

# 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 2022/23	£19,520
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£19520
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19520

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	29%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	29%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	95%
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?	Yes

## 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>	<b>Date Updated:</b>		
<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: 40.7%
Intent	Implementation	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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>To ensure that all pupils access 60 minutes of physical activity every school day.</p> <ul style="list-style-type: none"> <li>Provide a range of activities - implementation of new extra-curricular timetable. Increase the number of clubs for children to therefore increase participation.</li> </ul> <p>Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MDS's and year 6 playleaders</p>	<ul style="list-style-type: none"> <li>Increasing the range of clubs provided; Pupil Led Games (play leaders), handball, games, dance, tag rugby, hockey, basketball, archery, fencing.</li> <li>Working and liaising with more providers and sports clubs – outside agencies to support facilitation (Bbraun, HAF)</li> <li>Pupil needs/interests (Pupil Voice) – pupil questionnaires to be monitored by new Sports Captains.</li> <li>Breakfast club includes 4 days of sports related activities.</li> <li>Year 5/ 6 sports leaders and MDS trained in Playground Games.</li> <li>Create activity schedule so playleaders are able to maximise physical activity at lunchtime and be closely monitored by MDS team.</li> </ul>	<p>Playtime equipment used from the PE Resources £315</p> <p>£ Leadership time (MD £4919 (September 2022- April 2023)</p> <p>(SC £2,255 April 2023 – July 2023)</p> <p>£ 738 Additional CPD Support</p>	<p>In 2022-2023 45% of pupils have accessed extracurricular activities. 50 % of children in receipt of pupil premium have accessed a sports club.</p> <p>Y5/6 pupils took ownership and displayed key leadership qualities leading their own club (overseen by adult)</p> <p>Through the addition of new clubs, we predict that by July 2024, 60% of FS/KS1 and 60% of KS2 will be attending extra-curricular sports clubs</p> <ul style="list-style-type: none"> <li>Overview of extra-curricular activities that the children participate in.</li> <li>Extra-curricular registers of attendance</li> <li>Pupil Voice survey</li> <li>Increased training and amount of Playleaders</li> </ul> <p>By July 2024 we predict that 100% of children will be choosing to be physically active across a typical week at lunchtime</p>	<p>Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs that are fully funded for pupils to ease the strain on parents' costs and include PP pupils.</p> <p>Lunchtime activity facilitated by year 6 leaders and MDS so the provision</p>

Created by:



Supported by:



	<ul style="list-style-type: none"> <li>• Equipment and resources to be bought for facilitation of activity with playleaders and independent active play.</li> <li>• Use coach from Arches to develop play leaders and MDS to support in providing effective physical games and activities.</li> <li>• Utilise leadership ideas from Complete PE.</li> </ul>		<p>on the back of new equipment and the playleaders active play activities. Taking into account the lunchtime and extra-curricular additions, on top of activity outside of school: In 2021/2022, only 30% of all pupils were active for 60 minutes a day, 7 days a week on average. By July 2023, we have achieved 80% of pupils participating an average of 60 minutes a day 7 days a week. The aim is to have 100% by July 2024.</p>	<p>is in house. Now they are trained, MDS to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability.</p>
--	---	--	---	--

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
1.6%

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>Sustainability and suggested next steps:</p>
<p>To inspire all pupils to take part in sport and physical activity across the school and raise sporting profile:</p> <ul style="list-style-type: none"> <li>• To inspire and promote a love of sport through the invitation of key figures to talk to and teach pupils.</li> <li>• To create greater links through outside agencies to support pupils in develop a wider range of activities</li> </ul>	<p>A range of sporting talents were invited into school to share their experiences and support pupils in the development of key skills through embedding values of the school.</p> <p>Allow opportunities for pupils to embed these skills, leading up to competition</p> <p>Links with Modeshift which provided opportunities for pupils to develop ability to ride bikes Bikeability for Y5 allowing opportunities for pupils to develop road safety and awareness as well as key cycle skills Bikes are available to all KS2 pupils on 1</p>	<p>£317</p>	<p>Pupils across the school (KS1 and Ks2) were able to learn about key sports through the eyes of professionals thus inspiring a wider range of pupils and allowing further opportunities. 100% of pupils were involved across KS1 and KS2</p> <p>24/60- 40% of Y4 pupils to part in cycle skills and developed their cycling ability. The aim is to get 100% of Y4 pupils (currently Y3) to take part in cycle skills and be able to ride a bike confidently by the end of Y4. 27/60- 45% of pupils developed cycling ability through Bikeability sessions. Pupils were able to continue to develop their confidence in Cycle skills through</p>	<p>To give further opportunities for pupils to take part in a range of sports and have the opportunity to make links with specific clubs.</p> <p>Promotion of key sports and a wider range of sports provided linked to key roles.</p> <p>To target key year groups to ensure that 100% of pupils can ride a bike by July 2024. 100% of Y5 pupils to take part in Bikeability by July 2024.</p>

	lunchtime each week.		bikes being an available physical activity during specific lunchtimes	
--	----------------------	--	---	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	0.8%

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?:
<p>All pupils' will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning.</p> <p>Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.</p> <p>Whole staff CPD on accurately assessing</p>	<p>Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included.</p> <ul style="list-style-type: none"> <li>• Book in local authority courses for teachers based on confidence surveys and observations.</li> <li>• Create CPD timetable for in house CPD delivered by PE leader based on confidence surveys and observations.</li> <li>• Ensure Complete PE annual membership is paid.</li> <li>• Quality and quantity of resources for lessons purchased to allow for High Quality Physical Education and pupil attainment.</li> </ul>	<p>£150 for Complete PE Package / membership</p>	<p>Staff Confidence in September 2022 shows that 70% of teachers feel confident in teaching all areas of PE. We predict that by July 2024, 100% of staff we feel confident in teaching all areas of the curriculum.</p> <p>Lesson observation data identified that 100% of lessons were strong, however more TA support needed for lowest 20%. Our aim for July 2024 is that 100% of pupils are supported by all adults within every lesson.</p> <p>Pupil voice data in January 2023 shows that 80% of pupils feel that PE is always fun. By July 2024, we predict that this will increase/be maintained at 100%</p> <p>Pupil attainment data in July 2023 showed that 92% of KS1 and 89% of KS2 were achieving ARE. Which means as a whole school 89% were achieving ARE. By July 2024, we predict that 92% of KS1</p>
			Sustainability and suggested next steps:
			Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other DSAT schools.
			PE lead to attend PE Hub to share and gain knowledge of great practice.

children after each term through the use of Complete PE. This will then inform teachers on how to plan future lessons.	End of term assessment was game based, or performance based allowing staff to identify those pupils who were able to apply skills to game situation.		and 95% of KS2 will achieve ARE.	
--	--	--	----------------------------------	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
58.6%

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?:
<p>– All pupils’ will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<ul style="list-style-type: none"> <li>• Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, fitness, Rounders, Cricket, Multi Skills, Gymnastics, Tag Rugby, Basketball, Handball.</li> <li>• Additional Sports on offer – curriculum time to engage all pupils – Dance, archery, Speed stacking and Skipping.</li> <li>• Arrange a pupil survey to ascertain what pupils would like.</li> </ul> <p>Involve external coaches to work with staff in clubs/ when applicable lessons.</p>	<p>Arches after school clubs £900</p> <p>Extra swimming sessions £5,130</p> <p>Swimming transport £2840</p> <p>Arches package £950</p>	<ul style="list-style-type: none"> <li>• Archery and fencing equipment borrowed from school sport partnership to encourage those that do not get involved in the other areas of the curriculum including speed stacking, handball etc.</li> <li>• Playleaders provided active lunchtime sessions. In 2021-2022 30% of Y1 pupils were involved in physical activity during breaktime and lunchtime. In 2022-2023 90% of Y1 pupils were involved in physical activity through delivery from playleaders.</li> <li>• All teaching assistant staff involved in extra- curricular activities and some teachers feel more confident teaching new activities.</li> <li>• Many extra-curricular activities were</li> </ul>
			<p>Sustainability and suggested next steps:</p> <p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.</p> <p>Continue to provide high-quality extra-curricular clubs free to all pupils.</p> <p>To encourage 100% of pupils to take</p>

<p>To provide opportunities for a high percentage of KS2 pupils to access free outdoor adventurous activities during school holidays, on top of the provision they receive in school.</p> <p>To provide opportunities for all upper KS2 pupils to access outdoor adventurous activities that cannot be provided in school</p>	<p>To access a residential where all pupils have the opportunity to take part in OAA physical activity.</p> <p>To fund a percentage of this from SS funding to allow more opportunity for pupils to access.</p>	<p>Contribution to Castleton residential £1119</p> <p>Coach travel to Castleton £500</p>	<p>matched up to competitions through cluster and school games.</p> <p>25% of KS2 pupils had the opportunity to take part in OAA activities.</p>	<p>part in at least 1 sport extra-curricular activity each year.</p> <p>To hold a physical enrichment day to develop the profile of broader sporting opportunities.</p> <p>To provide a trip where all Y5 pupils can access OAA activities throughout a specific week with additional funding from school to support costs.</p>
---	---	--	--	---

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 10.2%
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>Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils.</p>	<p>To link the curriculum map to the Arches competitions to allow children to build confidence when competing. This will promote competitions and increase the number of children wanting to compete.</p> <p>End of unit assessments: Allow children to build up their skills within lessons that will conclude in either a game, competition or performance.</p> <p>Through assessing the children termly teachers can accurately choose children to compete in events / competitions tailored to their ability. Therefore, allowing a wider range of children to compete throughout the year.</p> <p>Playtime and dinnertime organised games allow children to compete daily against their peers with a member of staff monitoring each sport and game available. (Basketball, netball and football)</p>	<p>£30 colour run event</p> <p>£950 Arches package</p> <p>Coaches to events £1015</p>	<p>Increase in children wanting to participate in each year group than previous year.</p> <p>Children competed for the first time in an organised sporting event due to ability selection. This has allowed more children to compete throughout each year group.</p> <p>Increase in pupils competing in sports at playtimes. Rotas implemented to allow even rotation of children throughout playtime and dinner time.</p>	<p>Staff to continue following the revised curriculum map. This will allow children an opportunity to build up their skills in a sport before the competition date.</p> <p>PE lead to continue links with Arches and attend competitions that are in place for the Calendar year.</p> <p>Termly reviews of teachers' assessments of children's progress in each sport.</p> <p>Continue to monitor participation levels during playtimes. Pupil voice to review sports on offer.</p> <p>Next steps: Broaden the competition links to include DSAT schools.</p>
--	--	---	--	---

Signed off by	
Head Teacher:	Rhea Kurcewicz
Date:	21.07.2023
Subject Leader:	Jamie Howard
Date:	21.07.2023
Governor:	Sarah Toyloco
Date:	21.07.2023