

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



A young girl with brown hair, wearing a blue school sweater over a white collared shirt and dark shorts, stands on a green artificial turf field. She is looking towards a yellow ball in the air, with her hands slightly raised as if preparing to catch it. The background is a blurred green field with white lines.

Impact - Attainment and progress

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](https://www.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.

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

Details with regard to funding

Please complete the table below.

| | |
|--|----------------|
| Total amount carried over from 2021/22 | £12,179 |
| Total amount allocated for 2021/22 | £17,801 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £10,253 |
| Total amount allocated for 2022/23 | £17,833 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £28,086 |

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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 95% |
| 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 | 95% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | 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.

| Academic Year: 2022/23 | | Total fund allocated: £28,086 | Date Updated: July 2023 | |
|--|---|-------------------------------|--|--|
| 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: 12% |
| 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>Improve the outdoor areas, make sure there is access to safe equipment and to ensure PE/ activities can be carried out effectively.</p> <p>Sports coach leading lunchtime activities. Provide opportunities for all children to engage in regular physical activity.</p> <p>Engage in new activities during breaks to increase activity and encourage more skills to be practiced and improved.</p> | <p>Safety of equipment and surfaces: Service of equipment / envirolawn. Ensure all equipment is safe and accessible. Staff to check regularly and risk assess daily.</p> <p>Items purchased from TTS, Cosy Direct for outdoor areas to improve gross motor movements and increase a love for physical movement.</p> <p>Purchase sports equipment, games and storage for break times, so children can access them independently.</p> | Total: £3,389.95 | <p>New equipment has engaged the pupils and they have been much more excited to take part in group activities and games!</p> <p>Increased participation in School Games competition of all levels (including competitions within lessons).</p> | <p>Subject leader to continue to monitor equipment / safety.</p> <p>SL and sports coach to continue open dialogue / partnership to continue to engage pupils and take part in as many competitions and opportunities possible.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 10% |
| 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>Improve dance and movement across the school, including gymnastics.</p> <p>Promote a love for dancing and encourage all children to take part within lessons and use skills within their play.</p> <p>Improve teaching of gymnastics across the school.</p> | <p>Use of 'Ashleigh Dance Academy' to support gymnastics and dance sessions across both KS1 and KS2.</p> <p>Use of class surveys, teacher judgements and photos/videos to assess and monitor impact.</p> | Total: £2,835 | <p>Children have loved the sessions and all year groups have learnt new skills. Children who attend gymnastics outside of school have had a similar level of coaching to improve performance.</p> <p>Increase in evidence of physical activity so that performance can be used as assessment.</p> | <p>Increase participation in competitions linked with dance and gymnastics.</p> <p>Impact of curriculum resources to be recorded on Insight data tracking system.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 40% |
| 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>GetSet4Education: Scheme of work purchased to ensure clear progression of knowledge and skills across all areas of PE including gymnastics and dance.</p> <p>2022/2023 Ultimate Kids: Qualified</p> | <p>PE overview to include times when additional lessons should be used to ensure coverage of dance and gymnastics. Timetables include x2 PE sessions each week, one for all staff the take part in CPD, to develop own skills. Staff to be</p> | Total: £11,099 | <p>Teacher / staff surveys and feedback indicated positive attitude and feedback from sessions this year.</p> <p>Increased confidence from teachers and positive effect on the</p> | <p>Continue with subscription and making use of our sports coach to support staff.</p> |

| coaches to model teaching of sports and associated skills to increase staff knowledge of methods and techniques. | present during Ultimate Kids lessons to increase their own subject knowledge. | | children's engagement and outcomes within sessions. | |
|---|---|----------------------|---|---|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 36% |
| 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>Train a teacher and TA to deliver Forest School sessions across KS1 and 2.</p> <p>Utilise our outdoor areas and promote a love of learning outside to improve physical and mental wellbeing.</p> <p>Develop gross motor skills through use of equipment.</p> | <p>Forest School and outdoor first aid training accessed by 2 members of staff.</p> <p>Equipment purchased for our outdoor area to increase experiences, offer opportunities for different experiences around the school environment.</p> | Total: £10,024.55 | <p>Wider range of activities offered making use of outdoor space.</p> <p>Increase in small scale outdoor and adventurous activities.</p> <p>Increase in team building skills and desire to take part in all activities offered.</p> | Questionnaire to gather information from children on what other activities they would like to access. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|---|
| | | | | 3% |
| 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>Increased participation: Football participation - membership to football associations.</p> <p>Increase number of pupils taking part in competitive activities / interschool competitions. School teams enter competitions, in local and further away pitches/schools and all competition information is shared with parents, celebrated in school and on Twitter.</p> <p>Swimming sessions for all of KS2 once NC requirements reached.</p> | <p>Girls and boys football teams entered into competitions.</p> <p>All pupils have opportunities to represent the school (including providing transport during the school day).</p> <p>Use of the local pool and coach to take children to and from sessions, weekly.</p> | Total: £737.50 | <p>High level of engagement from both teams, resulting in many interschool competitions, both friendly and competitively. All celebrated on Twitter and within school. Teamwork has been improved and good communication between the children.</p> <p>Attended a variety of sports competitions playing against schools in the SchoolGames. All tournaments and competitions were celebrated. Positive feedback from parents as a result of sporting opportunities offered. Y5/6 swimming teams, enjoyed taking part.</p> | <p>Ensure support from sports coaches in attending the same number of competitions in the coming year.</p> <p>Monitor children in attendance and make sure all children have the opportunity to represent school.</p> |
| Headteacher: | Lorna O'Brien | | | |
| Date: | 19.07.23 | | | |
| Subject Leader: | Ella Giles | | | |
| Date: | 19.07.23 | | | |