Development of skills from EYFS to LKS2. Applying skills to sports in KS2.	EYFS teacher attending training day for developing boy's literacy through physical development. CPD for staff on physical development taking place. Continuation of Get Set 4 PE scheme, providing teachers with more confidence to deliver PE lessons. PE lead training and conference.	£1860	Teacher voice surveys. Pupil voice surveys. Competing in a wide range of competitions and sports festivals.	Continuation of Get Set 4 PE scheme, providing teachers with more confidence to deliver PE lessons. Subscription ends in March 2024. Training for OPAL scheme being adopted in Autumn term 2023.

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:
				10.1%
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:
Ensuring every child takes part in at least 30 minutes of physical activity.	<p>A range of resources being shared with class teachers – imoves, gonoodle, cosmic kids.</p> <p>Active lunchtimes and break times – ensuring classrooms have resources to be active within their time outside and ensuring that this is replaced when damaged.</p> <p>Use the Active Lives survey created to plan activities for children across the school.</p> <p>Directed interventions from PE lead for children who are less active.</p> <p>Inter house competitions within the school.</p> <p>After-school clubs and lunchtime clubs ran by school staff. Active lunchtime activities.</p> <p>Implement a balance bike scheme and provide equipment for EYFS and year 1.</p>	£1799.68	<p>Increase in participation in competitions of children.</p> <p>Children getting further practice to develop skills learned in PE.</p> <p>Children in Year 5 and 6 able to participate in bikeability. EYFS and Year 1 learners gaining confidence to balance.</p>	The OPAL scheme to allow for more active lunchtimes and break times.

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:
				18.25%
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:
Extra-curricular activities open to a range of classes, developing relationships for pupils.	<p>Autumn and Spring term:</p> <p>Monday – Mixed Football</p> <p>Tuesday – Lunchtime – Girls football, Afterschool – Multisports</p> <p>Wednesday – Afterschool – Tennis</p> <p>Thursday – Afterschool – Table tennis, Football</p> <p>Friday – Afterschool Football</p> <p>Summer term:</p> <p>Monday – Rounders mixed (ks2)</p> <p>Tuesday Afterschool – Multisports</p> <p>Wednesday – Afterschool – Tennis</p> <p>Thursday – Afterschool Football</p> <p>Friday – Afterschool Football</p>	£3,250	<p>Learners have been taught a variety of skills, which align to areas that have also been covered within their PE lessons.</p> <p>Increased participation in a number of sports.</p>	<p>Netball club to be run externally as coach will be leaving in the summer term.</p> <p>Sports clubs already ran by external clubs are due to continue.</p>

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				11.8%
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:
<p>Giving the children experiences to participate as well as compete in a range of sports and physical activities.</p> <p>Providing a pathway for children to join sports clubs outside of school.</p>	<p>Quidditch tournament - September 2022</p> <p>Healthy Living week where we had coaches in from multiple clubs and companies to deliver a wide range of sports and physical activities. These included; rock climbing, Boccia, Kurling, Mini Golf, Martial Arts, Netball, Dodgeball, Fundamentals and football.</p> <p>Gaelic football coach came in to deliver high quality sessions for our Year 4 and 6 classes for 6 weeks.</p>	£2100	<p>In pupil voice surveys, learners have highlighted how much they have enjoyed participating in such a wide range of physical activities.</p> <p>Parents have highlighted that their children would be interested in taking up the new sport and the parents have been sign posted to clubs.</p>	Continuation of healthy living week.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13.6%
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:
Giving opportunity for learners to participate in a wide variety of competitive sport.	Pupils attending a wide range of festivals and competitions including; <ul style="list-style-type: none"> • All- Britain Gaelic Football Championships (Year 5 and Year 6) • Cross-Country (Year 3-6) • Athletics festival – Year 2 • Mini Olympics (Year 1, Year 4) • Football tournaments (Year 3-6) • Tag rugby tournament (Year 5 and 6) • Mixed football league (Y3-6) • Girls football league (Y4-6) • Girls Netball (Y3-6) 	£2415	In pupil voice surveys, learners have highlighted a strong interest to compete in sports. Learners have developed a better understanding of teamwork, how to deal with losing and how to use sportsmanship within a variety of sports.	Renewal of DSSN membership.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Epower

Date:	14/07/23
Governor:	
Date:	