

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 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 2021/22 | £0 |
| Total amount allocated for 2022/23 | £0 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £16,000 |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023 | £ 16,000 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|--------|
| Meeting national curriculum requirements for swimming and water safety. N.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. 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 2023. Please see note above | 90% |
| 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 | 90% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | 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: 16,000 | Date Updated: July 2023 | |
|---|--|------------------------------|--|--|
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | % |
| 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 ensure all staff feel confident in teaching P.E | To keep School sports assistant employed as a good example of what makes a good PE lesson (trained by P.E. lead) | £8000 | Staff feel more confident in current year groups and understand what a good PE lesson looks like. Pupils are consistently taught good lessons and understand they are learning. | Staff changing year groups next year. Staff confidence will need to continue therefore training in their new year groups will be needed. |
| To make staff more aware of the needs of their class. | To ensure staff make time to assess the children thoroughly in order to ensure all children make progress. | | Children are aware of their needs and what they need to do to make the next step in their achievement. | |
| Key indicator 2: 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: |
| | | | | % |
| 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: |
|--|--|--------------------|---|---|
| For children to be more active at break and lunch times. | Continue to embed the sports committee and their role at lunch and play times. | £3500 for LHSSN | Pupils are more active at lunch times using a larger range of equipment | Continue to embed new sports committee supported by the school council. |
| For children to have access to more after school clubs and a wider variety to keep them active. | Buy a range of playground equipment | £2000 | Pupils are partaking in more after school clubs. | Continue to add more after school clubs for all children including those in KS1 |
| For children to have more active lessons with opportunities for learning in the outdoors. | Use sports assistant for after school clubs. | £700 for CSSCo | Pupils have been keen to learn new sports. | |
| | Hire other coaches. | | Children are moving more and it is clear more staff are planning activity into lessons. | Ensure staff planning in more active lessons within theme – this is policy. |
| | Staff to ensure planning of active lessons where possible. | | | |
| | Complete heat map tool. | | | |
| | Staff training in outdoor learning using coaches to support | | | |

| 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: |
|--|--|--------------------|--|--|
| | | | | % |
| 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 | 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: |

| | | | | |
|---|---|--------------------|---|--|
| through practice: | | | | |
| <p>Pupils are aware of keeping healthy can help them to live a happy life.</p> <p>For children to understand how good mental health plays a large role in them being healthy.</p> <p>For all children to complete activity and understand how this can support their learning in other areas.</p> | <p>Healthy Heads with LHSSN</p> <p>Include this within DT and science lessons.</p> <p>Active mile</p> <p>Just Dance sessions</p> <p>Short break games</p> | £(see costs above) | <p>Pupils know how important it is for them to make healthy choices regarding exercise and diet.</p> <p>Pupils understand how to be kind to others and themselves.</p> <p>Pupils understand the importance of movement having a break to support their learning in other areas of the curriculum.</p> | Continue to embed Healthy Heads programme and it's learning throughout the year. |
| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| 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: |

| | | | | |
|---|--|--------------------|---|--|
| For children to experience a wider range of sports to inspire them to be more active. | Sports coaches for taster activities as well as after school clubs. Take part in participatory events run by SS Co. | £(See costs above) | Pupil have knowledge of a wider variety of sports. More children have taken up other activities outside of school. | Continue to share new sports and activities with children. Outdoor learning opportunities for whole school trips. |
|---|--|--------------------|---|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---------------------------|---|---|
| | | | | % |
| 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: |
| Children will all have opportunities to represent the school and have pride in being chosen. Children will show the school games values within all of the sport they play including being respectful and showing good sportsmanship. | Join LHSSN and CSS Co. Take part in competitive sport within school – school sports week. Ensure embed school games values within P.E. lessons. Coaches for competitions | £(see above) £2000 | All children in KS2 have represented school at at least one event. Children understand how to act when at competitions and how to show respect to others including referees. Children have been able to have access to competitions due to being able to use coaches. | Continue to attend as many events as possible. Create board for awareness for school games values. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |