

# 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](https://www.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. **All funding must be spent by 31st July 2023.**

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	£1478
Total amount allocated for 2021/22	£19,890
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5250.97
Total amount allocated for 2022/23	£12,098/£8,641 = £20,739
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,966.03

## 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><b>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</b></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><b>N.B.</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 2022.</p> <p>Please see note above</p>	24%
<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>	31%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	20%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2022/23	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation: %	
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 ensure the engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles and the improvement of the health of all children in school.	<ul style="list-style-type: none"> <li>➤ PE lessons timetabled for entire school to ensure sufficient time and coverage.</li> <li>➤ Specialist PE coaches employed to deliver sessions alongside teacher as CPD opportunities.</li> <li>➤ Competition opportunities regularly provided to a range of children</li> <li>➤ Afterschool multi-skills lessons available to all children throughout the school</li> </ul>	<p>£ £8465 PECo Schools (Healthy Active lifestyles)</p>	<p>Teachers are becoming more confident with teaching PE and all children are getting regular physical activity.</p> <p>We were awarded Gold for the School Games Award after providing evidence meeting all the key indicators.</p>	<p>Continue with PECO coach providing CPD for all teachers. These CPD sessions to be reduced to 1 day, therefore meaning each teacher will still receive one half term of CPD.</p> <p>Dance specialist to provide dance CPD for all teachers. Every teacher to receive the CPD throughout the year.</p> <p>Continued SHAPES membership to engage in regular competitions.</p>
To ensure that children are kept active during breaks and lunches and in classes between lessons.	<ul style="list-style-type: none"> <li>➤ Provide appropriate and engaging sports equipment for children to use during breaktimes. This will ensure</li> </ul>	<p>PE Equipment £464.34</p>	<p>Children are enjoying playing with PE equipment at break times and lunchtimes, as well as having a broader range of PE</p>	<p>Due to the loss of PE equipment, year groups are to be re-allocated a box of equipment that they use during</p>

Created by:



Supported by:



<p>Provide children across KS1 and KS2 with the opportunity to engage in less common sports such as yoga.</p>	<p>high levels of activity also promoting good behaviour, as time will be more structured.</p> <ul style="list-style-type: none"> <li>➤ Dinner time staff to receive sports training</li> <li>➤ Football matches to be set up during KS2 dinner times – teams to be established.</li> <li>➤ Sports ambassadors to provide a range of activities at breaktimes for younger year groups.</li> </ul> <ul style="list-style-type: none"> <li>➤ Yoga sessions organized for children in Year 1 and Year 3</li> <li>➤ Choose a variety of competitions each half term to provide the children with different opportunities</li> <li>➤ Sports coach to run a 'Multi Sports' after school club on a Monday and Thursday.</li> <li>➤ Trial of a Self defense and confidence class with Year 6 children, in preparation for high school.</li> </ul>	<p>Yoga £1665 37 sessions</p>	<p>equipment to use during lesson times.</p> <p>Children are enjoying active breaks between lesson times, increasing the concentration in other lessons.</p> <p>Sports ambassadors trialed the establishment of games/sports at breaktimes for Year 3/4 – children thoroughly enjoyed the structured activities, as well as helping with the reduction of behaviour issues.</p> <p>Children have enjoyed taking part in yoga lessons – allowing them to engage in and experience a new setting in PE.</p> <p>Children have also enjoyed a variety of different competitions they have been offered throughout the year. They have learnt new skills and been given new opportunities to learn new sports and find a sport that they love and can truly engage in.</p> <p>All year groups have had the opportunity to take part in a Multi Sports after school club, providing the children with the opportunity to try different sports and practice different</p>	<p>breaks and lunch times.</p> <p>Look into the Active Mile track for the next academic year.</p> <p>Continue to provide games outside during breaktimes that are run by sports leaders encouraging further physical activity. Create an activity chart – per class. The class which completes the most activity will receive a reward each half term.</p> <p>Continue with yoga – look at targeting younger children.</p> <p>Consider different ideas of specialists for after school clubs e.g. Self defense and confidence classes.</p>
---	--	-----------------------------------	--	--

			skills.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Encourage positivity and a 'can do attitude' within students. Learning how to speak to each other confidently can break many personal boundaries whilst reinforcing confidence and self-worth.	<ul style="list-style-type: none"> <li>➤ SHAPE competitions inclusive of all children, a range of levels provided: celebrate, inspire and aspire.</li> <li>➤ PECO focus groups – children who need to enhance confidence, motor skills, team work etc.</li> </ul>	SHAPES enhanced membership £950	Children and teachers have a more positive outlook on PE lessons because of the inclusive scheme. Children also see sports in a more positive manner due to the range of abilities who access the competitions.	Continued shapes enhanced membership
Use a PE scheme that is not based on Sports to raise pupil engagement and so everyone can achieve.	<ul style="list-style-type: none"> <li>➤ Real PE scheme – continue to establish – focusing on skills as opposed to sports, in particular.</li> </ul>	Real PE membership £2290	Pupil engagement has increased incredibly, with this non – sports-based scheme all children can access the learning and find a suitable level of learning for themselves.	Continue Real PE scheme use Start dance CPD with a dance professional to raise the profile of dance in order to further raise pupil engagement.
To use PE as a means to support emotional well-being.	<ul style="list-style-type: none"> <li>➤ Yoga sessions arranged for target year groups to encourage and support emotional wellbeing. Yoga arranged for Y1 &amp;3.</li> </ul>	*Yoga Funding allocation accounted for above*	The children have enjoyed yoga sessions for both their physical and mental wellbeing.	Continue with yoga sessions with Reception to link to their CURIOSITY curriculum.
To raise the profile of PE and sport across school and in the community	<ul style="list-style-type: none"> <li>➤ Showcase PE scheme and competitions using the displays in the hall.</li> </ul>	Sports Day Equipment	Children have competed in intra school competitions giving them opportunities to try different	Continue with both inter and intra school competitions to make sure children have the

	<ul style="list-style-type: none"> <li>➤ Take part in competitions providing feedback to parents.</li> <li>➤ Raise the profile of Sports Day.</li> </ul>		<p>sports and compete against other schools.</p> <p>Sports Day is planned with changes from last year. Texts and headteacher updates have been sent to the parents to encourage parents to attend and support their children.</p> <p>Pictures from competitions and after school clubs have been shared with parents via Seesaw.</p>	<p>opportunity.</p> <p>Update the school website to showcase competitions and continue to share on Seesaw.</p> <p>Evaluate Sports Day and discuss any key changes required to increase the profile moving into the next school year.</p>
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 ensure staff are confident in their ability to deliver quality first teaching in PE.	<ul style="list-style-type: none"> <li>➤ Each staff member to benefit from PE specialist coaching sessions from 2 half terms per year. This will ensure staff can team teach with PECO Schools coach as a form of CPD.</li> <li>➤ Regular lesson observations to provide CPD opportunities.</li> <li>➤ Staff audit completed – training provided by PECO based on these findings.</li> </ul>	*PECo Schools Funding allocation accounted for above*	<p>Staff become more confident in the teaching of PE therefore delivery of PE lessons has improved.</p> <p>Staff had CPD provided according to their needs – therefore improving their overall confidence levels.</p>	<p>Continue with PECO coach using CPD approach - Teachers are to observe in the first two lessons of the half term and start taking the lesson over beginning with the warmup. By the end of the half term teachers should be teaching the lesson themselves, therefore demonstrating a level of progression.</p> <p>Start dance CPD for all year</p>

<p>To attend borough wide CPD opportunities</p> <p>To ensure progression of skills throughout KS1 and 2.</p>	<ul style="list-style-type: none"> <li>➤ PE Coordinator to make all staff aware of relevant CPD offered through SHAPES enhanced membership and signpost staff to relevant courses e.g. EYFS staff directed to early years CPD.</li> <li>➤ All staff are aware of the progression of skills map that has been produced by the curriculum lead thus ensuring ensured skills progression across KS1 and KS2.</li> <li>➤ REAL PE scheme as a potential new scheme to use across school (planning from EYFS-Y6 available)</li> <li>➤ Complete Gap Analysis each half term to address any gaps in learning and address accordingly.</li> </ul>	<p>*SHAPES membership Funding allocated above*</p> <p><a href="#">Primary PE Schemes of Work - real PE   Jasmine (jasmineactive.com)</a></p> <p>*RealPE membership Funding allocated above*</p>	<p>Borough wide CPD has enabled staff to engage in a wider range of opportunities – including tennis, football and PE conferences. It has allowed staff to work with a variety of schools and colleagues alike.</p> <p>PE leads have completed Early Excellence training to ensure they have a knowledge of the Early Years and therefore can see progression throughout school.</p> <p>Staff have focused on embedding Real PE this year. This has given them a scheme to teach quality PE lessons for all children – providing clear progression.</p> <p>Progression of skills shows clear consistency and progression from EY to Y6. Teachers have been able to gather the evidence for the skills and ensure that they are built on and not repeated. All evidence has been recorded on SeeSaw accordingly.</p> <p>Gap analysis shows there are few</p>	<p>groups.</p> <p>Continued SHAPES membership to engage in regular CPD opportunities for all staff members.</p> <p>Continue with Real PE training and make staff aware of other training.</p> <p>Real PE progression maps to be used, provide older children with the opportunity to understand their own progression and the corresponding levels of progression.</p>
--	--	---	---	--



			gaps when teaching PE and ones that are identified are recovered and addressed.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
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>To Increase opportunities for participation in sport for ALL our children regardless of age, ethnicity, gender or level of performance.</p> <p>To enhance the range and quantity of curricular sporting activities on offer to all children.</p>	<ul style="list-style-type: none"> <li>➤ PECO to cover a range of sports.</li> <li>➤ Teachers to deliver a range of after school clubs</li> <li>➤ Arrange a diverse range of sporting activities to be delivered by specialist teachers throughout the year e.g. yoga, dance, netball.</li> <li>➤ SHAPES membership to provide a range of competitions for ALL children.</li> </ul>	<p>* Yoga Funding allocated above*</p> <p>*PECo Schools Funding allocation accounted for above*</p> <p>*SHAPES membership Funding allocated above*</p>	<p>Children have enjoyed a range of after school activities taught by teachers and specialists including dance, netball, yoga.</p> <p>Children have been taught a wide variety of sports through PECO coaches.</p> <p>Multi sports club has ran for all year groups throughout the year providing the children with the opportunity to try a wide range of sports. Each week a different sport was taught to children.</p>	<p>Plan extra-curricular activities for next year with teachers and PECO coach making sure year groups that haven't had the opportunity have a sports club have one offered to them.</p> <p>Continue with SHAPES membership providing a range of sporting activities offered to ALL pupils.</p> <p>Consider additional external extra-curricular activities, self-defense, and confidence.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 develop opportunities for whole school competition and intra school sports competitions.	<ul style="list-style-type: none"> <li>➤ Intra school competitions organised by sports PECO schools. Ran throughout the year and celebrated via virtual assemblies and through school leader board.</li> </ul>		Children have enjoyed intra school competitions in different sports. Teaching them sportsmanship. Competitions this year: <ul style="list-style-type: none"> <li>* Football</li> <li>* Dodgeball</li> </ul>	PECo coach to plan one intra school comp a term for next year.
To compete in SHAPES organised inter school competitions.	<ul style="list-style-type: none"> <li>➤ Entry into SHAPES competitions completed for a variety of competitions.</li> </ul>	<ul style="list-style-type: none"> <li>*SHAPES membership funding allocated above*</li> <li>Competition Travel £1,571.50</li> </ul>	Competitions this year: <ul style="list-style-type: none"> <li>* Y4 Dodgeball</li> <li>* Y5 Handball</li> <li>* KS2 Goalball</li> <li>* Y5 Rugby World Cup Festival</li> <li>* KS1 Boccia</li> <li>* Y5/Y6 World Cup Football</li> <li>* KS1 Multi skills</li> <li>* KS2 Multi skills</li> <li>*Y3/4 Dodgeball</li> <li>* Y5/Y6 Girls Football</li> <li>*KS2 Learning and Discovery Fest.</li> <li>* KS1 NAK</li> <li>* Y3/Y4 B Team Football</li> <li>* Y3/Y4 Sports hall Athletics</li> <li>* Y3/Y4 Dodgeball</li> <li>* Y1/2 Multi skills</li> <li>*Y5/6 Ultimate Frisbee</li> <li>* Y3/Y4 Multi skills</li> </ul>	Continue with SHAPES competitions ensuring that opportunities for children are spread throughout the school and offered to children that don't usually represent the school, require more confidence in sports, socialising etc.

			*Y5/Y6 Netball * KS1 Gymnastics * Y2 Football	
--	--	--	---	--

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