

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](https://www.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 2024. 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 2022/23	£0
Total amount allocated for 2022/23	
How much (if any) do you intend to carry over from this total fund into 2023/34	£0
Total amount allocated for 2023/24	£16670
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 16,670

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. 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	% 72
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	%72
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 82
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

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: 2023/24		Total fund allocated: 16,670		Date Updated: 21st July 2024	
Key indicator 1: 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					
Intent		Implementation		Impact	
Children to be physically active at playtimes, lunchtimes and during continuous provision in Foundation and Year 1	There will be equipment that promotes the development of both gross and fine motor control. The equipment will also help to promote team work and co-operation.	£7000	Pupil voice Children enjoyed all of the different types of PE they took part in. Children play well together outside, engaging in activities such as football, netball and using the trim trail. They also use some of the equipment such as rackets and ball and cups. Children in Oak are using a range of equipment such as crates and planks to develop gross motor skills and imaginative skills and PSED.	School Council to work with pupils to decide what else to purchase for enhancing playtime and lunchtime. Continue to train mini play leaders. Redesign playground markings to enhance more active playtimes Continue to develop physical development enhancements in Oak and Willow	
Mini play leaders have received training to ensure they are effective as possible.	Enhance the resources to promote physical activity and gross motor in Oak Class in continuous provision.				
Children will have the opportunity to use a variety of high-quality equipment during PE lessons.					

Children have access to high quality teaching and coaching during lesson time and have opportunities during lunchtime's and after school etc	High quality lessons Targeted gross motor control developed – interventions. Adult led opportunities to be physically active at lunchtimes – football, cricket, basketball etc. After School club provides disadvantaged children free access to sporting clubs		No barriers to children attending clubs. Children encouraged to learn new sports and participate to become physically active.	Continue club offer and lunch activities next year.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	
To provide a wide variety of after school sports clubs.	Children attend a variety of clubs.	£2000	Good uptake of after school sports clubs
Provide opportunities disadvantaged children to attend sports clubs	Children participate in weekly PSHE lessons Despite small numbers on roll, school subsidize a club with external provider to ensure it runs		Children are able to articulate what they need to do to stay healthy both physically and mentally.
PSHE curriculum teaches children the importance of a healthy lifestyle including diet and exercise			
Children understand the importance of a healthy body and mind through activities such as mental health awareness training and first aid training	Y5/6 participate in mental health training and mini medic training.	£500	
			Continue to offer a variety of opportunities for children to be physically active. Run further mini medic/mental health training for KS2

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
Ensure teachers have the knowledge, skills and confidence to teach PE	Learning walks to support teachers with the teaching of PE (release of staff to conduct these)	£750	Teacher feels more confident in teaching	
Improving and developing teacher confidence in teaching gymnastics	Gymnastics CPD to teach rolls	£500	Teacher feel more confident to teach high quality gymnastic lessons	
Purchase of PE Scheme/curriculum	Purchase scheme to support progression of skills	£450		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
Balance Bikes – chn to develop core strength and develop physical development	Purchase 6 balance bikes and helmets for children in Oak Class to use as part of continuous provision	£400	Chn are able to use a balance bike independently and with confidence	Look to run balanceability
Opportunities for children in Infants to develop gross motor skills, teamwork and communication skills.	Infant children have the opportunity to participate in forest school	£3000	Children gained confidence, developed communication and teamwork skills. As well as developed gross motor skills	Continue to use these skills in class
Y6 try new sports and activities whilst developing confidence and independence	Attend a week long outward bound residential trip participating in 25 activities	£3000	Through subsidising this, all of Y6 were able to attend and participate in trying activities they	Subsidise next year.

			had never completed before – such as crate stacking, raft building, high ropes.	
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Key indicator 5: Increased participation in competitive sport			
Intent	Implementation	Impact	
Whole school sports day	Every child is involved Children are engaged in a variety of physical activities	Physically active Develop team work and cooperation Develop resilience	Continue to develop those skills – communication, teamwork, resilience throughout school and in different lessons Continue being physically active.

Signed off by	
Head Teacher:	Nichola Pickford
Date:	21/7/24
Subject Leader:	
Date:	
Governor:	
Date:	