

# 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	£2,926
Total amount allocated for 2022/23	£19,590
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,039
Total amount allocated for 2022/23	£22,516
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 21,477

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</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.</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 2023.</p> <p>Please see note above</p>	68%
<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>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	68%
<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:		
Key indicator 1: Increase 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 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>All teachers to be using the Get Set 4 PE planning for progression.</p> <p>All teachers and sports coach to use assessment tracker to form robust judgements for all pupils</p> <p>Curriculum map in place to meet the needs of all pupils</p>	<ul style="list-style-type: none"> <li>• Observation feedback has supported development for the need of more active PE sessions</li> <li>• TA training and lesson observations.</li> <li>• Assessment through Get Set 4 PE is now embedded and thorough</li> <li>• Team teaching of dance by a specialist</li> <li>• PE lead monitors assessment and progress throughout the year and changes to curriculum are made where necessary.</li> </ul>	£675	<p>Teachers now feel confident in teaching dance – teacher voice</p> <p>Percentage of ARE and GDS has increased on last year across all key stages – see table below</p> <p>Progression is clear and resources easily available to meet the needs of all abilities and needs.</p>	<p>Continue to use Get Set 4 PE planning – training new staff in the Autumn term.</p> <p>Curriculum mapped to meet the needs of individual cohorts</p>

Created by:



Supported by:



<b>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</b>				Percentage of total allocation: %
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:	Fundin g allocat ed:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Equipment to be replenished to meet the needs of PE lessons, school run clubs and break times	<ul style="list-style-type: none"> <li>School equipment replenished to meet the needs of both the curriculum, cohorts and SEND</li> <li>Five sets of curling equipment purchased and training given</li> <li>Clubs funding and sports leader training/suport</li> <li>Daily mile now implemented in KS1 and most KS2 classes</li> <li>Top up swimming</li> </ul>	£2129  £1456  £3098  £785.36	Children are now learning new skills using the curling equipment and is accessible for all  99% SEND attended a club outside curriculum time this year. Funding ensured that the most vulnerable had access to lunch clubs where they could not access after school.  128 children across KS2 were trained as sports leaders to further the activity of children in KS1  96% of all KS1 and KS2 children had access to extra circular clubs	<ul style="list-style-type: none"> <li>Train new staff to use the curling sets</li> <li>Sports leaders will continue to develop other children next year from the transition from KS1 to KS2</li> </ul>

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:																																																													
				%																																																													
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><u>Achievement of pupils</u></p> <p>Assessment for learning is used by all staff in PE</p> <p>There is a sound assessment process which staff are confident to use that accurately assesses pupil's progress</p> <p>Progress in PE is monitored and provision is provided to raise standards where needed</p> <p>Pupil's progress is fully reported to parents and careers.</p> <p>The majority of pupils make good progress</p>	<ul style="list-style-type: none"> <li>SEND focus for whole school – ARE increased year on year</li> <li>Personal CPD to develop the PE experiences for ASD pupils</li> <li>HIPP deep dive advice acted upon and TAs trained to support the need for increased levels of activity throughout a PE lesson</li> <li>PE achievements reported to parents</li> <li>Increased parent involvement in out-side school events</li> </ul>	£0	<table border="1"> <thead> <tr> <th>Year group</th> <th>ARE+ 21-22</th> <th>ARE+ 22-23</th> <th>GDS 21-22</th> <th>GDS 22-23</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>97</td> <td>82.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>1</td> <td>11.9</td> <td>93.3</td> <td>0</td> <td>5</td> </tr> <tr> <td>2</td> <td>94.7</td> <td>98</td> <td>3.5</td> <td>7.8</td> </tr> <tr> <td>3</td> <td>93</td> <td>98.2</td> <td>5.3</td> <td>7.3</td> </tr> <tr> <td>4</td> <td>94.3</td> <td>94.5</td> <td>9.4</td> <td>9.4</td> </tr> <tr> <td>5</td> <td>100</td> <td>100</td> <td>1.9</td> <td>5.4</td> </tr> <tr> <td>6</td> <td>98.6</td> <td>98.6</td> <td>11.1</td> <td>11.1</td> </tr> </tbody> </table> <p>Focus on SEND</p> <table border="1"> <thead> <tr> <th>No. SEN/D children in the year group</th> <th>No. SEN/D children at ARE+ 2021-22</th> <th>% of SEN/D at ARE+ 2021-22</th> </tr> </thead> <tbody> <tr> <td>R – 13</td> <td>10</td> <td>77%</td> </tr> <tr> <td>1 – 12</td> <td>7</td> <td>87.5%</td> </tr> <tr> <td>2 – 9</td> <td>6</td> <td>67%</td> </tr> <tr> <td>3 – 9</td> <td>7</td> <td>78%</td> </tr> <tr> <td>4 – 10</td> <td>7</td> <td>70%</td> </tr> <tr> <td>5 – 16</td> <td>16</td> <td>100%</td> </tr> </tbody> </table>	Year group	ARE+ 21-22	ARE+ 22-23	GDS 21-22	GDS 22-23	R	97	82.5	-	-	1	11.9	93.3	0	5	2	94.7	98	3.5	7.8	3	93	98.2	5.3	7.3	4	94.3	94.5	9.4	9.4	5	100	100	1.9	5.4	6	98.6	98.6	11.1	11.1	No. SEN/D children in the year group	No. SEN/D children at ARE+ 2021-22	% of SEN/D at ARE+ 2021-22	R – 13	10	77%	1 – 12	7	87.5%	2 – 9	6	67%	3 – 9	7	78%	4 – 10	7	70%	5 – 16	16	100%	<ul style="list-style-type: none"> <li>Continue to involve parents in sporting achievements and competition.</li> <li>Ongoing training for new members of staff next year</li> </ul>
Year group	ARE+ 21-22	ARE+ 22-23	GDS 21-22	GDS 22-23																																																													
R	97	82.5	-	-																																																													
1	11.9	93.3	0	5																																																													
2	94.7	98	3.5	7.8																																																													
3	93	98.2	5.3	7.3																																																													
4	94.3	94.5	9.4	9.4																																																													
5	100	100	1.9	5.4																																																													
6	98.6	98.6	11.1	11.1																																																													
No. SEN/D children in the year group	No. SEN/D children at ARE+ 2021-22	% of SEN/D at ARE+ 2021-22																																																															
R – 13	10	77%																																																															
1 – 12	7	87.5%																																																															
2 – 9	6	67%																																																															
3 – 9	7	78%																																																															
4 – 10	7	70%																																																															
5 – 16	16	100%																																																															

			6 – 15	14	93%	
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>						Percentage of total allocation:
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:
To use the school sports partnership to offer a greater range of events / competitions  All abilities to access to out-side school events  All Ks2 children to have access to competitive intra sporting events	<ul style="list-style-type: none"> <li>The school's SSCO to support / deliver a greater range of sports to the children across a range of year groups</li> <li>Coaches for whole class events</li> <li>Supply cover for events</li> <li>Dance sessions as part of sports week</li> </ul>	£5000  £3102  £ 2757  £675	82% of SEND have attended competitive events outside of school.  45 events attended this year  75% of KS2 attended an event.  Links with local golf course has meant that most children in year 4/5/6 have attended a golfing session with a trained golfer and used  Athletics – KS2 girls went through to the county finals			<ul style="list-style-type: none"> <li>Research whole class competition for Year 3 and 4</li> <li>Gosling stadium to be booked for KS2 athletics</li> <li>Develop table tennis and badminton</li> </ul>

	<ul style="list-style-type: none"> <li>• Links with local golf club</li> <li>• Dance competitions – regional and local</li> </ul>	£0	Range of events offered to children: Tag rugby/long distance running/athletics – indoor and outdoor/curling/basketball/netball/football/trampoline/dance	across KS2
--	---	----	---	------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Increased inter competition in PE lessons and lunch times  Increased participation in intra competition with SSCO support	<p>Joined a new secondary school partnership to increase opportunity for all children and specialism support</p> <p>Coaches for whole class events</p> <p>Supply cover</p> <p>Inter competitions – including sports day</p>	<p>See Above</p> <p>£300</p>	<p>82% of SEND have attended competitive events outside of school.</p> <p>45 intra events attended this year</p> <p>75% of KS2 attended an event.</p> <p>EYFS/KS1/KS2 all had access to inter competition during our sports days</p>	<ul style="list-style-type: none"> <li>• Partnership change has had a measurable impact across all key indicators – this will continue for next year</li> <li>• Intra competition for lower KS2 needed for next year</li> </ul>



			10 intra competitions have been run this year excluding sports day	
--	--	--	--	--

Signed off by	
Head Teacher:	G Seymour
Date:	20.7.23
Subject Leader:	Y Scott
Date:	19.7.23
Governor:	J Noakes
Date:	20.7.23