

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated April 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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- 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.

sustainable improvements
Physical Activity (PESSPA)
sport premium to:



Schools are required to [publish details](#) of how they spend this funding, including any under-spend from

Details with regard to funding

Please complete the table below.

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 2022 .**

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.

Swimming Data

Please report on your Swimming Data below.

To
see
an

example of how to complete the table please click [HERE](#).

Total amount carried over from 2021/22	£1982
Total amount allocated for 2021/22	£16639.67
How much (if any) do you intend to carry over from this total fund into 2022/23?	£583
Total amount allocated for 2022/23	£16648
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16666

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.

Meeting national curriculum requirements for swimming and water safety.

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.

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?

100%

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 2022. Please see note above

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

91%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

100%

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. Part of the grant is used for booster swimming lessons.

Academic Year: 2022-23	Total fund allocated: £16648	Date Updated: 31.07.23
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Key indicator 1: 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

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:
Children are given opportunities throughout each day to engage in vigorous physical activity. All break times will give the opportunity to use equipment either through structured activities or child led activities to help encourage activity.	Lunch clubs offer structured activities delivered by sport coaches to engage the children in a wide variety of games. KS2 children encouraged to help lead games delivered with younger groups so that they can be replicated on days when coaches are not present. Play equipment is made available and kept separate to other PE equipment to encourage the children to create their own physically active lunch times and break times.	£950 (£25/wk)	Pupils regularly access lunch time clubs delivered by sports coaches and enjoy involvement in games led by their peers. Children show leadership skills to set up and run games and are encouraged to include all those who may lack confidence to take part without prompting.	Continue with coach led lunch time clubs. Select PE leaders for next year to take responsibility of organising games and working with Sports Coaches to learn different activities that can be delivered.
After school sports will be offered throughout the year and made available to all children who wish to	JB Sports Coaching deliver after school clubs in a wide variety of sports to appeal to children across the school and achieve high	£1330	After school clubs have been well attended and give children additional opportunity to	Continue to deliver after school clubs, giving

attend. These will look to target different sports and activities to appeal to as many children as possible with less active or confident children encouraged to take part to increase their physical activity and desire to be involved in sport in a safe and encouraging environment.	numbers of attendance each week. Pupils are questioned about activities they would especially like to see delivered during clubs to help promote involvement and high attendance.	(£35/wk)	engage in a wide variety of games and skills that may not otherwise appear in their core PE curriculum.	opportunities to as many children as possible to access additional physical activity.
Physically Active Learning is encouraged within other curriculum lessons to ensure children get as much access to physical activity throughout the day as possible	Maths on the Move physical actively learning is delivered throughout the year. Children are encouraged to practice their maths skills but through physically active games outdoors. The children	£3420 (£90/wk)	Children's progress is tracked each week through pre and post lesson questions that demonstrate whether understanding has been improved using the physically active approach. There are also clear gains in confidence demonstrated by the children during the lessons, as well as greater willingness to attempt difficult tasks and peer work.	Continue to deliver Maths on the Move sessions to aid children's mathematical progress and also boost physical activity during the school day.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:

Ensure a broad, varied range of topics covered within the PE curriculum delivered to children. High quality lessons delivered and adapted to meet the needs of all pupils. Children will be assessed throughout their PE lessons with progress tracked and monitored.	JB's Sport Coaching staff create a long term plan to map the delivery of PE throughout the year, ensuring a broad range of topics are covered and skills are revisited from previous learning. Active and progressive lessons are delivered across the PE curriculum that are tracked and follow the curriculum maps. Schemes of work ensure coverage of all skills and lessons are adapted to meet the pupils needs. Coaches provide assessments on all children across all the areas of the PE curriculum covered in the long term plan. Assessment can be tracked against the schemes of work and skills progression maps.	£6166 (£75/wk for PE Curriculum Delivery & £87/wk for Booster Swimming lessons)	Children learn new rules and tactics linked to already embedded skills that help them to take part in different games. Improvements also in accessing competitions based on the topics covered. Children are enthusiastic and excited to take part in their PE lessons. They are able to demonstrate and articulate the skills being practiced in lessons and regularly achieve lesson objectives. Assessments allow staff to track the attainment of children and ensure effectiveness of lessons being delivered. Children are involved in the assessment progress and can identify what objectives are being covered within a topic.	Long Term Plan will be adjusted in consultation with JB Sport to ensure the broad range of topics are being covered and the children are revisiting and embedding skills Lessons with JB Sport Coaching to continue Assessments delivered by JB Sport Coaching to continue
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
Staff knowledge is improved through access to the planning and delivery of PE lessons across the PE curriculum. Lessons can be observed and replicated by teaching staff to revisit and embed skills.	Staff are present and support coaches during PE delivery in school. They are involved in the assessment of the children to ensure they have confidence in what good practice looks like at different stages of the curriculum.	**we don't allocate any of the PE Grant to staff costs**	Staff being present during lessons ensures they can see what a high-quality PE lesson looks like and can be replicated. Knowledge of the assessment process and attainment of the children helps staff guide the children in their next steps.	Continuation of delivery model with JB Sport Coaches

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:

Give the children opportunity to learn outdoor and adventurous skills, promoting physical activity, mental wellbeing and self-confidence.	Our Forest Schools Programme enables all children in to access regular outdoor Forest Schools sessions that promote a love of physical activity, the outdoors and healthy lifestyles. We have spent money training a member of staff as a Forest School Practitioners: The trained member of staff will run sessions each week, all year round both on site and in the woodland surrounding our school. The Forest School sessions will be for everyone but will target the least active children and those with poor self-esteem who generally are reluctant to participate in additional physical activity or sports offered in the school curriculum. The Forest School sessions include building self-confidence, self-esteem, co- operation and increasing levels of activity through – walking, climbing, running, jumping, team games and wider general health promotion including healthy eating outdoors and good mental health.	£4800	Regular time outdoors in a green space has offered a number of important health benefits including improved physical health, mental health and emotional wellbeing.	By providing Forest School within the local environment, we hope to demonstrate to children how their immediate surroundings can support them and their families in maintaining healthy lifestyles. In the following years we will continue to offer sessions and plan to offer an after school programme in the form of a Forest School Club involving children and families from the community who may not be motivated by traditional sport or outdoor physical activity.
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Key indicator 5: Increased participation in competitive sport

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:
Give the children opportunity to compete against one another through competitive elements of delivered lessons. Involvement in competitions against other schools in a variety of sports.	PE lessons involve elements of self-assessment and peer assessment where children can develop their abilities to think critically about performance and share ideas of good practice. Pupils access a variety of competitions through the Inter Schools Sports events delivered throughout the year. Competitions are run for all age groups through the year allowing access for a wide number of children who are tracked to ensure equal opportunities are given.	**This forms part of £75/wk PE Curriculum delivery**	Children are able to discuss positive and negative elements of a performance constructively and recognise winning and losing with appropriate attitudes and responses in line with school values Children across all ages have had access to competitions in a variety of activities and enjoyed the opportunity to take part in events and celebrate participation and success.	Continue to encourage elements of competition where appropriate within lessons Access the same competition calendar next year

Signed off by

Head Teacher: Zoe Humberstone

Date:	29.7.23
Subject Leader:	Zoe Humberstone
Governor:	Rebecca Blackwood
Date:	13.9.23