

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£5000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£4000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£4000

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>Young people receive swimming lessons from qualified instructions in alignment with the KS2 National Curriculum.</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>	<p>25% (1 out of 4)</p>
<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>	<p>25% (1 out of 4)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>25% (1 out of 4)</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?

Yes/**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

Academic Year: 2022/23		Total fund allocated: £4000	Date Updated: 16.6.23	
<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: 37%
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:
A range of bespoke and personalised activities for young people to participate in during breaks and lunches, brain breaks and wave 2 physical activity interventions. These activities can be used as part of a broad curriculum offer, encouraging physical activity throughout the day in a range of subjects and lessons in addition to complement the curriculum.	Sensory circuits - to support emotional regulation. A varied physical activity break offer.	£1500	Young people have been able to access physically activity sessions that have enabled them to identify emotional strategies to support their regulation. A range of varied physical activity sessions complimentary to a curriculum offer, whilst supporting young people to access delivery of the curriculum, has exposed young people to a range of movements based activities to increase physical activity.	Termly review of the physical activity offer through pupil voice and assessment of pupil engagement.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
N/A	N/A	£N/A	N/A	N/A

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

N/A	N/A	£N/A	N/A	N/A
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 63%
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>Additional achievements:</p> <p>All young people have had the opportunity to engage in forest school activities and active sessions supporting soft skill development through a range of activities. This supports holistic development and personalised SEMH targets whilst supporting National Curriculum objectives as follows 'take part in outdoor and adventurous activity challenges both individually and within a team'.</p> <p>Top up swimming sessions in addition</p>	<p>Forest School - soft skill development such as active listening and team work whilst young people have the opportunity to learn experientially.</p> <p>Orienteering - movement based visits developing soft skills such as communication and problem solving,</p> <p>Cultural capital visits and environmental learning - physical activity sessions with a focus on learning in the community and local environment linked to sustainability.</p>	£2,500	<p>An increase in SEMH progression and individual targets.</p> <p>An increase in engagement in physical active.</p> <p>An increase in regular participation of physical activity for young people.</p> <p>An increase in confidence in PE, Physical Activity and Sport as shown through pupil voice.</p>	<p>Termly review of the physical activity offer through pupil voice and assessment of pupil engagement.</p> <p>Additional activities to be targeted in order to promote engagement and confidence in PE, physical activity and sport such as paddleboarding, hiking or cycling</p>

to the delivery of the National Curriculum to include the following: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.	Swimming - competency in the pool, using a range of strokes and water safety and awareness.			
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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:
N/A	N/A	£N/A	N/A	N/A

Signed off by	
Head Teacher:	Phil Hutchinson
Date:	17.06.23
Subject Leader:	John Mansfield
Date:	16/06/23

Governor:	John Cottingham
Date:	21.6.23