

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. 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 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	£ 16720
Total amount allocated for 2021/22	£ 16720 (spend £21778)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£ 16660
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 16660

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	89%
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	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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

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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:		
<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:	
			45%	
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:
<ul style="list-style-type: none"> Continue to provide 120 minutes of high quality PE each week. Ensure all children have access to additional 30 minutes of physical activity each day by providing full range of lunchtime activities to increase participation. Monitor which children are not active at break times and develop ways to ensure more active play for all. Develop connecting zone to allow for yoga/meditation and fine motor skill games. Monitor range of active play equipment to encourage children to make choices and develop own games Year 6 to cycle to school to 	<ul style="list-style-type: none"> Purchase of new GetSet4PE – new scheme of learning to ensure staff have access to high quality lesson plans across full range of PE and sport. Increase range of lunchtime clubs available through Sports Crew. Have music playing outside to encourage dancing. Skipping taster day from Dan the Skipping Man, followed up with skipping ropes being available before school and during break times. Pupil voice to be completed to reflect on what children want/need to be active. Promote and continue to use den building and use of 	<p>£ 7,500 (includes purchase of new scheme, bikes and plans for Balanceability, outdoor speaker, sheds for storage of new equipment, table tennis tables, fixed football goals, den building equipment, OAA resources, signs for outdoor learning</p>	<p>Staff confidence has improved in teaching wide range of PE following new plans, ensuring high quality PE lessons. New plans being used by all staff.</p> <p>Skipping has improved following skipping workshop. Children choose to skip at breaktimes. General skills have improved.</p> <p>Outdoor speaker enables early morning dance sessions and supports running of lunchtime clubs, ensuring active start to morning and afternoon sessions.</p> <p>New resources for Sports Crew to deliver active play sessions including fixed football goals and table tennis tables.</p> <p>Connecting zone used for yoga, meditation. Area can be used for</p>	<p>New scheme to continue to be used to ensure progression and full coverage of curriculum.</p> <p>Keep wide range of outdoor play equipment and increase training for Sports Crew to deliver active play sessions.</p> <p>Outdoor dance to be used at start of day and played at lunchtimes to support active play.</p> <p>Connecting Zone to be developed further to allow for quieter activity such as yoga. Consider resources for</p>

<p>promote active travel to school and active lives.</p>	<p>copse/wood area for playtime games.</p> <ul style="list-style-type: none"> • New OAA resources to be used in active play alongside PE lessons. Research games to play and support children in creatively designing own games. • Use of Sports Crew to run a wide range of lunchtime activities every day. Schedule of activities to be available and changed each term. • Ensure wide range of active play equipment is available at break times. • Bikeability due in Autumn and Summer terms to ensure year 6 can cycle to school independently and safely. • PE Coordinator to oversee through monitoring and observations. • Purchase of balance bikes, pedal bikes, helmets, storage and maintenance. To ensure progression of skills from EYFS to year 6 and to be use at playtimes, monitoring by midday supervisors. 		<p>outdoor learning supporting the 60 active minutes a day agenda.</p> <p>OAA resources being used to support active lessons and to support active engagement at playtimes. Full set of resources bought to ensure constant use</p> <p>Bikeability saw all children pass their cycling.</p> <p>Balance bikes used to support active travel to and from school.</p> <p>Training for PE coordinator and TAs to support use at play times.</p>	<p>Sports Crew to deliver.</p> <p>OAA resources to be used more regularly for other lessons in the curriculum to ensure all children are active. Orienteering and Outdoor Learning engages all children (including the least active) in physical activity throughout the school day, including active lessons across the curriculum, at playtimes and lunchtimes, and in after-school competitions. It introduces a new sport and additional sustainable physical activity, and provides staff with excellent professional development opportunities.</p> <p>Balance bikes and scooters to be used in PE lessons but also for active play at breaktimes and to enable own games to be made.</p> <p>Den building focus as part of forest schools and breaktimes to encourage the 60 active minutes a day agenda.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>2%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	

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:
<ul style="list-style-type: none"> Membership of School Games to continue. Maintain physical education as an inherent part of the school ethos and encourage children to make healthy lifestyle choices. To use physical education to support the school vision for our children to be confident individuals, successful learners and responsible citizens. Continue to celebrate achievements in school PE and outside sports in celebration assemblies and on sports board 	<ul style="list-style-type: none"> Use of active heat maps to raise activity levels in all areas of the curriculum. Use activity passport to monitor activity outside of school. Sports Crew to develop use of sports board to showcase sporting achievement. Children encouraged to share sporting achievement outside school in whole school assemblies. Children share tournament achievements with whole school 	£ 450	<p>Membership of School Games continued. Platinum SGM achieved.</p> <p>Member of AfPE</p> <p>Children celebrate achievements in sport in assemblies.</p>	<p>Aim to achieve platinum SGM next year.</p> <p>Celebration of sport book/wall to be used to recognize outside achievements as well as in school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:

<ul style="list-style-type: none"> To ensure all children are participating in 2 hours of high quality PE a week. CPD to be available for all staff. GetSet4PE scheme to be purchased to ensure all staff teaching PE have access to high quality lesson plans and resources 	<ul style="list-style-type: none"> PE coach to support staff CPD on guided discovery in PE. All staff to be involved in OAA training, following new resources being fitted. Gymnastics training to be attended by all staff to ensure safe delivery. Training for staff and children with Dan the Skipping man. Imoves to be used to support teaching and learning. 	<p>£ 2,200 (including £600 supply cover for teacher release time, £600 PE coordinator release time, £1000 Imoves subscription)</p>	<p>Gymnastics training given for ECT, training and conferences to support PE coordinator. Supply cover for coordinator monitoring to ensure high quality PE lessons are delivered. Imoves used to support teaching of skills and active blasts.</p>	<p>PE coordinator to continue to monitor teaching of PE Gymnastics training for all staff in October. On going CPD as required.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 26%</p>
Intent	Implementation		Impact	
<p>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:</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>
<ul style="list-style-type: none"> Continue to offer a wider range of activities both in and outside of the curriculum to get more pupils involved. Develop connecting zone in school to focus on fine and gross motor skills Focus on inclusion of pupils who do not chose to take up additional PE and sport opportunities. 	<ul style="list-style-type: none"> New OAA resources to be used more routinely as part of a wider range of subjects as well as in PE Offer wider range of extra curricular clubs including multi skills games and gymnastics Engage with the Chance to Shine programme at local cricket club and invite local tennis coach in to support learning. 	<p>£ 4,400 (including additional swimming £2000, ASC £500, £500 residential support, £1000 enrichment days, £400 for enrichment day</p>	<p>Continued development of OAA courses in school as well as part of problem solving has supported access in new activities and team work</p> <p>Enrichment sessions for KS2 with Chance to Shine Cricket at local cricket club and Premier Sport at local tennis club to develop skills in external settings.</p> <p>FSM supported with cost of</p>	<p>Orienteering and Outdoor Learning engages all children (including the least active) in physical activity throughout the school day, including active lessons across the curriculum, at playtimes and lunchtimes, and in after-school competitions. It introduces a new sport and additional sustainable physical activity, and provides staff with excellent professional development opportunities.</p>

	<ul style="list-style-type: none"> Residential week for year 5/6 to cover wide range of team building and adventurous activities. • Enrichment days to promote wide range of different sports/activities. Visit to Pipers Vale gymnastics 	at local gymnastics centre)	residential to ensure all took part and able to access wide range of additional activities.	<p>Buy into Spotify account to enable more dance outside of lessons.</p> <p>Further promote outdoor learning – visit to Flatford Mill</p> <p>Continue links with Chance to Shine and Copdock Tennis Club</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Inten t	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:
<ul style="list-style-type: none"> Membership of School games to continue. Engage with full range of tournaments through School games and events as part of belong, develop and compete basis to ensure wide range of children can take part. 	<ul style="list-style-type: none"> Sports leaders, PE coach and PE lead to ensure all children are prepared for events. Set up mini events with Bentley and Stratford Schools to embed taught skills at end of units of work. Maintain links with high school and engage in their festivals. Continue with Sports day with focus on School Games values. 	<p>£ 1,350</p> <p>(including PE lead release time, minibus +driver time and diesel, medals and trophies for sports day)</p>	<p>More children joining in tournaments due to belong, develop and compete categories. 10 tournaments accessed across KS2</p> <p>SEND confident to take part. Sports Day successful with large number of parents attending</p>	Continue with School Games and ensure all children have the opportunity to participate in competition to include KS1.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Wendy Windmill</i>
Date:	<i>26/7/23</i>
Governor:	
Date:	