

# 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](http://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. **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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16550
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16550

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	100%
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 KNOWN
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	NOT KNOWN
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?	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> 2022/23	<b>Total fund allocated:</b>	<b>Date Updated:</b>		
<b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 23%
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?:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training, and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.	Our PE coordinator has taken part in local PE Subject Leader meetings. The PE coordinator shared the learnings with all colleagues during staff meetings.	£2700 SLSSP Membership £750	Staff feel involved in knowing what elements of PE to teach each half term and for every year group to ensure coverage of the PE curriculum. Staff feel more confident, especially in dance.	SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
	Whole school dance workshops for all staff.	£370		

<p><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</p>				<p>Percentage of total allocation: 37%</p>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Develop Sporting Ambassadors, Well Being Ambassadors and Playground Leaders role within school to involve pupils in improving our physical activity levels at school.</p> <p>Provide targeted activities or support to involve and encourage the least active.</p>	<p>Identify and train Sporting Ambassadors, Well Being Ambassadors and Playground leaders.</p> <p>Children plan and run activities to increase physical activity at school at lunchtimes, supported by lunchtime staff.</p> <p>The school delivered 6 weeks of martial arts as part of Active Aspiration and then took part in a celebration event at the local Leisure Centre.</p> <p>The whole school took part in the Move It March project to fill in an activity tracker during March 2023.</p> <p>Sports Ambassadors to audit equipment for playtimes and buy new equipment.</p>	<p>SLSSP Membership</p> <p>£2700</p> <p>£3500</p>	<p>All children active for 30mins every day.</p> <p>Structured physical activities run by ambassadors and the sports coach, offered to all children – cross country, football, cricket, use of trikes and scooters, basketball.</p> <p>All children participated and competed at their level. Children were excited about the new activities and working as teams with mixed ages of children. Younger children supported by the older children to learn new skills.</p>	<p>Sporting Ambassadors, Well Being ambassadors and Playground Leaders to attend the training and workshops organized by the partnership.</p> <p>Ambassadors to continue to create and run lunchtime activities for all.</p>
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<b>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Providing targeted activities or support to involve and encourage the least active.</p> <p>Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.</p> <p>Encourage active travel to school.</p>	<p>The school delivered the Aspiration Active project, 5 weeks of activity for less active pupils in year 5/6. The activity was chosen by the participants. This included Martial Arts. The participants also took part in an Aspiration Active celebration event at the local Leisure Centre. The pupils took part in a range of activities. The aim of the event was to signpost the participants to local community exit routes.</p> <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy. A coach from SLSSP delivered 6 sessions to 15 targeted pupils; the pupils underwent a fundamental movement assessment on week 1 and 6 to evaluate the impact of the intervention. A member of staff supervised the sessions and attended a Big Moves training course.</p> <p>The school participated in the Energise Club/SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 (for Energise) and KS1 (for SPARX) pupils. The sessions included fun physical games and mindfulness. A</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Pupils are inspired and motivated to take part in sport and activities. Pupils are proud of their achievements. (Photos)</p> <p>All children across the school are involved in active travel months.</p> <p>More children involved in lunchtime activities.</p>	<p>We provide staff to supervise all the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year.</p>
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<p>Embedding Physical Activity and Well-being into the school day</p>	<p>member of staff supervised the sessions.</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6-week club alongside a member of staff.</p> <p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also given points for achieving milestones and the most active class won a trophy.</p> <p>We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter, and Summer holidays.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>		
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
33%

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:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 2) Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range of fundamental movement skills.  The school sent out the SLSSP Christmas physical activity resources to all parents; it was designed to keep children and families active over the Christmas holiday. We also sent out the SLSSP resources designed to keep children active and healthy over the Easter and Summer holidays. We promoted the SLSSP parent portal which contains information	SLSSP Membership	More children engaged in more clubs, especially at lunchtimes.  Over a third of the school attended cross country club and three quarters of Key Stage 2 girls attended the football club.  Ongoing: Children have a voice and a say in what they want to see. More children taking up opportunities to get involved.	To continue to introduce a wide range of different clubs to offer a variety of sports.  To engage more children to participate.  Continue to offer a variety of clubs, based on children's needs and interests.

	<p>about local walking routes and fun physical activity videos.</p> <p>Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week were to raise the profile of girls' football and increase participation.</p> <p>We ran a girl's only football club at lunchtimes.</p> <p>Lunchtime &amp; Afterschool Clubs – different sports to run at lunchtimes targeted at different groups of children. Afterschool clubs to have different sports each day and be changed half termly.</p> <p>Forest school sessions for all year groups over the academic year</p>	<p>£700</p> <p>£2800</p> <p>£2040</p>		
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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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	<p>Subscription to SLSSP provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools.</p> <p>Pupils took part in the Quad Cup virtual competitions. The personal/team challenges were designed to give all students the opportunities to take part in a competition and learn sport specific skill/develop physical literacy.</p>	<p>SLSSP Membership</p> <p>£1000</p> <p>SLSSP Membership</p>	<p>Children have taken part in football and cricket matches against other small schools. Year 5 &amp; 6 girls played cricket for the county, after beating local teams. We have attended dodgeball, Quicksticks hockey and Uni hoc tournaments with other schools. All Key Stage 2 children were given the opportunity to attend 2 cross country events with some of our children going on to run for the county. Competitive Sports Day was held in school for the whole school. Events and achievements celebrated in assemblies, on PE noticeboards, in newsletters to the parents and via social media.</p> <p>27 out of 40 Key Stage 2 children participated in Cross Country Club. 16 out of 40 Key Stage 2 children participated in Girl's football Club. Girl's participation in all areas of Sport increased this year.</p>	<p>The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face-to-face competitions will take place. The SLSSP's will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical literacy and sports skill, and enable students to EXCEL. The school is committed to taking part in the local competitions.</p> <p>To increase Key Stage 1 participation.</p>

Signed off by	
Head Teacher:	<i>Heather White</i>
Date:	31.07.23
Subject Leader:	<i>K Muiridge</i>
Date:	10th July 2023
Governor:	
Date:	