

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 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	£17170
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17170
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17170

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>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</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</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:		
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			Percentage of total allocation: £2538.80 15%	
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?:
Playground equipment purchased – engage children in a variety of activities.	Children have access to more physical activities they enjoy, there is a wider range of games.	£1467	More children are active on the playground. Children achieve 30 minutes active time.	Sustainability and suggested next steps: Continue to update resources and listen to pupil requests.
Wild Woods equipment purchased – engaged pupils in fine and gross motor skills development during outside time.	Children are able to be physically active in an exploratory way while in Wild Woods.	£1400	Childrens gross and fine motor skills are developed. Children increase their active time.	Update resources as and when needed.
Continuation of the daily mile purchasing 'Jumpstart Jonny.' Children have active time in the classroom.	Purchase 'Jumpstart Jonny.' Continue to encourage daily mile.	Ongoing payment	Children have opportunities to be active during class time.	Encourage teachers to increase the amount they use each resource.

Premier Education group – visiting at lunchtime to support children in structured game play.	Children are more active at play and get to experience a range of activities.	£3220	Children are exposed to a range of activities, children are more active, children develop their competitive spirit.	Continue to employ Premier staff at lunchtime.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1154 7%
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:
Continue to assess pupils in PE in a way that is efficient for teachers but gives a clear reflection of children’s abilities and progress.	Update assessment wheels for remaining teachers and reallocate for new staff. Reshare staff logins and passwords. Remind staff to complete assessment wheels after each topic. Remind staff to complete foundation subject assessment in module as not taught through Jasmine.	£ 695	Subject leader is able to see progress and attainment in each class. Supports staff in planning differentiated lessons and informs them of where their new class is.	Update assessment wheels for next year.
Raise awareness of physical fitness and its link to wellbeing. Staff and pupils will be able to maintain and improve their own wellbeing (whole school target).	Encourage mindfulness across the school. Jumpstart Jonny.	See above	Children and staff are able to explain the link between physical fitness and mental wellbeing.	Continue to encourage wellbeing.
A-life – Healthy living week and Mental health workshop. Develop children’s understanding of their mental health and what they can do to protect it. Develop pupils’ knowledge about healthy	Book an A-life instructor to deliver sessions in mental health week and for healthy living week. Ensure pupils are aware of their physical and mental health through PE and PSHE and other linked lessons.	£918	Children were able to learn about these topics in an interactive way. Children consolidated prior knowledge or developed new knowledge around these areas.	Book again for next year.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 4635.37 27%
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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:
DCHS partnership - specialist teacher available to support and educate staff.	Communicate with DCHS school support teacher and allocate hours to best support teachers across the school.	£5300	Teachers supported teaching lessons they were less confident in. Children are exposed to a range of sports.	DCHS partnership has been dissolved. Arrange for external provider to come and support teachers with areas they believe they require support in. Sign up for festivals run in the local area.
External DCHS sports festivals – increase range of sports available to children.	Arrange travel for classes to attend festivals. Communicate with teachers regarding the sports they will be exploring.	£1300	Children are exposed to a range of sports otherwise not available to them. Children develop competitive skills.	Select a different range of sport festivals for each year group for next year. Continue with DCHS partnership.

Support CPD – dance and gymnastics.	Teachers identified dance and gymnastics as areas they felt their teaching was weaker – staff survey. Arrange support to come in and teach a lesson and a staff meeting for staff to ask questions about the teaching and assessment of these areas.	£215.25	Teachers’ confidence developed. Pupils taught by teachers are more confident in the subject area.	Continue next year.
Support staff – 2023-2024	Due to DCHS partnership being dissolved, CPD for class teachers has been booked for next year. Arrange with teachers the areas they feel they need support in.	£2331	Develop teacher confidence. Improve teaching available for students. Key pupils will be offered physical education intervention to support in their development.	CPD to be conducted in 2023-2024 academic year.
Wild woods CPD - fire.	Teachers identified confidence using fire in Wild Woods -staff survey-as an area for development. Arrange Acorn Forest School to come in and teach a lesson and a staff meeting for staff to ask question about the teaching and assessment of these areas.	£330.12	Teachers’ confidence developed. Pupils taught by teachers are more confident in the subject area.	Had to be rearranged. Communicate regarding dates for the coming September.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4572.80
				27%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>A-life – Healthy living week and Mental health workshop. Develop children’s understanding of their mental health and what they can do to protect it.</p> <p>Develop pupils’ knowledge about healthy living.</p>	<p>Book an A-life instructor to deliver sessions in mental health week and for healthy living week.</p>	<p>See above</p>	<p>Children were able to learn about these topics in an interactive way. Children consolidated prior knowledge or developed new knowledge around these areas.</p>	<p>Book again for next year.</p>
<p>DCHS sports festivals – increase range of sports available to children.</p>	<p>Arrange travel for classes to attend festivals. Communicate with teachers regarding the sports they will be exploring.</p>	<p>See above</p>	<p>Children are exposed to a range of sports otherwise not available to them. Children develop competition skills.</p>	<p>Select a different range of sport festivals for each year group for next year. Continuing with DCHS partnership.</p>
<p>Playground equipment purchased – engage children in a variety of activities.</p>	<p>Children have more physical activities they enjoy, there is a wider range of games.</p>	<p>See above</p>	<p>More children are active on the playground. Children achieve 30 minutes active time.</p>	<p>Continue to update resources and listen to pupil requests.</p>
<p>Wild Woods equipment purchased – engaged pupils in fine and gross motor skills development during outside time.</p>	<p>Children can be physically active in an exploratory way while in Wild\woods.</p>	<p>See above</p>	<p>Childrens gross and fine motor skills are developed. Children increase their active time.</p>	<p>Update resources as and when needed.</p>

Premier Education group – visiting at lunchtime to support children in structured game play.	Children are more active at play and get to experience a range of activities.	See above	Children are exposed to a range of activities, children are more active, children develop their competitive spirit.	Continue to employ Premier staff at lunchtime.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £4156 24%
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:
DCHS sports festivals – increase range of sports available to children.	Arrange travel for classes to attend festivals. Communicate with teachers regarding the sports they will be exploring. Some festivals were cancelled or unable to attend due to COVID outbreaks.	See above	Children are exposed to a range of sports otherwise not available to them. Children develop competitive skills.	Continue with available festivals.
Sports Day – healthy living week.	To hold a school sports day completing athletic style events with elements of competition.	N/A	Each year group held a range of activities on the field. Children were able to apply what they had learnt in lessons. Parents can attend and build relationships with the school.	Continue next year with the link to other healthy living activities.

House competitions. Run 2 interhouse completions throughout the year (part of the DCHS package).	Communicate with DCHS to plan and deliver these.	See above	Children have participated in a school wide competition. Children developed pride for their house and practiced good sportsmanship values.	House competition run by PE lead next year.
Premier Education group – visiting at lunchtime to support children in structured game play.	Children are more active at play and get to experience a range of activities.	See above	Children are exposed to a range of activities, children are more active, children develop their competitive spirit.	Continue to employ Premier staff at lunchtime.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Kate Woolnough
Date:	10.7.23
Governor:	
Date:	