

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

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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 carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,300
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,310
Total amount allocated for 2022/23	£17,300
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£15,990

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>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<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: £17,300		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: 54%
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:
<i>Increased physical activity at playtimes.</i>	<i>Play leaders employed and trained in the OPAL approach to play. Play and lunchtimes revamped to increase activity.</i>		£5610	<i>Pupil conferencing has highlighted the significant positive impact of having additional play leaders. All children are engaged in physical activity at lunchtime due to a range of choices.</i>	<i>Additional and ongoing training for play leaders.</i>
<i>Forest School enables all children to spend more time outside and participating in physical activity in addition to normal provision.</i>	<i>Each class receives Forest school throughout the academic year. All children learn about the benefits of playing outside and how to take risks safely.</i>		£3000	<i>Children have additional active time in their school week due to the provision of Forest School. This has encouraged more children to be active at break and lunch as some now use the climbing equipment more and work in teams.</i>	<i>Forest School will continue next year and additional Forest School activities will be available at lunchtimes.</i>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
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:
<i>Additional equipment purchased to inspire and raise the profile of physical activity.</i>	<i>A bespoke 'hanging station' has been added to the school.</i>	<i>£4,860</i>	<i>Pupils contributed to the design of the hanging station to allow for more challenge.</i>	<i>Continued maintenance of new equipment</i>
<i>For children in school to be inspired by their peers sporting achievements.</i>	<i>School Sports Partnership membership to enable children to attend more sports events and raise the profile of sports in school.</i>	<i>£437.50</i>	<i>Membership of the School Sports Partnership allowed for sporting achievements to be celebrated in a whole school context</i>	<i>Continued celebration of sporting successes.</i>
<i>OPAL approach to lunchtimes to raise the profile of lunchtimes, play, pupil responsibility, democracy and to improve behaviour.</i>	<i>Play leaders (pupils) and all school staff are trained in the OPAL approach to lunchtimes. All staff are encouraged to take responsibility.</i>	<i>£0</i>	<i>Pupil voice has demonstrated that pupils enjoy play and lunchtimes more. There has been a reduction in playground incidents.</i>	<i>Continue to increase the profile of play and pupil responsibility at lunchtimes. Continue to introduce a number of play options.</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 2.5%
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:
<i>CPD opportunities for school staff teaching PE.</i>	<i>Work and liaison with School Sports Partnership for staff CPD needs.</i>	<i>£437.50</i>	<i>Play development prioritised across the school.</i>	<i>Additional training for teaching staff prioritised, including liaison with a secondary PE specialist teacher.</i>
<i>'Get Set 4 PE' PE scheme bought to improve the teaching of PE.</i>	<i>All teachers are able to access model lessons, plans and resources to support the teaching of high quality PE</i>	<i>£0 (paid by MNSP)</i>	<i>Teachers report increased confidence in the planning and teaching of PE. The progression of lessons and sequences of learning have proved especially useful.</i>	<i>Continue to personalise the Get Set 4 PE scheme to suit the needs of the children of St.Mary's.</i>
<i>Secondary specialist PE teacher has provided expert teaching and guidance for staff.</i>	<i>All teachers are able to access support, guidance and advice from the secondary specialist teacher- who teaches regular lessons</i>	<i>£0 (paid by MNSP)</i>	<i>Pupils benefitted from the specialist teaching of gymnastics and dance lessons.</i>	<i>Continue to access support from secondary specialist teachers.</i>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
<i>To provider a broader range of sporting experiences for all pupils</i>	<i>Membership of the SSP to allow for wider experiences in sports, by competition and coaches.</i>	<i>£437.50</i>	<i>Children participated in new sports, such as athletics, swimming.</i>	<i>Continue to provide new and different opportunities for pupils.</i>
<i>New sports equipment to help replenish older equipment and give fresh impetus for the exposure of new sports.</i>	<i>A range of new equipment has been purchased.</i>	<i>£770</i>	<i>New sports equipment has encouraged children in the take up of new activities, such as, hula hooping, spike ball.</i>	<i>Continue to develop the sports offer across the school.</i>
<i>Run a variety of clubs after school.</i>	<i>Teachers and PH Sports offer a variety of after school clubs to allow for a range of sports to be experienced.</i>	<i>£0</i>	<i>Children have attended the following clubs: -Football -Basketball -Rugby -Netball -Athletics -Multisports</i>	<i>Continue to develop the sports offer across the school.</i>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2.5%
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:
<i>Pupils to be able to play competitively against other local schools</i>	<i>Membership of the School Sports Partnership</i>	<i>£437.50</i>	<i>Children participated in the following competitive fixtures: - Netball matches -Football matches -A swimming gala -An athletics tournament.</i>	<i>Continue to be a part of the School Sports Partnership and participate in more competitive events next year.</i>
<i>Pupils to participate in a termly event with another local school (Trinity Church School)</i>	<i>A termly event planned with Trinity Church School to allow a blend of mass participation and competitive sport</i>	<i>£0</i>	<i>Children participated in the following competitive events with Trinity: -A football event -A multisports event including handball, hockey and Rugby -A basketball match -A KS1 multi sports event -A cricket event</i>	<i>Continue to organise these inter-school events next year.</i>