

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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£----
Total amount allocated for 2022/23	£19490
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19490

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>	50%
<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>	45%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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>	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:	
<p>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</p>					Percentage of total allocation:
					%
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?:	
Breakfast Club – increase physical activity opportunities.	Physical activity session (15 minutes per day) 8.15 -8.30. Breakfast club pupils from Rec – Year 6. Children play a variety of sports with the coach.		Sports Coach £20,000	Children in breakfast club are now more active and this has allowed them to be more engaged and conscious of their activity.	
Wide range of activities on offer for pupils at lunchtimes. The playground is split into four areas of activity each supervised by a lunchtime supervisor. These activities are on a rolling weekly plan so that the activities are changed often to keep the children’s interests.	Continue to monitor and support lunchtime supervisors. Ensuring new activities are added throughout the year. P.E Lead to support with new activity ideas and to seek ideas from Sport council. In school sports coach to work with children and P.E lead to ensure all activities are engaging.		Sports Coach KESSP- £3500	Physical activity has increased and children are more engaged in sport. This has also seen a great impact on behaviour. Fitness zone has increased children’s physical activity and enjoyment.	
				The main physical activity has been Dance during breakfast clubs. Next year, incorporate fitness based games. Adapt the break and lunch timetable to allow for a better rotation of sports and locations. Next year, use new sport’s apprentices to manage the zones and provide different games in each zone.	

<p>Inter/ intra School Sports competitions within year groups/ classes.</p>	<p>Pupils to take part in weekly competitions. Each half- term there is a new sport and class teams are chosen prior based on the children who have demonstrated the School Games' Value for the term. Each team of 5 from each class play weekly matches against team classes from their phase. League tables are presented on the School Games Noticeboard and are updated weekly.</p> <p>Children have been taking part in friendly matches against other schools.</p> <p>Supported through KESSP, pupils will participate in virtual tournaments.</p>		<p>Children have thoroughly enjoyed this. They have been able to take part in competitive sport weekly. All children in KS2 took part in these tournaments.</p> <p>Children have been able to take part in competitive sport against other schools developing their sportsmanship and resilience. From this behaviour, physical activity and engagement has increased significantly.</p>	<p>Continue to have inter/ intra tournaments for children.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation		Impact	
<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>Assemblies. Celebrations in assembly of competition victories, fun at festivals with certificates for certain competitions being presented. Raise the profile of P.E and Sport as the pupils, visitors and parents will be more aware of the pupil's triumphs and successes.</p> <p>Personal Challenges to help children build that resilience and to help increase physical activity.</p> <p>Sports Day! An end of year Competition celebrating pupil's successes in sport.</p> <p>Inclusion as part of the Whole School Improvement Plan. Non movers identified at play times. Lunchtime supervisors to attend training on how to engage pupils who are less active. To increase love for P.E and to have a system of controlled activities during breaks and lunches. Children to take part in competitive sport.</p> <p>Inter tournaments to be used for behaviour.</p>	<p>Achievements celebrated in assembly from all year groups.</p> <p>Personal challenges set on Monday in Collective Worship. On Friday, children will perform the personal challenge with Sports Coach in the MUGA. Prizes/ certificates to be given weekly.</p> <p>Publicised on School's social media and newsletters, Activities designed by School's sports council and managed and officiated by council members alongside sports coaches. Cultural theme embedded across the competitions.</p> <p>Supervisors and sports coach to take part in training to help facilitate games/ activities. Different zones to be made during breaks/ lunchtimes. Tournaments to run be run weekly.</p> <p>Those that follow the school rules</p>	<p>Sports Coach – Partially Funded.</p> <p>Sports Coach – Partially Funded.</p> <p>Sports Coach – Partially Funded.</p> <p>Sports Coach –</p>	<p>During the personal challenges, certificates and prizes were given to children. This has increased the resilience and determination of our children.</p> <p>Children that are overweight/ obese have been attending targeted lunchtime clubs. From this they have developed a love for Sport and physical activity.</p> <p>Children are enjoying taking part in a range of activities during breaks/ lunches. We have seen the physical activity of children increase.</p> <p>Children's behaviour has</p>	<p>Incorporate more Games Days in school next year.</p> <p>Further training for supervisors.</p> <p>Provide an additional club for those that show positive behaviour.</p>
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	and School Games Values are chosen for the tournament.	Partially Funded.	improved. Children want to take part in the tournaments so are mindful about their behaviour.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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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?:
In order to achieve good progress and achievement for all pupils the focus will continue to be on upskilling the staff. Staff have and will continue to undertake CPD sessions for various areas of the P.E curriculum. ECT programme to include opportunities for peer observations and access to appropriate courses. Support for teachers in particular areas of sport. This support will be tailored to specific staff who have identified as having a need in certain areas of sport. To develop the knowledge and expertise of our ECTs. P.E Co-ordinator to attend training to support professional development of	Sharing of good practice: Teachers to attend training when possible. In School Sports Coach to support teachers within lessons. Monitoring of planning, discussions with staff and pupils. Assessment of effectiveness. ECTs will have Sports Coach to help develop their practise drawing upon his expertise. The Hub children will have him most days to develop their fine/ gross motor skills. KESSP/ Chance to Shine sports coaches to come in and work with our ECTs. Training for all staff supported	KESSP Membership: £3,500	Teachers are more confident in delivering P.E. Lesson walks show teachers are allowing as much possible time for children to practise/ apply the skills. Due to this children's physical activity and engagement levels are increasing. Knowledge and delivery of ECT's has improved through the support of our sports coach. Planning stage has been streamlined to focus on the progression of skills and knowledge.
			Sustainability and suggested next steps: CPD booked in for Autumn 1 with teachers through AVFC. Chance to Shine CPD and delivery to be booked. Ensure the sports coach supports new ECTs. The ECT's that are in the second year can have the sports coach once a week.

leaders.	through KESSP. CPD sessions for P.E Co-ordinator through KESSP Membership including support sessions, online modules and premium report support.		P.E lead has attended training around inclusion in sport. From this, the physical activity of Group 4 (complex needs children) was revised. Children are now having the sports coach every day.	Attend more CPD- focus on dance, gymnastics and assessment.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and decrease inactivity in school time.	In school Sports Coach to continue to run after school clubs and lunchtime clubs for different year groups offering different sports throughout the academic year. As well as sports coaches from KESSP to add to our after school club provision.	Sports Coach Partially funded by sports premium.	Children are taking part in a variety of after school clubs through our sports coach, Chance to Shine coaches and KESSP. We have given priority to our Pupil Premium, vulnerable and SEND children. This has helped increase their confidence, skillset and engagement in a wide range of	AVFC and Chance to Shine due to come in.

<p>Ensure a wide range of suitable equipment is available and accessible for all children and staff. Inclusivity is a focus this year ensuring all SEND pupils are supported in all areas of physical activity.</p> <p>Increase active travel and experiences for KS1 children.</p> <p>Intra school competitions to support pupil's understanding of the School games Values. Pupils to participate</p>	<p>Lunchtime play leaders to supervise led activities at dinnertime. Pupils given the opportunity to access different sporting activities.</p> <p>P.E coordinator to ensure all equipment is available for each sport and the correct size for the children using it. Ensure differentiation in equipment is available for the children that need it. (Inspection of equipment, P.E Shed to be organised and labelled).</p> <p>Sports coach to hold scooter training session weekly for KS1. New equipment to be purchased (helmets). Lessons have been given from the BCC.</p> <p>Supported through KESSP, pupils will participate in Virtual tournaments.</p>	<p>Part of £890 Sports Premium spent.</p> <p>Part of £890 Sports Premium spent.</p> <p>KESSP</p>	<p>sports.</p> <p>Children are enjoying taking part in a range of activities during breaks/ lunches. We have seen the physical activity of children increase.</p> <p>Through the purchasing of a wide range of equipment, we now have enough equipment to ensure for all units of sport that children can practise during lessons, and play during breaks/ lunches. Different sized balls were purchased to accommodate for our different needs. Due to this, children' attainment, physical activity and engagement has increased.</p> <p>KS1 children are confident in using scooters. They can perform basic drills and enjoy using them.</p>	<p>Further training to be given to supervisors.</p> <p>Monitor equipment and restock where necessary.</p> <p>Purchase new scooters.</p>
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competitions throughout the year.				
Inter school competitions to so children can participate in competitive sport.				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Inter School Sports competitions within year groups/ classes. Intra school competitions to support pupil's understanding of the School games Values. Pupils to participate competitions throughout the year.	Pupils to take part in weekly competitions. Each half- term there is a new sport and class teams are chosen prior based on the children who have demonstrated the School Games' Value for the term. Each team of 5 from each class play weekly matches against team classes from their phase. League tables are presented on the School Games Noticeboard and are updated weekly.	Sports Coach (partially funded)	Children have thoroughly enjoyed this. They have been able to take part in competitive sport weekly. All children in KS2 took part in these tournaments. From this behaviour, physical activity and engagement has increased significantly.	Continue to have inter tournaments for children.

Inter school competitions to so children can participate in competitive sport.	Supported through KESSP, pupils will participate in virtual tournaments.	KESSP	Children were able to display different values through competitive competitions. They were engaged and have increased their love for activities they had previously never participated in.	Continue to have intra / inter tournaments/ matches for children. Next year, there will be a greater range of matches.
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Signed off by	
Executive Head Teacher:	Shaukat Islam
Date:	31/7/2023
Subject Leader:	Shajahan Miah
Date:	21/07/2023
Governor:	
Date:	