

# 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	£0
Total amount allocated for 2021/22	£17,770
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,730
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,730

## 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>	93%
<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>	93%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	97%
<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

## 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:	
<p><b>Key indicator 1:</b> 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</p>					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?:	
To further increase active play at lunch and break times.	<ul style="list-style-type: none"> <li>Train and monitor sports ambassadors to lead activities at lunchtime.</li> <li>Purchase additional resources.</li> </ul>		£800	<ul style="list-style-type: none"> <li>*Pupils have enjoyed using the new equipment. It has helped with their balance and gross motor skills.</li> <li>*Sports leaders have been effective in supporting active play, where all KS2 pupils have had a range of resources and ideas to play games and develop physical skills.</li> </ul>	
Promote activity in the EYFS	<ul style="list-style-type: none"> <li>Purchase additional scooters and trikes.</li> <li>Purchase resources for active play.</li> </ul>		£1900	<ul style="list-style-type: none"> <li>*Pupils have developed early learning goals of physical development through the additional resources.</li> </ul>	
Increase activity in wrap-around care	<ul style="list-style-type: none"> <li>Purchase resources to increase activity such as goals and play equipment.</li> </ul>		£450	<ul style="list-style-type: none"> <li>*Pupils have increased activity through using the equipment..</li> </ul>	
			Sustainability and suggested next steps:		
			<ul style="list-style-type: none"> <li>Ensure that sports ambassadors are trained to lead activities at lunchtime.</li> <li>Purchase additional resources, especially for winter use.</li> <li>Purchase further balance and climbing resources for Reception.</li> <li>Purchase further resources.</li> </ul>		

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 45%
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?:	<ul style="list-style-type: none"> <li>Sustainability and suggested next steps:</li> </ul>
PE aspirations and profile to be raised through reading.	<ul style="list-style-type: none"> <li>Purchase inspirational sporting books for the school library.</li> </ul>	£400	*Pupils have enjoyed reading the new books. This has helped to develop comprehension skills, reading fluency and reading for pleasure. The books have helped to inform pupils of inspirational athletes.	<ul style="list-style-type: none"> <li>Purchase additional books from the little people, big dreams range.</li> </ul>
Raise sporting aspirations using a growth mindset approach	<ul style="list-style-type: none"> <li>Book Bart Gee – Inspirational speaker</li> </ul>	£290	*All pupils were inspired by the assembly and workshops. It was noticeable that their application in all aspects of school had improved.	<ul style="list-style-type: none"> <li>Arrange another inspirational speaker.</li> </ul>
Ensure quality teaching from experienced sports coach from Nursery through to Year 6.	<ul style="list-style-type: none"> <li>Ensure sports coach has necessary support to deliver effective sessions.</li> </ul>	£7200	*Monitoring through lesson observations and pupil voice shows that high quality lessons are delivered	<ul style="list-style-type: none"> <li>Arrange an effective programme of CPD for all teachers.</li> <li>Explore schemes of work to further develop teaching.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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 further develop the quality of swimming teaching.	<ul style="list-style-type: none"> <li>All staff to receive resuscitation and water rescue training.</li> <li>Staff to receive additional training sessions and support in developing water skills and technique.</li> </ul>	£590	*Monitoring has shown that lessons are being taught effectively. It is noticeable that most pupils have developed water confidence and are more competent swimmers.	<ul style="list-style-type: none"> <li>Provide similar training next year.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 26%
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:
Introduce Maypole dancing to curriculum.	<ul style="list-style-type: none"> <li>• Purchase Maypole.</li> </ul>	£550	<ul style="list-style-type: none"> <li>*It is evident that pupils have developed teamwork and coordination through learning maypole dancing.</li> <li>*Pupils have developed confidence when performing.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue maypole dancing as part of next year's curriculum.</li> </ul>
Increase range of extra-curricular sports so that pupils have a broader range of opportunities.	<ul style="list-style-type: none"> <li>• Purchase resources for clubs.</li> <li>• Introduce variety of clubs such as Racketball or Maypole dancing.</li> </ul>	£600	<ul style="list-style-type: none"> <li>*The new clubs introduced have been well attended and have had positive feedback. Most notably, dodgeball the active outdoor clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide these clubs next year.</li> </ul>
Arrange in school enrichment days to give pupils enhanced sporting experiences.	<ul style="list-style-type: none"> <li>• Book Circus Skills workshop</li> <li>• Book Skipping workshop</li> </ul>	£700	<ul style="list-style-type: none"> <li>* Large majority of school took part in these workshops. These were both great experiences for the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Book two more workshops for next year.</li> </ul>
To increase personal development opportunities through new active experiences	<ul style="list-style-type: none"> <li>• To subsidise outdoor adventure activities in external settings.</li> <li>• Purchase extra camping equipment.</li> </ul>	£650	<ul style="list-style-type: none"> <li>*The pupils benefitted from active experiences to develop their curriculum learning and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an opportunity for pupils to view an external supporting event.</li> </ul>

<p>To provide a high level of swimming opportunities for all pupils.</p>	<p>Ensure pool is operational so that:</p> <ul style="list-style-type: none"> <li>All pupils to have weekly swimming sessions from June in Reception to Year 6. On average, EYFS class will have 30 mins per week, KS1 classes will have 60 minutes per week and KS2 classes will have 90 minutes every week for 7 weeks.</li> <li>Pupils in KS1/KS2 to work towards ASA school swimming awards.</li> <li>Year 5 and 6 pupils to have opportunities to develop safe rescue techniques.</li> </ul>	<p>£1750</p>	<p>*All pupils have benefited from weekly swimming.</p>	<ul style="list-style-type: none"> <li>Ensure that the pool is operational for summer 2024</li> </ul>
<p>To ensure pupils have access to quality resources during lessons.</p>	<ul style="list-style-type: none"> <li>Purchase/replace items for lessons such as footballs and vests</li> </ul>	<p>£450</p>	<p>*Pupils are engaged in PE lessons through the use of resources. This helps them to develop skills.</p>	<ul style="list-style-type: none"> <li>Update resources as necessary.</li> </ul>

<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 8%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To continue to offer a wide range of opportunities to enter sports competitions.</p> <p>Ensure more pupils are able to take part in football matches.</p>	<ul style="list-style-type: none"> <li>• Enter as many local DSSN sport competitions as possible.</li> <li>• Purchase additional football kits.</li> </ul>	<p>£1250</p> <p>£150</p>	<p>*Pupils enjoyed the experience of entering the competitions.</p> <p>*An increased number of pupils were able to participate in inter-school matches.</p>	<ul style="list-style-type: none"> <li>• Continue with inter and intra sports opportunities.</li> </ul>
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Signed off by	
Head Teacher:	<i>Daniel Barron</i>
Date:	30-6-23
Subject Leader:	<i>Daniel Barron</i>
Date:	30-6-23
Governor:	<i>Brenda Simson</i>
Date:	12-7-23