

# 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. 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	£19, 610
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19, 610
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£19, 610

## 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>	93%
<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>	86%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<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

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £19,610		<b>Date Updated:</b> July 2023	
<b>Key indicator 1:</b> 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: 52%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
To ensure all children have the opportunity to participate in at least 30minutes of physical activity through organised activities at lunchtime.		Provide 2 specialist sports coaches to lead sporting activities for children to take part in during lunchtimes.		£10,041.45	Designated areas for a range of children with Shine coaches have allowed greater participation of sports activities, in particular, girls football.
Ensure SEND children have the opportunity to confidently access tennis before their curriculum PE lesson with their class.		Specialist coaching for a selected group of children. Designed to be easily accessible for a wide range of abilities will allow children to experience success within the sport before their PE lesson. This in turn providing increased self-esteem.		£240	Specific children who were involved in the coaching sessions engaged within the activities delivered. They were motivated about tennis rather than being nervous. It gave them confidence which they took into their PE lessons.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	

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:
Celebration of children's sporting achievements both within and outside of school.	Use of weekly space within celebration assembly to highlight news of sports trips and fixtures. This also to be included in the news letter.	£0	Children are proud to stand up during celebration assemblies to be recognised for their participation within sporting events. This inspires other children to be involved in after school club sport.	Continue to celebrate sporting achievements of children both within and outside school. Create a system where children can share what they have achieved outside school more easily.
Professional athlete display board in main corridor to inspire children within their PE lessons.	The display board will include pictures and fact files of a range of athletes within sports the children take part in during their PE lessons. These include athletes from a variety of backgrounds and genders. This is placed in a main corridor that can be seen regularly by children to help inspire and motivate their participation in PE lessons.	£0	Pupil voice identified that children liked learning about the different athletes in sports they themselves take part in.	Use additional pupil voice to identify a more effective method of inspiration for the children within PESSPA.
Y6 PE monitors to lead games and personal challenges during lunchtimes to promote physical activity.	PE Lead to train PE monitors on playground markings to be used during lunchtimes. PE monitors to award children in demonstrating Elmlea's key values during their participation and these to be given out during celebration assemblies.	£0	PE monitors enjoyed being part of a team to help promote and lead physical activities at lunchtime. They inspired younger years to take part and also want to become a PE monitor.	Create a manageable timetable of activities and promote this to the whole school to maximize participation.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			3%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

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:
Whole staff training on methods and activities to use to adapt PE lessons in order to fully include SEND children.	Coach from Bristol Bears Inclusion project lead a staff meeting on practical methods to allow inclusion withing delivery of PE lessons.	£0	Staff feedback identified this was a valuable meeting which provided practical and useful inclusion methods. This has helped them to deliver more inclusive PE lessons particularly for SEND children.	Continue to work with Bristol bears inclusion project to support Elmlea’s inclusive PE offer both within the curriculum and beyond.
Establish methods of assessment in PE through continued subscription to Get Set for PE platform.	Through the use of Get Set for PE assessment criteria linked to the lesson plans, establish an assessment program undertaken by the PE lead for all staff to use.	£480	Using GET Set for PE assessment criteria alongside the corresponding lessons plans to create an assessment tool that all staff will be able to use.	Through whole staff meeting disseminate the use of the assessment procedure in order to identify the progress of children within PE.
Advise, support and access to a wide range of webinars through Association for physical education membership.	Use of AFPE to support effective delivery of PESSPA within Elmlea including access to health and safety guidance.	£86.64	Information and support from AFPE have allowed production of effective risk assessments for PE lessons and events. Use of webinars to update PE lead of latest news and ideas on the subject.	Continue to develop most recent information on PESSPA through AFPE subscription.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 31%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Provide high quality and adapted equipment suited to the needs of all children.	Purchase of new equipment to continue to implement new schemes of learning. Replace damaged equipment ready for safe use.	£2,250.35	Children are motivated to take part in PE through using high quality equipment. Having a range of equipment available allows every child opportunity to access and succeed in the activities and sports which are delivered. Use of equipment during lunchtimes also contributes towards children's 30minute active time per day.	Set aside specific equipment for use at lunchtimes and break times in order to ensure curriculum PE equipment lasts longer.
All children to re-connect with each other in their new classes through team work based OAA activities at Mojo.	Learning how to work as a team and socialise with peers is important when returning back to school. Activities based at Mojo will assist this whilst being physically active and having fun. Sport premium funding to support keep costs to parents to a minimum.	£459.56	Children had a great time at Mojo re-connecting with each other and working as a part of a team. Children are able to experience activities they hadn't done before and working with different peers. This also helped develop relationships with the class teacher.	Collaborate with Mojo to maintain the lowest cost to parents. Attempt to book a Mojo visit in Term 1 as a way of children getting to know their new class members and teacher in a fun and relaxed atmosphere.
Introduction of yoga to children as an activity a lot of children would not have had experience of.	All children to take part in a yoga session as an introduction to a different type of physical activity.	£350	Pupil voice indicated that they enjoyed yoga as different paced physical activity. They identified how it could help them feel relaxed.	Continue to complete pupil voice to identify if there are any other activities or sports children would like to participate in for the first time.
Provide swimming instruction to Year 6 children who have yet to complete national curriculum requirements	All children in Year 6 will be able to meet National curriculum	£2587	93% of children in Y6 can now confidently, competently and	Continuing with Henbury Leisure swimming provision

before they leave Elmlea.	requirements of swimming and water safety by the time they leave Elmlea. Instruction provided by Henbury leisure centre staff as well as transport to and from the centre.		efficiently swim 25m, 86% are able to demonstrate a range of strokes effectively and are able to perform safe self-rescue in different water based situations.	there will be less Y6 children requiring 'top up' swimming instruction before they leave Elmlea.
Continued subscription to cross curricular orienteering online portal to gain additional resources and National competitions.	Staff will have continued access to resources which assist in the delivery of cross curricular orienteering delivered within the curriculum. Children will also have the opportunity to compete in National orienteering competitions via the portal against other schools across the Country.	£400.00	Staff are confident in delivering orienteering within lessons and children learn the skills needed to be successful. As a result, staff use orienteering across the curriculum including English and maths	Cross curricular orienteering is now an established OAA within the curriculum and staff are confident in its delivery, subscription is no longer needed.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				14%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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 participate in a variety of sports competitions both competitive and friendly in nature to allow maximum opportunities for all to take part.	Through considerate selection of children to suit the nature of the event to provide children with positive experiences of sports competition within a range of activities.	£895	Lots of children have competed within a broad range of activities at varying levels. This year saw more than ever children competing in sport for the very first time.	Continue to support children who have not yet competed in sport an opportunity to do so in a safe environment. Continue to provide opportunities for children to excel in sport through high level competition.
Cover staff involved in sports clubs to allow their release to attend fixtures, sports coaches used to cover PE lessons where appropriate to maintain high quality PE for children who are not involved in competitions at the time.	Competitions include friendlies against local primary schools, regional finals and competitive meets against local private schools.	£1500	Staff are valued for their commitment to after school club sport and enjoy experiencing fixtures. Children recognise that sport and physical activity can be enjoyed by everyone, not just the PE lead.	Continue to recruit colleagues to offer after school sport clubs and promote opportunities to attend fixtures.
Allow participation in school fixtures through reduced travel costs for families.	A range of children take part in a wide range of fixtures which require transport to and from.	£320	Use of sport premium to reduce the cost to families for children to take part in events. This has not been a barrier for any child to take part in a sporting event.	Continue to use the best price transport methods electing for 2 mini buses rather than coaches
Participation in a range of intra school competition earning points for houses across the whole school body.	Regular 'big term' intra house competitions to take place within PE lead lessons. Activities include orienteering, bench ball/dodgeball, fitness challenge and athletics. Points are collected in year groups and whole school and are shared within celebration assemblies.	£0	Children really enjoy taking part in house competitions within PE lessons. It gives every child an opportunity to experience competitive sport in a safe environment. Elmlea's key values are reinforced which helps the children in supporting each other in their house.	Continue to provide intra school sports competition throughout the year. Conduct pupil voice to identify if there are different activities that the children would like to compete in within this format.

Signed off by	
Head Teacher:	Lorraine Wright
Date:	14.07.23
Subject Leader:	Hannah Paterson
Date:	7.07.23
Governor:	
Date:	