

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

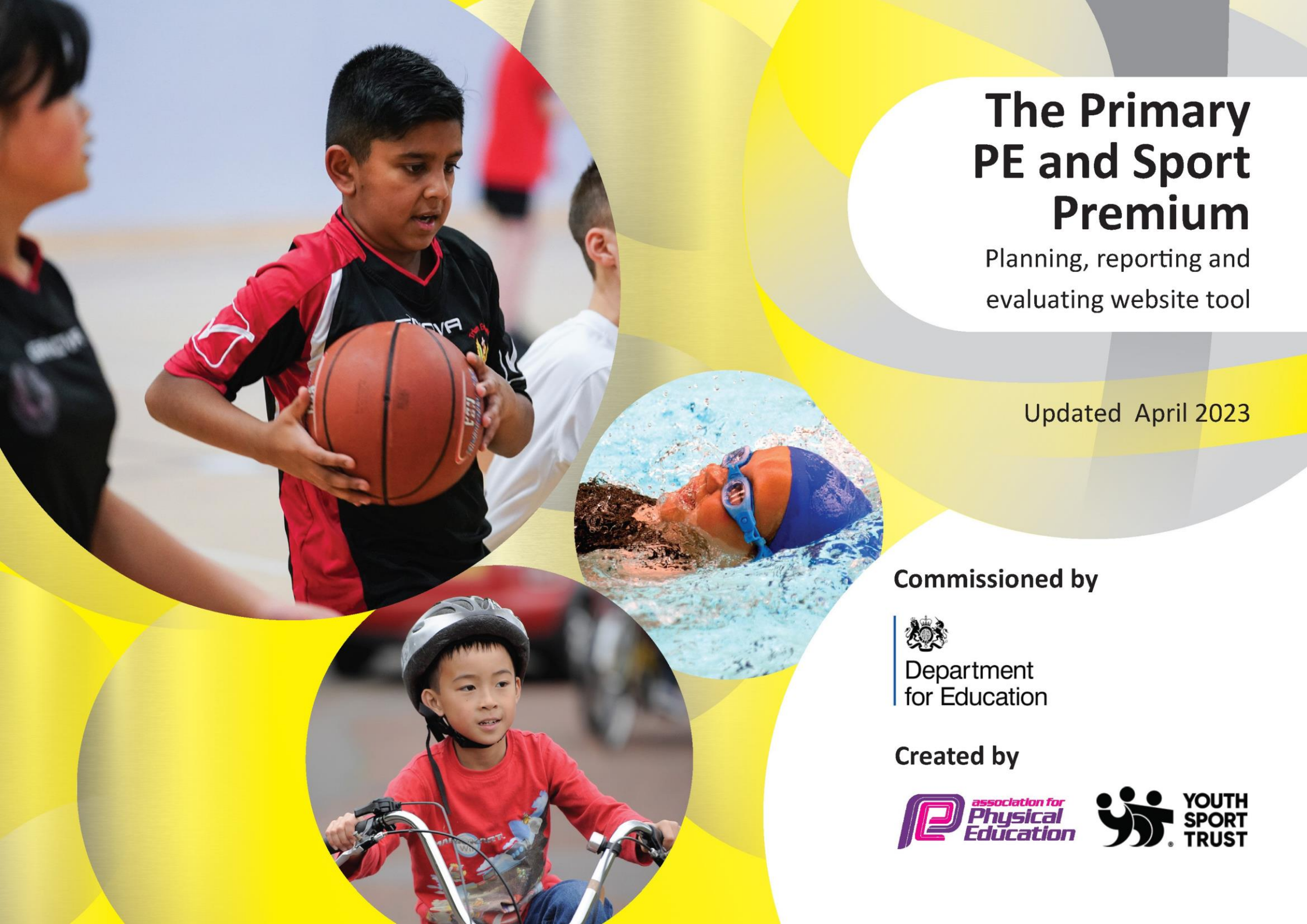
Updated April 2023

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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- Develop or add to the PESSPA activities that your school already offer

sustainable improvement
Physical Activity (PESSPA)
sport premium to



- 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](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should

Details with regard to funding

Please complete the table below.

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.

Swimming Data

Please report on your Swimming Data below.

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 July 2023. To see an example of how to complete the table please click [HERE](#).

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,530.00

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.

How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,540.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,540.00
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 2022. Please see note above	54%
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	54%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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?	NO

Academic Year: 2022-2023		Total fund allocated: £19,540.00		Date Updated: 17/7/23	
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:
					40%
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:
1. All children having 2 hours of PE every week 2. Daily Mile throughout the school	1. Continue to employ sports coach to deliver another hour of PE every week across the school 2. All year groups (EYFS later in the year) to be taking part with the Daily Mile at their selected time of the day	£16,378.66* (sports coach)	1.All children are taking part in the 2 hours of PE a week across the whole school. Teacher lessons are becoming more engaging for pupils, not just with sports coach lessons.		1. Attempt to find time somewhere in a new timetable where sports coach will see every year group throughout the year (schedule currently too busy) 2. Sign up to be a Daily Mile school and continue to make children aware of why we do this.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					10%
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: *Covered under role of sports coach	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1. House captains & bronze ambassadors having a clear role in school to encourage active lives (sports coach to choose children & organise)</p> <p>2. Inspire+ ambassadors to deliver sessions in school – paralympic/olympic athletes visiting school to deliver workshops & assemblies, fitness sessions</p>	<p>1. All will have badges to be worn around school so children know who they are. Leading assemblies to talk about the importance of healthy & active lifestyles for children. Helping out with lunchtimes & house competitions</p> <p>2. Have as many ambassadors come in to school as possible over the year and be able to provide training to children for being ambassadors themselves, deliver assemblies to whole school to encourage participation & take part in the Talented Athlete Programme</p>		<p>1. House captains always doing duties of collecting points and helping out with some selected children at lunchtimes. Bronze ambassadors having training at Jack Hunt to lead lunchtime activities</p> <p>2. Children always very enthusiastic about the ambassadors who come in. All selected children take part in the T.A.P. All ambassadors who come in are very positive about what they do and provide assemblies and workshops that engage all children taking part</p>	<p>1. Have a timetable of when these children will be doing each club, and who will be helping for each house competition. Continue to provide support for them in the form of a play leaders award in school.</p> <p>2. Continue to take as many opportunities from the sports partnership as possible to encourage all children to see and listen to as many sports ambassadors as they can, and hopefully encourage them to join clubs outside of school for themselves</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			20%
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: £885.32** (learning resources area)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Get Set 4 PE - platform for PE scheme & lesson plans for all staff to follow and deliver higher quality PE teaching	1. Continue to use this platform as a way of delivering better lessons for all children, and teachers being able to use well organised and clear lesson plans in order to teach more effectively		1. Teachers more confident in delivering lessons, as are HLTAs who have to cover PPA. All are happy to have a platform that has lesson plans ready and have clear steps to teach an effective PE lesson.	1. Ensure all new staff members are familiar with navigating Get Set 4 PE and can follow lesson plans. Observe all teachers delivering lessons on a regular basis. Begin to use the assessment tool.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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>1. Extra-curricular clubs - delivered by sports coach every week.</p> <p>2. House competitions set throughout the year</p> <p>3. Competitions through School Games</p>	<p>1. Clubs for both KS1&2 provided for children throughout the year with a range of activities, using new activities every term.</p> <p>2. Organise house competitions every term so all can experience a range of sport even if not at a club.</p> <p>3. Enter and compete in as many sports opportunities as possible, especially when venue is close to the school</p>	<p>*</p> <p>**</p> <p>Used through both sports coach and learning resources</p>	<p>High number of children in school still take part in after school clubs, whether it's through Sports Coach or Kick-off Soccer. Some children have started taking part in these sports outside of school, such as hockey & football as part of a team.</p> <p>SEND has been a large focus and they have enjoyed being able to participate in competitions that are designed just for their needs.</p>	<p>Continue to work with outside sports companies and clubs to ensure we can still provide a wide range of activities that children are able to access.</p> <p>Keep providing more for those SEND children who often cannot access mainstream tournaments and have things delegated just for them.</p> <p>With a new gymnastics springboard arriving over summer, we will also be able to provide a gymnastics club in school again and be better prepared for any gymnastics competitions in the future.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:

1. Part of the sports partnership with Jack Hunt and any other school games opportunities	1. Must take part in as many competitions outside of school venue with other schools to encourage healthy competitive activities. Learn the importance of being part of a team	* ** (gymnastics springboard)	1. As many children as possible took part in the competitions provided by Jack Hunt with teachers taking their year groups on trips as well as selected groups with sports coach. 2. Along with team building activities in school, more children are becoming better teammates for each other, whether in a sports setting or within their class	1. We will continue to be part of this sports partnership in order to consistently provide as many competitive opportunities for all children in school throughout the year. 2. Take part in as many School Games competitions as possible so we can encourage our children to competitive healthy with children who are not just in our academy, and learn new sports. With a new gymnastics springboard arriving over summer, we will also be able to provide a gymnastics club in school again and be better prepared for any gymnastics competitions in the future.
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Signed off by

Head Teacher: K Trethewy

Date: 17/07/2023

Subject Leader: KERRY HUNT

Date: 17/7/2023

Governor:

Date: