

# 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19550
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19310
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£19310

## 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 2023.</p> <p>Please see note above</p>	76%
<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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	59%
<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>	No. We have signposted those in need to local swimming lessons.

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## 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: £19310		Date Updated: 20 <sup>th</sup> July 2023	
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					Percentage of total allocation: 43.76%
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: £8450	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Encourage children to keep active during lunchtimes and playtimes and within lessons</li> <li>Encourage children to be active outside of school</li> <li>For those with a barrier to physical exercise – for example, through confidence and competence – support them to be active</li> <li>If children have a financial barrier to activity outside of the school day, look at ways this can be supported</li> <li>Encourage children to travel to school actively</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to hire a sports coach who will lead two/three classes a day in lunchtime competitions</li> <li>We are continuing our relationship with Farm Walk Tennis Club to see</li> <li>Miss Bramall is running her motor-skills intervention (this happens weekly on Fridays)</li> <li>Mr McGwinn runs competition and training at most lunchtimes – there is a particular focus on female participation</li> <li>We are looking at opportunities to fund after-school clubs if this is a barrier for some children</li> <li>Ms Clarke is continuing her excellent work with the travel plan – encouraging children to</li> </ul>		£7500 cost of sports coach  £950 to cover motor skills staffing	<ul style="list-style-type: none"> <li>8 children had weekly lessons provided free by Farm Walk tennis club. These would have not otherwise accessed tennis lessons.</li> <li>12 children attended motor-skills interventions with Miss Brammal allowing them to better access physical activity</li> <li>Mr McGwinn ran trials, competitions and events on most lunchtimes with 100s of children taking part across all four year groups</li> <li>4 children had their after school clubs funded to remove the financial barrier that would have stopped</li> </ul>	<ul style="list-style-type: none"> <li>A sports coach will continue to be hired for lunchtimes</li> <li>Motor-skills intervention to continue</li> <li>Clubs to be funded if needed</li> <li>Ms Clarke to continue in her roll with active travel</li> </ul>

	travel to school actively where possible		<p>them attending</p> <ul style="list-style-type: none"> <li>Active travel was a success. The travel plan helped children be more active on their way to and from school. Ms Clarke did an excellent job to arrange over a dozen events alongside her travel ambassadors. This meant she was able to maintain the TFL gold award. Highlights include over 300 children reporting active travel to school.</li> </ul>	
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<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: 11.19%
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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: £2160	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>The newsletter and website will continue to be used to promote PESSPA activities such as the school teams</li> <li>Lessons are explicitly teaching leadership and social skills for example children leading warm ups or teaching focus on fairplay</li> <li>Leadership opportunities will be created through the development of a Sports Crew to help run competitions at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator to ensure lesson plans include opportunities for children to learn about fairplay; for example, children leading warm ups or teaching focus on fairplay</li> <li>PE coordinator to deliver an assembly on fairplay</li> <li>Create a sportscrew</li> <li>Enter the swimming gala, athletics meet and years 3-4 football meaning children from</li> </ul>	£2160 to cover release of PE coordinator	<ul style="list-style-type: none"> <li>Students were able to practice their fairplay skills during lessons</li> <li>PE coordinator delivered an assembly on fairplay in the lead up to sports day; as a result, children were able to display these virtues during sports day</li> <li>The sports crew helped run activities during lunchtimes; for example, speed bounce, chest push, standing long</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure events impact the whole school</li> <li>Continue with the sports crew and develop their role</li> <li>Continue to promote physical activity and invite parents to events</li> </ul>

<ul style="list-style-type: none"> <li>• More competitions to be run across the school age range (including Years 3 and 4) to promote a feeling of pride across the school</li> <li>• A feeling of pride and community over whole-school events</li> </ul>	<p>across the year groups represent the school</p> <ul style="list-style-type: none"> <li>• Encourage parents to attend sports day and celebrate as a community event</li> <li>• Encourage parents to attend sporting fixtures</li> </ul>		<p>jump. This meant they were able to practice their leadership skills</p> <ul style="list-style-type: none"> <li>• The swimming gala and year 3-4 football tournament were entered; this meant more children were able to feel the pride of representing their school</li> <li>• Sports day was a success with 100s of parents attending</li> <li>• Many parents attended sporting fixtures helping to foster a community feel</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				4.87%
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: £940	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Staff to understand the importance of clear modelling and the importance of competition within lessons</li> <li>• PE coordinator to understand latest thinking and updates within the PE community</li> </ul>	<ul style="list-style-type: none"> <li>• Mr McGwinn to run a whole-school INSET on the second day of term with the focus on clear modelling and the importance of competition within lessons</li> <li>• Mr McGwinn will continue his role from last year in teaching model lessons with teachers</li> </ul>	<p>£2100 to cover coordinator courses (and access to BPSS events)</p> <p>£940 for staff cover for training</p>	<ul style="list-style-type: none"> <li>• Staff said they felt more confident about teaching PE after the INSET.</li> <li>• Mr McGwinn is an experienced PE coordinator and he continues to revise his knowledge of good practice</li> <li>• There has not been opportunities for Mr</li> </ul>	<ul style="list-style-type: none"> <li>• As new staff arrive it is important to continue focusing on their professional development within PE. Mr McGwinn will support teachers in term 1 of the new academic year.</li> </ul>

	<p>having the chance to observe him</p> <ul style="list-style-type: none"> <li>Mr McGwinn to attend BPSS PE coordinator courses.</li> </ul>		McGwinn to support others this year	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5.44%
Intent	Implementation		Impact	
<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: £1050</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>
<ul style="list-style-type: none"> <li>A curriculum that offers a good balance of breadth and depth</li> <li>A wider range of sports to be offered during lunchtimes</li> <li>Opportunities for SEN students</li> <li>Intensive swimming classes started last year and will continue this year for Year 4 students</li> <li>Ensure baseball, a new sport in the curriculum, is correctly resourced</li> </ul>	<ul style="list-style-type: none"> <li>Our curriculum offers a good balance of breadth and depth meaning a range of sports are covered but they build on each other (for example, different invasion games focus on the same core skills)</li> <li>The sports coach runs activities not offered in our curriculum such as handball, dodgeball and hockey</li> <li>Enter boccia event</li> <li>Intensive swimming classes started last year and continued this year</li> </ul>	<p>£1050 for resources</p>	<ul style="list-style-type: none"> <li>Children were able to experience a range of sports within their curriculum lessons</li> <li>The sports coach ran lunchtime sessions such as handball, dodgeball and hockey meaning children experienced a bigger range of sports</li> <li>6 SEN students attended the boccia tournament</li> <li>All children in Year 4 took part in intensive swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum will continue as it is into the new year but staff will be supported to deliver it.</li> <li>Mr McGwinn will work with the sports coach to ensure new sports are delivered during lunchtimes.</li> </ul>

	<ul style="list-style-type: none"> <li>Year 4 have reported that they need baseball batting tees to ensure inclusivity in their lessons</li> </ul>		<ul style="list-style-type: none"> <li>Batting tees were purchased. Year 4 teachers reported that this mean all children were able to access the sport</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				28.48%
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: £5500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>We hope to increase our SEN competition this year</li> <li>Moving forward, we would like more competition in Years 3-4. At the moment most competition focuses on the upper school (girls' year 3-4 football was entered and the swimming gala was entered).</li> <li>Boost female participation in school sport</li> <li>Create new teams to increase the breadth of what is covered: rugby and cricket.</li> </ul>	<ul style="list-style-type: none"> <li>Enter the girls' and boys' football leagues</li> <li>Enter SEN events</li> <li>Enter cricket and tag-rugby leagues</li> <li>Enter individual competitions</li> <li>Enter competitions that include years 3-4</li> </ul>	<ul style="list-style-type: none"> <li>£1050 transport to events</li> <li>£1050 for resources (spend included in key indicator 4)</li> <li>£2100 for BPSS events (see</li> </ul>	<ul style="list-style-type: none"> <li>Mr McGwinn ran training before school on Tuesdays and Wednesdays to ensure the teams were prepared for the competitive environment of the league. The girls' team won 11-0 in their first game.</li> <li>10 boys and 10 girls represented the two football teams. The boys completed all of their fixtures and finished mid-table. The girls reached the playoff semi-finals and the Girls' Cup final.</li> </ul>	Continue with a full roster of sporting activity. Ms Gardner to support Mr McGwinn with events next year to encourage a wider range of staff.



		<p>indicator 3)</p> <ul style="list-style-type: none"> <li>• £2350 to cover staff attending events</li> </ul>	<ul style="list-style-type: none"> <li>• Mr McGwinn trained the athletics team for the Sportshall Athletics event. We were also able to give him some release time. The team came first in the event with 22 children attending (plus 6 who were injured/ill) and many more children trialed for the team.</li> <li>• 50 children from years 3-6 attended the athletics meet. This included a tug-of-war team consisting of children who may not otherwise represent the school.</li> <li>• Overall, a bigger range of children from different ages and genders represented the school giving a better taste of sports.</li> <li>• 12 children from years 3-6 attended the swimming gala, many of whom had not represented the school before</li> <li>• 8 children represented the school in cricket from years 4-6, many of whom had not represented the school before</li> <li>• 16 children (9 girls and 7 boys) fro Year 4-5 attended the Bishop Douglass Tournament.</li> </ul>	
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			<ul style="list-style-type: none"> <li>8 girls from Years 3-4 attended the girls' football tournament</li> </ul>	
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Signed off by	
Head Teacher:	Eileen Bhavsar
Date:	
Subject Leader:	Paul McGwinn
Date:	20/07/23
Governor:	
Date:	