

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2024

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 2022/23	£0
Total amount allocated for 2023/24	£17,780
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,780
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£17,780

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</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><b>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</b></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><b>N.B.</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>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> 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.

<b>Academic Year:</b> 2023/24		<b>Total fund allocated:</b>		<b>Date Updated:</b> 16.04.24	
<b>Key indicator 1:</b> Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 51%
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:
To improve staff confidence in teaching PE across through support in key areas of a Sport's coach  To introduce and facilitate a wider range of PE activities across all year groups.  New sporting opportunity with specialist coaching (NWESSP and Rugby)	Improve the quality of teaching by supporting staff confidence and competence by: <ul style="list-style-type: none"> <li>• Team teaching.</li> <li>• Modelling.</li> <li>• Mentoring.</li> <li>• Staff CPD</li> </ul> Develop pupil leadership skills.		£9,000	Staff CPD will increase confidence in teaching sports.  Pupil's enthusiasm for sport increases.  Play Leaders confidence and self-esteem is increased.	Coaches will continue to attend school and model professional led CPD for the teachers.  Children will continue to be exposed to a number of different sports, growing in confidence and honing their skills.  Staff feel confident in leading progressive lessons in a variety of sports.
<b>Key indicator 2:</b> 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: 17%

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:
To provide opportunities for less active pupils to take part in regular physical activity To foster healthy, active mindsets towards sport and activity. To increase confidence and resilience within PE and sport.	Lunchtime Play Leaders – running active games Review of resources – Elect and train pupils to be Play Leaders. To continue to work with School Sports Partnership and local schools (NWESP and WASSA)	£500  £2,600	Children will experience a range of different active games during their lunch hour Increase in physical activity levels. Increased participation numbers in the Play Leader games. Observations of less active pupils engaging in the organised games.	New Play Leaders to train the next cohort of Play Leaders for next academic year and work alongside them during Summer 2. Membership of SSP will be renewed each year from the school budget if PE and Sport funding is discontinued.

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:
				14%
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:
Increased sporting opportunities within the school - thus children get more of a chance to experience a range of sport and activities.  Further increase teachers and children's knowledge of physical activity and physical education.  Children have an understanding that physical activity and education impact on	Increased sporting opportunities through after-school clubs provided by teachers / outside providers and through level 2+ competitions.  Teachers teaching lessons specific to a specific sport – along with benefits of physical education.  Parents attending (for support) and helping with transport to and from	£2500	More children (of all ages) are experiencing a wider range of sports within school and at a competitive level.  Children are practising and advancing their skills in sports they are playing in.  They are gaining an understanding of what competition means - building a	Teachers more knowledgeable - ensuring they feel confident and have the resources they need.  Teachers and students have an opinion about physical activity and sport within the school. They are involved in the development of PE in the school.  School and parents are working

<p>their mental health, learning behaviours, self-confidence in a positive way.</p>	<p>sporting competitions where possible.</p> <p>Inter-school competitions for a variety of sport.</p> <p>Teacher and student surveys to see which areas the teachers are finding more challenging to teach/where they think improvements could be and where the children want to see change in physical education and activity within the school.</p>		<p>sports ethos and about the pressure and behaviours of competitive sports.</p> <p>Increased physical activity and sport leads children's increased confidence in sports, along with increased confidence in themselves - Aiming to achieve better – this then follows onto academic achievements.</p> <p>Teachers feeling more confident to teach lessons. Increased parental involvement within the school. More parents being more physically active with their children at home, along with giving children more opportunities for physical activity and playing in sports outside of school.</p> <p>From the surveys, teachers and PE coordinators will have more of an idea of what the teachers and children want for physical education and activity within the school. And how we can adapt to further increase PE within the whole school.</p>	<p>together to increase physical activity and health/well-being of the children.</p> <p>Whole school sporting events throughout the year.</p> <p>Continue to enter level 2+ competitions for variety of age groups where possible.</p>
---	---	--	---	--

<p><b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b></p>	<p>Percentage of total allocation: 14%</p>
--	--

Intent	Implementation		Impact	
<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>To further develop the range of activities offered to provide pupils with a wide range of experiences.</p> <p>To increase the participation levels of pupils in extra-curricular sporting activity every week.</p> <p>Pupils are exposed to specialist sports coaches to enhance their skill set and sporting opportunities</p> <p>Pupils are given the opportunity to develop their core skills in the early years.</p> <p>Develop Forest School provision to provide opportunities for healthy and active lifestyles as well as promoting importance of mental health and wellbeing.</p>	<p>Audit to be carried out on PE and playground equipment. New equipment to be purchased.</p> <p>Provide a range of after school clubs to engage pupils in physical activity.</p> <p>Utilise local sports coaches to support school sport activity.</p> <p>Maintain the grounds to allow for sports to take place in the school grounds all year round.</p> <p>Ongoing running of Forest school in order to build capacity for future. Equipment purchased for forest school.</p>	<p>£2500</p>	<p>Increased participation and sporting ability throughout the school – starting at younger ages.</p> <p>Decreased sedentary behaviours throughout the school, particularly at lunchtime.</p> <p>More children are learning and experiencing what sportsmanship and etiquette is.</p> <p>Increased love and enjoyment of sport – more children want to play and experience sport and physical activity.</p> <p>Improving self-esteem and confidence.</p> <p>Children experiencing a range of activities and sport – help improve coordination.</p> <p>Significantly positive impact on children’s learning, social, emotional and mental health.</p>	<p>Equipment stored safely and monitored regularly for longevity.</p> <p>Continue to purchase new equipment to further develop our extra-curricular offer aiming to encourage higher participation rates.</p> <p>Establish new clubs and target a higher percentage of KS2 pupils to participate in extra-curricular sporting activity every week.</p> <p>Getting more students involved to help with inter-school competitions – working with the PE lead.</p>
---	---	--------------	--	---

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 4%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear on what you want the pupils to know and be	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what	Sustainability and suggested next steps:

able to do. What do they need to learn and to consolidate through practice:			can they now do? What has changed?	
<p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure as many children as possible can enjoy the experience of representing the school in a festival, league or competition ( appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE coach as the initial driver.</p> <p>Students to understand and be able to deal with emotions, both, winning and losing in sport.</p>	<p>Involvement of a wide range of students in a broad offer of competitions</p> <p>Participation in WASSA Football and Netball leagues to increase regular competitive opportunities.</p> <p>Development of intra (in school) competitive opportunities.</p> <p>To introduce children and parents to local sports clubs where their child shows a gift or talent or interest in a particular sport.</p>	<p>£680</p>	<p>List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</p> <p>Records of fixtures, training and participants.</p> <p>Knowledge of each class and each child's strengths to choose for competitions.</p>	<p>Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.</p> <p>Build intra competition into whole school diary</p> <p>Celebrate the success of these students</p>

Signed off by	
Head Teacher:	Ann Kelliher
Date:	07.05.24
Subject Leader:	Zoey Scott (Mind and Body Team)
Date:	07.05.24
Governor:	Marcella Coleridge
Date:	07.05.24