

# 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. 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 2022/23  | £18220 |
| How much (if any) do you intend to carry over from this total fund into 2023/24?    | £0     |
| Total amount allocated for 2023/24  | £18230 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023. | £18230 |

## Swimming Data

Please report on your Swimming Data below.

|   |                |
|---|----------------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><b>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</b> |                |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>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]?<br>Please see note above  | 69%            |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 72%            |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes/ <b>No</b> |



## 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: £18220 | Date Updated: 06/07/23  |  |
|--|---|------------------------------|---|--|
| <b>Key indicator 1:</b> 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:  |
|  |   |                              |   | 33%  |
| 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 increase pupil engagement and activity within PE and Games lessons  | Purchase the next steps for Real PE and associated CPD packages (coaching and access to online training).<br><br>Plan and deliver a programme of CPD/ coaching and feedback to staff, through Grade A sports (LL) | £2160<br><br>£3330           | Monitoring has evidenced an increased number of pupils taking part and enjoying their PE lessons.<br><br>Pupils have received a range of sports and have learnt the rules and tactics of them sports. | Ensure induction training for new staff.<br><br>Further monitoring on the delivery and assessment of pupils achievements.                      |
| To increase pupil engagement in active extra-curricular activities.  | Sports leaders have given out raffle tickets for children taking part in activities at lunch times. Raffle drawn in weekly achievement assembly with prizes.  | £200                         | Increased levels of physical activity at lunchtimes with more children receiving raffle tickets and higher quality sports leader training.  | Use pupil voice to see which clubs children want to see in school.<br><br>Monitor attendance at clubs and introduce different clubs next year. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                         |  | Percentage of total allocation:  |
|--|---|-------------------------|--|--|
|  |   |                         |  | 12%  |
| 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:   |
| Pupils are more active during unstructured times (break and lunch times) and participate actively in their PE lessons  | <p>Sports leaders and mid-day supervisors to be trained to run lunchtime activities.</p> <p>Sports leaders to support PE lead in raising the profile of PESSPA around school and getting children more active.</p> <p>Sports coach and Grade A sport provide a sporting/ physical activity at lunchtimes.</p> | <p>£500</p> <p>£100</p> | <p>Monitoring at break and lunch times show an increase in pupil physical activity.</p> <p>Sports leaders supported with the running of different sporting events throughout the year.</p> | <p>Continue sports leader training each year and provide more opportunities to further develop the running of lunch time activities.</p> <p>Monitor the attendance at afterschool clubs.</p> |
| Pupils to develop their knowledge and ability in a range of sports. Pupils to have a wide range of opportunities available for them to try new sports and participate in extracurricular activities. | Bringing in the use of outside agencies to provide high-quality extra-curricular opportunities for the pupils.  | £1200                   | Outside agencies delivered regular extra-curricular clubs with pupils. Monitoring of extra-curricular clubs showed high levels of engagement and enjoyment of extra-curricular clubs.      | Evaluating the use of outside providers and from monitoring feedback, going to see what other extra-curricular clubs we can include next year.   |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                           |  | Percentage of total allocation:  |
|---|--|---------------------------|--|--|
|   |  |                           |  | 29%  |
| 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:   |
| Pupils benefit from well-planned, well-structured PE activities delivered by confident knowledgeable staff.   | <p>Staff to access specific CPD in support of Real PE, Real Dance and Real Gym across the year.</p> <p>Sports coach from Grade A sport in school one day a week to focus on delivering a different sport each half term. Staff to be released to work alongside the coach and to access planning support etc.</p> <p>PE lead to be released to observe staff and to provide high quality feedback to support the implementation of Real PE, identifying good practice.</p> <p>Staff meeting time allocated for PE lead to address any areas identified in staff questionnaire and to feedback from sporting events/ conferences.</p> | <p>£1200</p> <p>£4330</p> | <p>Monitoring shows that PE lessons across school are consistently good or better. Assessments show pupils are making good progress. Pupil voice shows that children enjoy taking part in sessions and look forward to the different activities that they play.</p> <p>Staff questionnaire shows increasing confidence in planning, delivering and assessing PE.</p> | <p>Continue using the Jasmine online platform to deliver high quality PE lessons.</p> <p>Monitor the delivery of PE lessons to ensure PE is continued to be taught at a high standard.</p> <p>Speak to staff/ complete a questionnaire on CPD needed for PE. Ensure ECT's receive the required training.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                    |  | Percentage of total allocation:  |
|--|---|--------------------|--|--|
|  |   |                    |  | 19%  |
| 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>Pupils experience and receive opportunities to participate and be involved with a wide range of sports and activities. Pupil get to try out new sports and develop their knowledge of sport specific rules and tactics.</p> <p>Additional achievements:</p> | <p>External providers bought in to extend the range of activities available to pupils including clubs. New sports introduced for pupils to take part in.</p> <p>Pupils have the opportunities to take part in different competitions at both inter and intra school level.</p> <p>Equal opportunities available for girls and boys to be involved in sporting activities.</p> | £4100              | <p>Pupils have taken part in a range of different physical activities, games and sports. Some new sports have been introduced to broaden the range of sports and activities on offer.</p> <p>A mix of pupils have been able to attend a variety of competitions across the school year.</p> <p>Girls' football team has been extremely successful this year with a large number of girls involved.</p> | <p>Monitor the attendance at extra-curricular clubs.</p> <p>Continue to include a broad range of sporting activities each year by providing a mix of sports and introducing different sports.</p> <p>Continue to work with the family schools trust and academies linked to our school to provide competitive sporting opportunities for all pupils.</p> |



| Key indicator 5: Increased participation in competitive sport   |  |                    |   | Percentage of total allocation:  |
|---|--|--------------------|---|--|
|   |  |                    |   | 7%   |
| 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:   |
| An increasing number of children take part in competitive sports at both intra and inter-school level.  | <p>Intra-class competitions have taken part as part of PE units run by external providers. Medals provided to the winning teams.</p> <p>The Sports Leader has ensured that relevant clubs have access to district level competitions and festivals</p> <p>The Sports Leader has organised competitions between different afterschool clubs within the school in mutually accessible sports, games and challenges.</p> <p>Sports leader has arranged competitions with other local schools and or academies within the trust.</p> | £1100              | <p>Children successfully competed in intra-class competitions and winning teams were given medals.</p> <p>Competed in multiple competitions run by the Dukeries academy. Various successes in the competitions and children enjoyed taking part in a variety of sports.</p> <p>Some of the competitions linked with district and county level competitions. We had some cross country runners attend the county cross country competition.</p> <p>Girls and boys football leagues have allowed increased participation for the Year 5/6 pupils. Both boys and girls reaching the district semi-finals against other schools in the cup.</p> | <p>Continue to work with local schools to provide competitive sporting opportunities for all pupils.</p> <p>Continue to work alongside the local secondary school for competitive opportunities in a range of sports.</p> <p>Links have been built across the trust network as well as between clubs within the academy and with other local schools.</p> <p>Sports lead to reach out to more local clubs to provide more opportunities to compete at a wider range of sports.</p> |

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|---------------|--------------------|
| Signed off by |                    |
| Head Teacher: | <i>R. Harrison</i> |
| Date:         | 06 – 07 - 2023     |

|                 |            |
|-----------------|------------|
| Subject Leader: | Jake Mawer |
| Date:           | 06/07/23   |
| Governor:       |            |
| Date:           |            |