

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	£ 9624
Total amount allocated for 2021/22	£ 18794
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 9624
Total amount allocated for 2022/23	£ 18860
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16934

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>	
<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>	87%
<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>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<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>	No

Created by:



Supported by:



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: £18000		Date Updated: 21/6/23	
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: 21%
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:
<ul style="list-style-type: none"> 2x1hour PE sessions (from GetSet4PE) each week for all children in school. Provision of after/before school sporting clubs for children To track attendance of after/before school clubs and com To improve motor skills of identified KS1 children. 	<ul style="list-style-type: none"> Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively. Wide variety of after school clubs catering for different interests: multiskills, running, football and dance. Attendance of clubs tracked across KS1 and KS2 and used to identify least active children for intervention group with a PE specialist. Use of staff member to deliver fun fit lessons. 	<p>£300</p> <p>£100</p> <p>£150</p> <p>£2934</p>	<ul style="list-style-type: none"> Scheme enables teachers to feel more confident in teaching PE. Increase in children participating in sports clubs from previous years. Least active children receive an additional 30 minutes of PE a week from PE specialist – helped to build confidence and enjoyment as well as raise skill level. Improved motor skills of identified KS1 children. Improved confidence and self-esteem also noted. 	<ul style="list-style-type: none"> Audit of equipment to make sure staff have required equipment to deliver PE sessions next year. Continue to offer a wide range of sporting clubs. Continue to identify least active children and use intervention groups to increase activity levels. Continue to monitor children who have received fun fit lessons and offer extra sessions 	

				where needed. Continue to liaise with KS1 staff to identify children who would benefit from fun fit sessions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.5%
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:
<ul style="list-style-type: none"> Pupils, staff and parents are aware of sporting activities and achievements across the school. 	<ul style="list-style-type: none"> Sporting results and achievements shared during special assembly and on social media channels. 	£100	<ul style="list-style-type: none"> Achievements and results published on Twitter accounts, newsletters and shared in special assemblies. 	<ul style="list-style-type: none"> Notice board in hall for children to write own reports of school fixtures.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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:

<ul style="list-style-type: none"> To provide staff with professional development opportunities to help them teach PE and sport more effectively. 	<ul style="list-style-type: none"> Use of qualified sports coaches in gymnastics, multiskills, enrichment sports, tag rugby and cricket to work alongside teachers to team teach. 	£6225	<ul style="list-style-type: none"> Teachers improving own confidence delivering PE and how to challenge more able learners and support least able learners. 	<ul style="list-style-type: none"> Continue to use specialist sports coaches to support staff CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 37%
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:
<ul style="list-style-type: none"> To provide opportunities to participate in enrichment sports such as ultimate frisbee and archery. To provide opportunities to experience gymnastics in a purpose-built gymnasium under the supervision of qualified coaches. To support and build confidence in PE amongst the least active children. 	<ul style="list-style-type: none"> Hiring of specialist coaches to deliver enrichment sports across KS1 and KS2. Y1, 2, 3 and 6 experienced 5 weeks of sessions in 776 gym in Newark. Use of specialist sports coach to deliver intervention to those children in KS2 identified as being the least 	£1500 £1800 £1000	<ul style="list-style-type: none"> Children provided with opportunities to participate in enrichment sports. Teachers increased confidence in how to teach gym. All children improved upon existing gymnastic skills and links made for children to attend 776 gym club outside of school. Least active children provided with extra PE intervention. Confidence and enjoyment of PE increased 	<ul style="list-style-type: none"> Creation of after school club for children to participate in a broader range of enrichment sports. Continue to maintain links with 776 gym. Encourage the least active children to participate in after school club.

<ul style="list-style-type: none"> To fund Sports Leaders to support structured games at break and lunchtimes. Increase the sporting activities on offer to children at lunchtimes. 	<p>active.</p> <ul style="list-style-type: none"> Use of staff member to deliver Sports Leaders training in autumn term. 	£314	<p>amongst this group.</p> <ul style="list-style-type: none"> Children lead sessions with KS1 children at lunchtimes. Increased opportunities for children to engage in sporting activities in lunch. 	<ul style="list-style-type: none"> Continue to train Y6s to deliver lunchtime sessions using Sports Leaders programme. Identify children who struggle with social interactions at lunchtimes to participate in organized activities.
	<ul style="list-style-type: none"> Use of staff member to deliver organized activity at lunch and work alongside Y6 sports leaders to increase opportunities available to children. 	£1600		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:

<ul style="list-style-type: none"> To offer opportunities for children to participate in a range of competitive sports. To support cost of transportation to sporting competitions. 	<ul style="list-style-type: none"> Entered NDPSSA tournaments in netball and athletics; entered district and county KS2 cricket tournaments; participated in Newark Tag Rugby Festival (Y3/4 and Y5/6) and Premier Education Multi skill festivals. Bus hire used to transport children to and from sporting competitions where parental support is unavailable. 	<p>£430</p> <p>£500</p>	<ul style="list-style-type: none"> Pupils have had the opportunity to participate in a range of competitive sports against other schools at both a district and county level. Y6 boys cricket team reached district final and Y6 tag rugby team competed at Leicester Tigers. Children able to compete in sporting competitions across a range of venues. 	<ul style="list-style-type: none"> Maintain membership of sporting organisations and enter competitions again next year/
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------