

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	£0
Total amount allocated for 2021/22	£18570
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ NA
Total amount allocated for 2022/23	£18645
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18645

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</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>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.</p> <p>Please see note above</p>	62%
<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>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	62%
<p>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?</p>	Yes/ 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.

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
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:
					% 50
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:
To create a love of sport and physical activity, by employing a full-time P.E teacher during the school day and for extra-curricular activities	Specialised P.E teacher	£28000		Children have high quality P.E and afterschool lessons that are well planned and delivered. This includes internal and external competitions and sporting experiences such as attending professional football matches.	To provide further sporting experiences for the children.
	Playground equipment	2000		Children engage in physical activity daily through play leader schemes, lunch time clubs and free play with equipment brought for the playground.	

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide further opportunities related to sport and health eating.	Wolves foundation.	£4,744.00	Children have a better understanding of healthy food choices, where the food comes from and the impact on the body. They also get lunch time and afterschool football sessions .	To educate parents as well.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%0
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:
To develop knowledge and skills of teaching assistants on how to support a PE lesson.	Teaching assistants to join lessons taught by the P.E. teacher to observe and support the children during their PE slots.	£ 0	Teaching assistants are able to help out more in P.E. lessons to help meet the overall aims and objectives.	To continue profession development and continue to attend CPD sessions to further develop knowledge and understanding.

<p>To ensure all staff feel confident teaching the PE curriculum.</p> <p>For staff to ensure they understand the progression of skills across curriculum</p>	<p>All staff have taken part in staff meetings led by PE lead discussing the curriculum and how best to teach it. Staff given opportunities to discuss how they feel yearly overview is working and discuss any amendments needed. Opportunity for staff to ask questions about any skills/topics they are teaching that they may be unsure of.</p> <p>During staff meeting share and discuss the progression of skills across the curriculum so that staff have a clear understanding of how the skills will be developed throughout school ensuring no cross over. It will also ensure that children are not being taught the same skills multiple times.</p>		<p>Teachers have a better understanding of assessment for their class.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 40 %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>

<p>Increase opportunities for children to develop team-building skills and remain engaged and motivated in sport.</p>	<ul style="list-style-type: none"> - A curriculum designed to cover a range of sports for all years. - A broad range of equipment for P.E and afterschool clubs. - Banga dance workshops - Wolves foundation. - Professional Sport Coaches lead lessons in school - Soccer 2000 - Professional Sport Coaches lead lessons in school - Wolves Foundation - Professional Sports Coaches lead extra-curricular activities – sports after school (Soccer 2000) - Sports coaches for Lunchtime activities (Soccer 2000) - - 	<p>£</p> <p>11750</p> <p>£4650</p> <p>£2000</p> <p>£1500</p> <p>#</p>	<p>Children have experienced a wide range of sports and competitions which has encouraged children to take up more sports out of school. The love has sport has increased around the school and children have enjoyed experiencing the opportunities.</p>	<p>To continue giing children the experience of taking part in a range of sports.</p> <p>To give more children who did not manage to take part in external competitions an opportunity.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 0
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:
Increase pupil participation in competitions and events, internally and externally.	<p>Half terms house competitions (Tri golf, Dance, dodgeball, Sports day, Boccia and Gymnastics)</p> <p>External competitions: Football league and tournaments, netball league and tournaments, SEND, rounders, dodgeball, Multi skills,</p> <p>Sports kits</p>	<p>£ part of school budget and P.E specialised staff allocation.</p> <p>Haywards Transport donation</p>	Children from across the school have experience both internal and external competitions. Building and developing skills and characteristics such as: confidence, team work, leadership, sportsmanship, self-esteem.	Continue to do this next year with the addition of different sports.

Signed off by	
Head Teacher:	<i>Kate Charles</i>
Date:	24/07/2023
Subject Leader:	T. Powell
Date:	24/07/2023
Governor:	
Date:	