

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,880
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17,880
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17,880

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 as best you can. 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 2023.</p> <p>Please see note above</p>	73%
<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>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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>	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 the future.

Academic Year: 2022/23		Total fund allocated:		Date Updated: 27.7.2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 60.23%
Intent	Implementation		Impact		Sustainability and suggested next steps:
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
All staff (including new staff) confident to teach all areas of PE; to assess PE skills and knowledge; and to be able to plan to meet the needs of all children.	Staff to team teach with PE coach, during lessons to develop their own skills and knowledge to deliver PE (Staff to assess PE using school tracker to identify progress made by children and areas for development) Sports coach to lead staff meeting on teaching P.E. lessons Staff to become familiar with progression in skills for PE and understand how to differentiate activities to ensure all children can participate and progress. Sports coach and teacher work together on planning suitable activities for pupils, based on assessment	£10,770	P.E. lead lesson visits and staff survey show an improved confidence in delivering P.E. Discussions with staff following PE parent workshops showed that they have more self-confidence in delivering sessions. PE on Arbor up to date meaning that relevant focus children can be targeted during taught PE sessions and to be targeted for Lunchtime activities. New progression documents accessible on shared area to support when planning activities, this gives staff whole school overview to see where their topics and skills fit. New scheme has alternative	Use results from end of year staff survey to organise CPD in relevant areas. Ensure PE lead shares curriculum vision and aims with new staff, reinforce with existing staff. Complete PE audit of resources to ensure that adequate equipment is available to meet needs.	

	Relevant staff attend swimming training for teaching of swimming sessions		warm up ideas for those who require them- this helps support teachers' confidence when delivering. Children are able to articulate why warming up is important to their body. Pupil Survey Response: "It is important to warm up our muscles properly, so we don't pull a hamstring"	
Key indicator 2: The engagement of all 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: 27.03%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Pupils take ownership of their physical activity during free time	<p>Pure Sport coach timetabled to offer focussed sports activities during lunch play time.</p> <p>Lunch time supervisors to actively encourage pupils to take part in physical activity</p> <p>With the Vice Principal, Lunch Time Staff to identify less-active pupils to target for active sessions</p> <p>Lunch time supervisors to play music outside, to encourage pupils to dance and move</p>	£4833.54	<p>Observed over a number of lunchtimes pupils choosing and asking for particular activities and to take part in these, at times there are now too many children to safely engage at a time requiring a rota to be set up- some of these children then set up their own mini game. Taking further ownership.</p> <p>This shows that children are now choosing to engage in physical activity freely.</p> <p>Sports Coach/LTS team have identified pupils and encouraged further activity. This has also been supported by SENDCo who has taken some children to be active on the school's fixed equipment – pupils' articulate</p>	<p>Develop activities during winter when field is out of use</p> <p>With the Vice Principal and/or P.E. subject lead, Lunch Time Staff to identify less-active pupils to target for active sessions</p> <p>Peer Mentors acting as activity leads, helping lead target activities during unstructured times</p> <p>Daily mile set up to increase opportunities for pupils to engage in regular physical activity.</p>

		<p>enjoyment of this and increased engagement reported. This has allowed these children with additional needs to see physical activity to release pent up emotions and relieve stress.</p> <p>LTS observations of pupils engaging with dance activities to music</p>	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Inte nt	Implementat ion		Impa ct	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Promote participation in sports/physical activities, both in and out of school	<p>Celebrate physical activity achievements (both internal and external) in weekly "Gifts of God" assembly</p> <p>Share and encourage local sports clubs or activities</p> <p>Re-introduce Walk to School initiative and encourage pupils and parents to participate</p>	£0	<p>Children are eager to bring in accomplishments from outside of school.</p> <p>Pupil voice survey: "I felt happy to share my God given talents to inspire people".</p> <p>Signposted pupils to a local Karate club and to swimming lessons outside of school, who now attend. One pupil at school swimming last year got 10m- He is now working at 20m.</p> <p>Local Swimming club to attend the</p>	<p>Continue to use walk to school initiative. Move this forward by using PE display board to show class levels to encourage greater participation.</p> <p>Have Sportsperson of the week in Gift of God assemblies to celebrate physical successes.</p> <p>Build links with local sports clubs, have flyers on PE board. Invite them to PTA fayre</p>

			summer fair and have a stall, signposting lessons. Walk to school report. shows: Active level 75% average this shows improved levels from last year indicating that more children are engaged.	events.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 12.32%
Inte nt	Implementat ion		Impa ct	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Promote outdoor learning and physical activity through a broader range of activities	Year 6 residential trip includes opportunities for participation in sports not offered in school (e.g., rock climbing) Discussion with external after-school sports provider regarding which sports to offer Offer after-school Forest school club for pupils. Signpost relevant	allocated: £1,573.00	Pupil feedback following residential, children articulated enjoyment of activities especially archery. Several children were identified and signposted to forest school club. Observed excellent engagement and enjoyment for all pupils in the club and many articulate they do not have these similar	For half-termly competitions, children to have a different focus offering a broad range of activities, 2 over the year to be new/unfamiliar sports e.g., boccia. Hold pupil survey for children to express opinions for after school clubs and competitions.

	<p>pupils who may benefit from this</p> <p>Participate in sports opportunities provided by MAC secondary school.</p> <p>SEN sensory circuit set up in the hall for children to access with a range of physical activities to access.</p>		<p>opportunities at home.</p> <p>MAC sports day moved to Autumn 2023.</p> <p>Children have accessed the sensory circuit for 10 minutes at a time when required, allowing them to return to learning more focused and regulated.</p>	<p>Access opportunities provided by the local authority and MAC.</p>
<p>Raise Attainment in swimming.</p>	<p>Year 6 to have top-up swimming provision in summer term for those who did not meet national curriculum standard during their previous core provision.</p>	<p>£630</p>	<p>Raised the attainment of current year 6 cohort from 53% achieving 25m to 73%.</p>	<p>Continue with top up provision for Year 6 in Summer 2024.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>0.002%</p>
<p>Inte nt</p>	<p>Implementat ion</p>		<p>Impa ct</p>	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Children participate in competitive sport</p>	<p>Celebrate competitions in assemblies</p> <p>Run inter-house sports cups</p> <p>Participate in MAC-wide sports days</p> <p>Annual sports day for all pupils to participate in</p> <p>Explore opportunities for competition in local cluster schools</p>	<p>£48.96</p>	<p>Pupils articulate a love and enjoyment of inter-house sports. "HT5: I enjoy a chance to apply my skills."</p> <p>Children look forward to and ask when the next one is. This shows an eagerness to compete.</p> <p>Children engaged with girl's football league with local school. We took a team and made the final, the girls were very keen to represent the school.</p> <p>Pupil Survey: "It makes me proud to take part"</p> <p>Sports day moved to later in the year.</p> <p>MAC sports day moved to Autumn 2023</p>	<p>Continue inter house competition timetable.</p> <p>Access opportunities provided by the local authority and MAC.</p> <p>Set up multiple dates for sports days and ensure information to parents is sent out in advance.</p> <p>Hold competitions based on their own games lessons at the end of a unit to utilise learnt skills.</p> <p>Include results of competitions on PE display board for successes to be shared by all.</p>
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Date:	27.7.2023
Governor:	T Guinan
Date:	27.7.2023