

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](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.

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 allocated for 2022/23	£17,390
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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 2022. Please see note above	34%
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	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%
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?	No due to pool availability but this will be explored for 23/24

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: £17,390		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: 99%
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:
Increase and promote physical activity in a range of lunchtime and after school clubs.	Regular clubs throughout the year. Target more vulnerable children to encourage participation.		£250	More children took part in sporting after school clubs. Every child who wanted a space – got one.	Reaching out to community links to see if further sports can be offered to IA children.
Increase daily physical activity.	Renew PE resources to ensure adequate resources for all sports. Renew playground equipment to include resources which appeal to all years/ groups and create zones for different games.			Children suggesting more sports they are willing to try. Some zones of play introduced – more of this needs to be done next year.	
Opal playtime initiative	Children to have access to other physical activities at lunchtime play.		£6000	Due to staffing – Opal has started slowly. A new focus for 23-24. Programme purchased and in school support / training received from OPAL.	Creation of further zones – with equipment for 23-24
New gym / fitness equipment purchased	More equipment available to enable more pupils to engage. Equipment is		£10,980	Increased engagement in physical activity at social times.	

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	new to the school and will create new opportunities for different physical exercises – gym based		Reduction in behavioural incidents at social times. Increased collaboration. Increased cardio and strength.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Sports week in Summer term. Raises the profile of exercise and good mental health.	Sports day – fully inclusive and whilst keeping some traditions, also keeping up-to-date with curriculum demands. Theme week where new fitness explored. Ricky Dance Day – CPD for staff	£400	Children are enthused about Sports Week and day. Parental engagement/Pupil voice. Children thoroughly enjoy the learning of new dance.	Develop further for 23-24 to include different activities that reflect the learning from PE lessons that year.
Participation in Chilterns League tournament, promoted through assemblies.	Clubs linked to tournament, successes celebrated in assemblies. Children increased excitement around PE and encouraged to try new activities.	Staffing costs to run clubs and attend tournaments. £450	More children wanting to be on the school teams. Having a choice of people to take part. A real buzz about the sports and trying them.	Continue with league for next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 4%
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:
CPD for all staff in supporting pupils in physical activity. Improve the physical development of pupils in the Early Years. Impact: Improvement in the quality of physical education lessons and other opportunities delivered to pupils. Improved physical development and sports skills in pupils	Detailed PE scheme in place with clear lesson plans and outcome for staff to follow easily. GetSet4PE includes EYFS plans. Regular timetable slots for Nursery and Reception. Updating outside areas to ensure range of activities available. Session for EYFS parents re. games and activities to do at home.	£600	GetSet4PE purchased and children experienced a range of different sports. Lessons follow clear structure and build on previous learning. Greater opportunities for physical development in EYFS included planned PE sessions weekly in N and R in addition to physical development opportunities in EYFS area.	CPD for use PE apparatus planned for Autumn 23.
Staff training from Premier Sports on safe use of the indoor PE apparatus	Staff to use indoor PE equipment . apparatus to deliver elements of the PE curriculum (gymnastics and dance)	£150	Staff confidence increased in delivering PE using the apparatus. School leaders know health and safety requirements	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Participate in the Chilterns League, a tournament between local primary schools with a different sport focus each half term. Impact: Increased participation and time spent on sport. Developing competitive spirit and fair play.	School Sports Specialist to oversee and accompany where possible.	£ see above. Costs included in priority 2	Teams participated in all events. Increased range of children attended with positive experiences.	Get other years groups /groups of children preparing for the league.

Signed off by	
Head Teacher:	Julie-Ann Swaysland
Date:	July 23
Subject Leader:	Katie Beulah
Date:	July 23
Governor:	Natalie Stevens

Date:	July 23
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