

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 31st 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. 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	£17,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17, 800

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 For Infant School
<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 2023.</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 N/A

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: July 2023	
<p>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</p>					Percentage of total allocation: 72%
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?:	
Use of funding to staff 3 sports coaches at lunchtime and 2 during PE sessions to run a range of activities aimed to encourage less confident children to take part.	Shine coaches to set up and encourage engagement in games and outdoor activities during lunchtimes. Coaches will focus on including team games to allow children opportunities to rebuild relationships through physical activity focusing on GMS and teamwork.		£16,000	Increased team work being used to engage in the games and sports on offer at lunchtimes. Children showing more confidence to have a go and be involved in physical activities during lunchtime.	
Continual use of 'Go Noodle' and active brain breaks within classrooms to boost brainpower during long stationary classroom based periods.	Ensure that teachers are aware of Go Noodle and its benefits through Staff Voice and ensure that they have access to the website and know how and when to use it appropriately and effectively.		£0	Use pupil survey to see whether classes have begun to use these strategies following longer periods of stationary class work.	
				Offer a range of 5 min brain boosters so staff have a bank to choose from and learns what works better for their class.	

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Resources provided to all teachers to help support brain breaks, active movements, active afternoon breaks to ensure that all children are being supported in meeting their active time.	Accessible resources that are easy to follow to enable teachers to feel confident in picking up activities and delivering them effectively.	£0 (teacher made)	Use pupil survey to see whether classes have begun to use these strategies following longer periods of stationary class work.	Continued roll out of activities. Speak with teachers to see how this can be utilised more.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
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:
Inspire children to take part in sport and with resilience, determination and focus to participate at a high level where risk taking is seen as a positive thing and children feel confident to do so.	Working with SHINE to support children in their team sports through taking part in local tournaments against other schools. Annual sports day.	£600	Children were engaged and excited about the event day and activities taking place. Children eager and keen to take part against other schools.	Children able to see how other children from other schools work as a team. Building on social etiquette and sportsmanship. Families able to come and watch their sports day, bringing the community together.
Encourage children to engage in outdoor play and offer inspiring choices to enhance this provision.	Purchase additional resources and update out of date/broken resources to ensure children are offered inspiring opportunities to	£400 – funding came from other school funds (PTA)	Children have been excited and enthusiastic to play with the new resources and have been engaged in much more physical play, incorporating additional	Replenishing damaged toys/resources after an audit in the Autumn Term would benefit the children and minimise the risk of them

	engage in outdoor play.		communication, team work, problem solving skills and active play.	becoming less interested in being engaged with play provisions.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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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?:
PE teaching to be made more consistent and simple to deliver through subscription to Get Set for PE platform.	The platform supports staff through schemes of learning and lesson plans throughout the school. The scheme running from EYFS to Y6 ensures progression across the whole school and between EIS and EJS.	£172.80	Staff feedback has meant that teachers feel more confident in delivering PE lessons and feel that the children are having a great provision of PE teaching.
Provide updated/new necessary resources for teachers to deliver the Get Set 4 PE scheme of work.	PE Lead to organise the audit and ordering of necessary resources for the teaching of the new scheme of work in all infant year groups.	£400	Teachers will feel confident to teach all topics in the knowledge that we have all of the appropriate resources needed. Children will have access to all resources necessary for participation in new scheme of work lessons.
Bristol Bears inclusion team staff meeting.	Bristol Bears inclusion team came along to a staff meeting to provide some training in differentiating activities in PE in order to support		More confidence when teaching and allowing children to practise skills. Knowledge of supporting
			Sustainability and suggested next steps:
			Schemes of learning and lesson plans have been saved and printed in packs for each staff member to use for their lessons year on year.
			Resources will be organised in the PE resources cupboard ready for use year on year. Staff will be asked to inform PE Lead when resources are broken/need replacing.
			Refresher session next year.

	lower ability learners.	£0	children in a more discrete way to ensure all learners meet the learning goal of the lesson.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Additional achievements: Through the Get Set 4 PE scheme of work, children to have the opportunity to engage in different sports and activities including Yoga and Dance. Dance workshops ran by dance specialist for all year groups during Mental Health awareness week. Tennis (LTA) roadshow/workshop to promote uptake of tennis in Infant aged children.	Dance specialist gave each class a 30-minute workshop. 20 minute workshops to demonstrate types of activities they would be able to get involved in.	£200 £0 – free service	Children will have access to a trained professional who will be able to guide them on their practise. This will also benefit their mental health and wellbeing as they engage in breath work and meditative practises as part of their yoga lesson. Brilliant uptake of the sport outside of school.	Teachers to observe these sessions with a view to them providing this provision in upcoming years. There is also the opportunity for a teacher run after school club if the lessons prove popular. Teachers to observe these sessions with a view to them providing this provision in upcoming years. There is also the opportunity for a teacher run after school club if the lessons prove popular.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 to be given the opportunity to engage in competitive sport as part of their PE learning. Each term a different year group will work on a new unit that builds on basic skills linked to a familiar sport.	Ensure lessons are appropriate and equipped with the correct resources from the school to enable children to succeed in their focus sport. Communicate with teachers which sports/activities would be appropriate for which year group to ensure teaching is pitched at the correct level for the children being taught.	£0 (use of our scheme)	Children have engaged in the timetabled competitive sports activities offered and have enjoyed the provision. They feel more prepared to go up to the Junior school/the next year where competitive sport will be on offer more.	Tournament programme to continue with Shine.

<p>Shine coaches to also run lunchtime mini games/tournaments to encourage team play.</p>	<p>Liaise with Shine coaches to enable them to offer competitive sport provision during lunchtimes. Use of resources from school (tennis nets and rackets, footballs and goals etc.) to support this practise in preparation for competitive sports on offer in the junior school.</p>		<p>Children have engaged in competitive sports against other schools and taken part in a tournament off-site allowing them to utilise the skills they have learned. Children that have attended will have enhanced their teamwork skills and will be prepared for when they are offered the chance to compete again.</p>	<p>Pupil voice to find out which sports the children enjoyed the most and why.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Hannah McKenzie
Date:	23 rd July 2023
Governor:	
Date:	