

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	£1369.95
Total amount allocated for 2021/22	£17520 + £1369.95 = £18889.97
How much (if any) do you intend to carry over from this total fund into 2022/23?	£11051
Total amount allocated for 2022/23	£17778 + £11051 = £28829
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£28829 (spent £27209) CF=£959

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	Not applicable
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	Not applicable
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	Not applicable
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not applicable
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?	Not applicable

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: £13510	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:
				46%
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:
New playground equipment to be purchased and installed. Whitestone Castle (based on Reception playground) provides physical stimulation and gross motor challenge.	<p>Installed April 2022 Grand opening held with Medieval Knights of Middle England at beginning of summer term 2022.</p> <p>Rotas in place for children across school to benefit from additional time accessing this new quality equipment</p>	<p>£19410 (50% funded by FoW - £10000)</p> <p>Carry forward in 21/22 for this project £9410 spent in 22/23 through sports premium</p>	<p>See photos of castle in use – upload to website Time allocation: The rota is working really well, allowing KS1 children to access this challenging play equipment for physical development.</p> <p>Pupil voice: 'It's my favourite when we get to go to the castle. I love going down the fireman's pole but I was too scared when we started using it. We can choose to go on the slide or go across the bridge but me and my friends climb up the climbing slope.' By G (Y1)</p> <p>Staff views: Mrs Turner, Midday Supervisor said, 'The castle has had a great impact on the children's gross motor skills and the children have worked on specific fundamental movement skills such as balancing and</p>	Continue to enable access to this quality play equipment through use of rotas (e.g. collaboration time, intervention, personalised PD, EYFS provision and lunchtime provision)

			climbing. So many children were not confident to use the fireman's pole, however, so many children are confidently and safely using it now. We have noticed an improvement in the behaviour at lunchtime and it has been lovely for KS1 to have the opportunity to make use of the different space and equipment'.	
Lunchtimes to be organised in a way to encourage physical activity. Led by MDS sports/activity leader.	MDS employed to lead on physical activity and participation.	£4000	(See photos – uploaded onto website) Well organised lunchtimes with rotation through activities (see timetable). This has had a highly positive impact by increasing physical activity levels and reducing negative behaviours. New resources leading to more purposeful play.	Update rota of organised activities to support physical development and activity. Ensure wider staff group support ongoing provision. (See timetable) Continue to refresh resources
Playground Leaders training for group of Year 2 children. To support playtime activity and support peers.	Training to be conducted by NWSSP and supported by MDS sports/activity leader	£100	Playground leaders quotes: <i>'I like collecting toys (equipment) in. To be a good Playground Leader, you have to help everyone get toys (equipment) and help everyone to play'</i> by J (Y2) <i>'I like helping people. You have to help people to play safe and when they get hurt, we are there for them. We learnt how to teach safe games and we even invented some ourselves.'</i> By F (Y2) <i>'I like to help people. If you can see a toy (equipment), you can run to keep the playground tidy. We can make sure children play safe games. We were taught how to help out is Mrs Jones isn't here. We have also taught games like bench tig and canopy tig.'</i> By E (Y2) (See photos – upload to website)	Arrange for training of new Playground Leaders September 2023.

<p>Installation of new playground markings on the KS1 playground.</p> <p>Aim to increase physical activity and enable 'welly walk' to continue even in wet weather.</p>	<p>Old, worn playground markings to be removed and new, School Council chosen markings to be installed January 2023.</p>	<p>£8282.50 (included in budget of next section – Key indicator 2)</p>	<p>New playground markings have led to more purposeful play. This includes before school, when younger siblings also engage with the sporty trails.</p> <p>The marked 'mile a day' track is highly used both independently by children and through organised activity with staff.</p> <p>(See photos of markings in use on website)</p> <p>Staff voice: Mrs Shepherd, Midday Supervisor said, 'We have really enjoyed the playground markings this year. It has provided extra active challenges to complete during the lunch hour. Children liked to share with us where they have been on holiday using the world maps. The walking track has been a great initiative for the children to get them running as they know 12 laps is a mile and 6 laps is half a mile, so they are trying to run more laps each day. The trail encourages the use of different skills such as jumping, hopping, and skipping. I was also so surprised to see how many children are trying to sign now that we have the sign language pictures on the playground.'</p> <p>Pupil voice: 'I like doing the obstacle trail because it is really fun. There's lots of jumping and even a crocodile challenge. I can go really fast now!' by G (Reception)</p> <p>'I always do the running track, I can do 10 laps now! I like running so I do it at lunchtime, it makes you fit and gets you ready for the afternoon'. By J (Y2)</p>	<p>Utilise 2023/24 sports premium funding to install new playground markings on the Reception playground to increase activity and participation of Reception children.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				31%
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:
School council to engage classes to gain pupil view on new initiatives and keep PE /sports as a high priority.	<p>Gain views regarding after school clubs desired, making adaptations as required.</p> <p>Pupils to engage with School Council to decide upon the new playground markings.</p>	£8282.50	<p>Views gained and utilised effectively, pupils listened to and impacting on future school improvements in PE and school sport.</p> <p>Positive impact on behavior at breaktimes</p>	<p>A new scheme of work to be introduced. Real PE training</p> <p>Whole school training of teaching team re gymnastics to further enhance teaching aspects of PE and ensuring high standards of safety.</p> <p>Modelled lessons and side by side CPD to be provided for teachers new to school (supported by experts from NWSSP)</p>
External sporting successes celebrated in assemblies.	Celebration assemblies used to promote in school sporting achievements as well as external ones.	N/A	Children thoroughly enjoy the opportunity to celebrate their sporting successes e.g. skipping certificates from lunch time activity. ASC awards. External medals etc e.g. swimming certificates.	<p>Continue with celebration assemblies</p> <p>Sign post children with untapped talent</p>

Increase physical fitness levels of all children and increase the profile and importance of keeping physically fit.	Conduct baseline assessment (BLM) at the beginning of year and again at the end of the year. Teachers informed of identified children to target for improvement. All children to access fitness lunch 1x per week via Premier Sport.	£600	<p>Not all Reception children able to meet the start of year standard. By the end of the year the vast majority of YR children achieved the expected 200-220m in the given time!</p> <p>Teacher view: <i>'We have worked very hard on our stamina across the year and can now run a lot further. The children are becoming more resilient when taking part in physical activities. The children's fitness has improved and all of the children were able to complete the assessment!'</i> by Miss Ford.</p> <p>The progress for Year 1 children was very impressive with only a handful of children being below the expected distance of 240-260m in the given time.</p> <p>Lots of the Year 2 children achieved or exceeded the required distance of 260-300m in the set time. However a few children 'walked' the assessment.</p>	<p>Continue to conduct BLM and monitor the impact of the fitness activities at lunchtimes.</p> <p>Continue to work on the cardiovascular fitness of identified Year 2 children (share results with their new junior school)</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
PE lead to keep abreast of pedagogy in PE.	Attend training courses to develop subject knowledge and lead subject development in school. Attend Gateway Alliance PE conference. Disseminate pertinent information to staff to support knowledge and skill development	£310 Gateway + cover	Feedback provided to staff. Staff meeting held. Planned gymnastics CPD Improvements to lunchtime provision Staff questionnaire circulated. ...Results to be analysed and actions taken. Leaders view of training: Great for networking and best practice with use of sports premium.	Continue to access professional development for the PE leader in 2023/24, particular emphasis on assessment in PE Access Forest Schools Training in 2023/24
Continue to upskill new staff in the delivery of high quality PE (team teaching)	Summer term 2022 – side by side PE teaching coaching with expert from NWSSP for ECT	£600	Improved subject knowledge and skill development impacting on quality of teaching	Refresher courses and individualised CPD for 2 teachers new to school (using NWSSP) Training for all staff in use of Real PE curriculum

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:
Promote the profile of PE, school sport and physical activity by organising competitions – Infant Sports Festivals	Cross year group sports festivals	3 x £250 = £750	<p>Increased engagement in 'new' sports.</p> <p>Pupil voice:</p> <p><i>'I liked the gold because I went on holiday once and I did golf! I learnt not to use too much pressure or else it will go over the cone. When I used less pressure it went in the hole!' by N (Y2)</i></p> <p><i>'I like scoring goals, we have learnt lots of football skills. I'm really good at step-overs' by L (Y1)</i></p> <p><i>'I like playing matches and I have even learnt 3 tricks such as window screen, cross over and lay up' by J (Y2)</i></p> <p><i>'We do dance moves in dance club. I love the superhero dance!' by C (Y2)</i></p>	Engage with wider range of sporting opportunities for children. Continue to introduce children to a wide range of 'new' sports/activities

Promote the profile of PE, school sport and physical activity by organising competitions – WIS Dance Festival	Dance Festival	£225 (dance coach) inc staff cover	<p>Year 1 children thoroughly enjoyed the cross year group dance festival.</p> <p>Pupil voice: <i>'I liked dancing with my friends and watching Year 1 children doing the dance'</i> by C (YR)</p> <p><i>'I liked the pom poms when we were cheerleading and I liked watching the other children.'</i> By A (Y1)</p> <p>Teacher view: <i>'All of the children loved the dance festival with Kelly. It was a lovely opportunity for them to experience different dance styles and perform for an audience. The children showed such confidence, rhythm and determination as they learnt two different dance routines. The children loved the cheerleading so much so that we are hoping to run a cheerleading club after school next year.'</i> By Miss Yeomans</p>	Inter-school dance festival already organised for summer 2024. Local infant school children invited and local special school too.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Promote the profile of PE, school sport and physical activity by organising competitions Sports Day	Sports Day	£100 refreshments	<p>Super enjoyment – children, toddlers and parents alike</p> <p>Pupil voice: <i>'I did a bit of everything on sports day. I liked the beanbag race where you had to balance it on your head.'</i> By F (Y1)</p> <p><i>'I liked the running race because I love running. Mummy and Daddy said it was amazing!'</i> by L (Y1)</p>	Continue with Year group Sports Days
Promote the profile of PE, school sport and physical activity by organising competitions - Gold Sports Package for Competition	<p>Year 2 children to be taught skill development in particular sports over a series of weeks. Expert coaching provided in a range of new sporting experiences.</p> <p>Culminating in an Infant inter-school sports festival held at the Pingles Sports Centre.</p>	£1855 Inc coach & staffing cover to PINGLES	<p>Gold package competitions have included learning a variety of sports including multi-skills, athletics, target sports, archery, curling, bowls and golf</p> <p>Pupil voice: <i>'I liked the archery because you could see how good and steady your hands are. I learnt that when you shoot the arrow, instead of aiming high, you aim low and that's how you get a better aim'</i> by H (Y2)</p> <p>Effective professional development for staff too</p>	Highly effective sports development to be continued via NWSSP

		Staff view: <i>'What a fantastic event! The staff were very approachable and supportive to the children and encouraged them to engage with all the sports activities they had to offer. They offered a very inclusive experience and the children got so much enjoyment out of it. The children really missed the sessions when they ended and often request these games in their PE lessons' by Mrs St Denis</i>	
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Signed off by	
Head Teacher:	N Green
Date:	18.7.23
Subject Leader:	H Yeomans
Date:	18.7.23
Governor:	S Shaw
Date:	