

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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£11019
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£

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>	75% (1 has an EHCP)
<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>	75%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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

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:		
<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:
				%
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:
<p>Provide targeted activities or support to involve and encourage at least one activity.</p> <p>Inspire all children to get involved with more physical activity during school time and take part in a physical activity outside of school.</p>	<p>SLSSP Big Moves project designed for EYFS and KS1 pupils who lack fundamental movement skills / physical literacy. A block of 1 hour sessions in each school delivered by a specialist Movement Coach. The project aims to improve gross & fine motor skills, concentration & listening, self care, confidence, social skills etc. Parents' resources, staff training, session plans & an impact report is included.</p>	£ 50.70 (cost for TA to attend training)	<p>Increased staff expertise in developing motor skills, including for SEND children. Children's development of gross and fine motor skills increased and children motivated to take part in physical activity.</p>	Staff expertise shared and used in future years to develop motor skills and self confidence.
	<p>Move It March – whole school participations with parental support to encourage children to become more physically active, taking part in 60m activity daily</p>		<p>Certificates were presented in a special assembly with parents. The majority of the children received a certificate with many achieving the higher awards for 500 and 750 mins activity.</p>	<p>This will hopefully continue to be an annual event. Those children who took part are encouraged to maintain the higher levels of activity they achieved. Raised awareness amongst parents of the importance of physical activity.</p>
	<p>A range of equipment purchased for increased physical activity at playtimes and lunchtimes. Play leaders trained to lead games and staff supporting and encouraging this.</p>	£ 415.50	<p>Children are occupied and engaging in physical activity at playtime, resulting in fewer behaviour issues and more positive interactions. Children</p>	<p>Equipment will continue to be available and a culture of positive, happy playtimes will be established.</p>

	PE lead has regular timetabled slots to support playtime development. 		enjoy playtimes more and are engaged in a variety of physical activities.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Develop student play leaders to raise the profile of physical activity at playtime	Although initially play leaders trained last year took the lead, this role rapidly extended across the older children who became proactive in engaging younger children in games on the playground.	£	Younger children became engaged with playground activities and took part in more physical activities at playtime.	As children move through the school, they will become role models for the younger children and a culture of participation in positive physical activities at playtime will become embedded.
Play equipment and outdoor area upgraded and made safe so children can take full advantage of opportunities for physical activities.	Climbing frame and wooden 'tractor' repaired and made safe. Woodchip added around climbing frames and trim trail to eliminate mud around them and give safe access.		Children able to use equipment safely and make full use of outdoor areas.	Children are now spread out around the grounds more, enabling space to be safely used for small ball games at playtime and lunchtime.

Key indicator 3: Increased 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 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:
Promote a whole school approach to PE and school sport, providing staff with	• PE lead worked with a colleague to develop and disseminate the	£	Staff developing confidence in delivering the PE curriculum and	PE lead will continue to support staff in delivering the scheme of

<p>professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across the school.</p> <p>Increased responsibility for teachers to lead the PE curriculum across the school so children receive a broad and balanced curriculum over the year.</p>	<p>school scheme of work for PE</p> <ul style="list-style-type: none"> • Superstars coaches have led lessons and clubs with staff to develop their expertise in delivering the PE curriculum. This is now reducing to give teachers more responsibility for delivering PE, whilst still providing some ongoing support and development. 		<p>children receiving a broader curriculum throughout the year.</p>	<p>work.</p> <p>Staff have observed and collaborated in delivery of PE lessons to facilitate their own delivery of the curriculum. They will be doing this independently in the coming year.</p> <p>There will be continued professional development to ensure staff have the skills to deliver the PE curriculum effectively.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

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:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sports offer which includes alternatives to traditional sports.</p>	<ul style="list-style-type: none"> • The Year 5 / 6 children all attended a two day residential at Beaumanor Hall and participated in a wide range of activities not normally available in school including canoeing, climbing and abseiling. 	<p>£</p>	<p>Children discovered new skills and increased in confidence. SEND and children with anxiety issues overcame fears and showed an increase in their willingness to take risks and to try new skills.</p>
	<ul style="list-style-type: none"> • Walking in the local area is included as part of the curriculum offer where possible eg local walks, a whole school 1 mile walk back from a Pentecost service at Shearsby Church across fields 		<p>Children experience their local area and realized they enjoyed walking in the local countryside.</p>
			<p>Children are motivated to walk in their local area and increase their physical activity outside school.</p>

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:
Increasing and actively encouraging pupils' participation in school competitions. Encouraging inclusive competitive activities.	SLSSP subscription provides opportunities for high ability, low ability, SEND and less active pupils, ensuring sport is inclusive across the school. SLSSP competitions entered: Primary Gymnastics competition (SEND) 28.2.23 Year 3/4 Dodgeball Festival 30.1.23 Year 5/6 swimming gala 7.3.23 Small schools athletics competition 22.5.23	£		Participation in a range of sports will continue to increase following the reduction during COVID. SLSSP subscription will continue so children can continue to participate in competitions at all levels.
	Sports Day held in Summer Term, involving inclusive competitive sports and games so all children can participate. Certificates presented in assembly	£100	All children have a sense of achievement for participating. Children learn to work as part of a team and to cope with losing as well as showing sportsmanship when they win.	Children see this as a regular part of the school calendar that they can look forward to and work towards during the year.

Signed off by	
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Date:	12th Jan 2023
Governor:	LAUREN HUNTER
Date:	12th Jan 2023