

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 2023.

Created by: [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 2020/21	£0
Total amount allocated for 2021/22	£17,210
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,200

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	N/A
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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A

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?	No
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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: £17200		Date Updated: July 2023	
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					Percentage of total allocation:
					57.96%
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?:
To develop the children’s physical and well-being at break and lunchtime.		Redesign and replacement of the wooden equipment on the school playground.		£9670	The children have developed their physical activity alongside their turn taking skills as they will, even now line up to go across the new equipment.
		Develop the zones of play on the playground at lunch. Ensuring the children have access to playground leader games and activities, construction games (Lego etc.), reflection zone and quiet book area at lunch		£0.00	The children have benefitted from being able to retreat to areas they feel more secure in. The areas have been run by our Year 2 playground leaders with the support of a midday supervisor.
To develop activity before and after school, encouraging school families to use their bodies to travel to and from school rather than their cars.		All children took part in a Scootability session. Teaching them how to use a scooter safely and also how to use them to cross the road safely.		£300	More children are bringing scooters to school. Most children understand the importance of safety on the roads.
					Due to the age of the children, Scootability is repeated annually to reinforce the importance of safety.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.75%
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 further develop the young leaders' playground leader programme so that active, focused games are played at lunchtime.	We have once again further developed our playground young leader programme and Year 2 have the opportunity to become leaders of peers and younger children during lunchtimes.	£0	<p>The impact has been, especially with the new zones of play on the playground that children have led and managed different types of games and activities. They are more able to manage a small group of children (with the support of an adult if required).</p> <p>In preparation for their role the Year 2 children completed team building exercises and we were able to see skills from children we didn't know were there. The feedback forms the children filled in following this morning was very positive.</p>	Continue to ensure new playground leaders have a team building morning and some of the suggested changes from this year's young leaders.
To ensure the PE equipment is in good, safe working order.	Universal check of equipment check to be completed. Repairs/Maintenance undertaken	£300	The impact following the visit from Universal is that all equipment has been signed off and we have an idea on what equipment will need replacing within the next year.	To be rebooked to check our equipment next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.04%
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 the PE teaching of teachers new to the school.	<p>Team teaching lessons</p> <p>Real PE online training to develop the 'ethos' of the learning platform</p> <p>Lesson learning walks and feedback given to Teachers to improve practice in small areas.</p>	£0	<p>The impact has been seen with a new career teacher. Initially she was struggling with the behavior management of the class in a PE lesson. The subject lead completed a learning walk, team taught lessons and feedback on what they could do next. At this point in the school year the new teacher now has full well managed lessons where the children are enjoying PE and learning. The new teacher is more confident in teaching PE and this can be seen through the engagement of the pupils in the lesson.</p>	<p>Subject leader to audit teacher skills and use the information to inform lesson observations and potential team teach situations.</p> <p>New members of the team will watch the training videos for them to develop their understanding of the 'ethos' of the Real PE learning platform.</p> <p>Continue to talk to pupils about PE to ensure the 'love of physical activity' is still present.</p> <p>Complete another learning walk as teachers are changing year groups and so will be teaching a different age group.</p>

To provide a framework and teaching resource for teacher across the school	Provision of Real PE platform to cover NC in PE/Dance/Gym for KS1 and PE for Reception. This plans lessons and provides visual resource to support learning and teacher subject knowledge	£695	Children are developing their fundamental skills There is a clear sequence and progression to learning across the school meaning that children make good progress and achieve expected standards by enjoying being physical. Planning provided contributes to lightening teacher workload and developing good subject knowledge	Continue to use Real PE as a resource and associated online training for new members of staff.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 children's knowledge and experience of different sports.	Tennis taster session to introduce the children to a new sport that they could access outside of school.	£0	The children all loved learning new skills. They engaged in the session and have shown new skills in subsequent PE lessons.	The tennis coaches are keen to do more sessions with our children and this will be investigated in September.
To continue to embed the love of movement and enjoyment of physical activity amongst our pupils	Another year of taking part in the London Mini Marathon. The children will run, walk, skip or jog 2.4 miles.		<p>The 2022/23 mini marathon was once again met with enthusiasm from the children. Every child in the school ran the 2,4 miles over 2 afternoons (KS1) or 4 days (Reception). They managed to raise over £200 for the local food bank.</p> <p>Later in the year we completed another mini marathon and helped to try and break the world record for the number of pledges for a sporting challenge. What was nice about this is that you saw a</p>	We aim to be involved again in Spring 2024 as the London Marathon is back at this point in the year and raise more money again for local charities.

	<p>We continue to have additional sporting and active activities for the children to sign up for. These happen either in school or after school.</p> <p>Maypole club (Year 2) Multi sports club (Year R, 1 and 2) Playball (Year R) Football (Year 1 and 2) Playground Leaders Program (lead by Year 2)</p>	<p>lot of the pledges the children made during the running. Helping others, keeping people going, smiling, making others laugh etc... Sadly despite our involvement the world record was not broken.</p> <p>Attendance at all clubs has a good range of girls and boys. Enjoyment of clubs is indicated by the numbers attending.</p> <p>The Year 2s, with the support of a lunch supervisor, provides team games and skills development (using equipment) every lunchtime across the year. Enjoyment from these activities can be seen in the school pupil survey.</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:
<p>To introduce Reception children to competitive sport</p> <p>To encourage all children to feel confident when participating in competitive sport appropriate for their age</p> <p>To teach the children what being a good sportsperson means (relationship between winning, supporting each other and winning and losing graciously)</p>	All children participated in sports day. All children took part in round robin activities with a mixed year group team. All children took part in simple running races	£0	<p>The children (and adults) enjoyed our first 'proper' Sports day since before covid. Last year our sports day was cancelled by rain.</p> <p>All the children took part and participated enthusiastically. The running races were fun and with all children winning and losing gracefully for their stage and age. I think the biggest cheer from the school and the parents was for one pupil with Down Syndrome who we have seen grow and develop physically and academically over the past 3 years.</p> <p>Children and adults supported and encouraged all members of their team in the round robin activities.</p>	<p>Plan for next year's sports day. Consideration for the new 2023-24 Reception intake when we will have another Down Syndrome child who isn't as physically able as her peers and can't currently run or jump.</p> <p>Investigate local area sports competitions for Year 1 and or 2.</p> <p>Liaise with local schools to investigate potential collaborations and experiences.</p>

Signed off by	
Head Teacher:	SR Reynolds
Date:	11.07.23
Subject Leader:	S Downing
Date:	11.07.23
Governor:	JC Cousins
Date:	11.07.23