

# 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](http://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 31<sup>st</sup> 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0.00
Total amount allocated for 2021/22	£0.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£21,300
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£21,300

## 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><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></p>	Data to follow
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2023.</p> <p>Please see note above</p>	Data to follow
<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>	Data to follow
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	Data to follow
<p>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?</p>	Yes

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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:	Date Updated:		
<b>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</b>			Percentage of total allocation: 100%	
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>Children to gain an understanding of the healthy activities available to them in school</p> <p>Increased engagement in healthy activities within school.</p> <p>Pupils with SEN are able to better engage in PE lessons as a result of focused sessions to improve mobility, coordination and fitness at the start of each day</p> <p>Children to be active and moving throughout the day, including 'brain breaks' to support attainment</p>	<p>Sports Coach to plan and lead active, varied non-contact games with groups of children across social times of the school day including before the start of school (for named pupils), break time and lunchtime.</p> <p>- Pupil Voice – pupil forum</p> <p>Lead MDS to select games for different times of the year and purchase resources. Midday staff is allocated to each class and can teach and promote active lunchtime activities, cooperation, and sportsmanship.</p> <p>Sports Coach to lead tailored P.E sessions for focus provision SEN pupils – twice weekly – working towards specific targets</p>	<p>£5,000</p> <p>£1,000</p>	<p>Increased engagement in daily exercise across the school day.</p> <p>Wellbeing Week some work in books indicates some understanding of healthy lifestyles</p> <p>PE evidence and CoJo evidence in topic books</p>	Continue to monitor impact, including pupil voice.

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	PE leader and Sports Coach attend CPD – 60 active minutes  PE and Sports Coach lead CPD on Active Breaks			
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
100%

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:
Increased awareness of the importance of PE for health and how it can help with learning in other areas and sports clubs available  Increased engagement with sporting activities outside the school day	Sports coach to work across the academy running activities with a broad variety. Pupil voice to direct the activities available (pupil forum/ pupil council). This will allow children to engage in high quality PE sports within and outside the school day, learning the importance of exercise in contributing to healthy lifestyles.  Plan a programme of competitive sport across the Academy. Sports coach to lead this within current restrictions, with events such as curling, athletics, penalty shoot-out and basketball hoops	£1,000	Increased engagement in exercise.  Improved concentration in lessons.  Wider variety and choice of extracurricular activities available. Pupil voice taken into account.  We have engaged in and been successful in in-school competitive events providing great opportunities to increase profile of PE & sport, and demonstrate creative possibilities with noncontact sport  Increased academic progress linked to engagement with Sports and physical activity	Sports Coach and class MDS directing games on the playground contributing to a reduction in playground issues as well as increased activity (feedback from Learning Mentor and reduced number of pupils in Mentor group at lunchtime)  Feedback to staff at EMB to share any success and examples of excellent conduct and sportsmanship by pupils.  Children’s ability to run their own active games (break/lunch/ after school)

		£1,000		
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	100%

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?:
Increase staff knowledge, skills, understanding and confidence to deliver outstanding PE and Sport	Increase staff knowledge, skills, understanding and confidence to deliver outstanding PE and Sport.  PE coach and teacher identified with good practice to lead whole staff CPD in at least termly -to support physical health and wellbeing.	£1,000	Staff confidence has grown in terms of planning and teaching good – outstanding lessons.
			Sustainability and suggested next steps:
			Teacher (GS) identified with good practice – not PE Subject Leader. Team teaching taking place with Sports Coach including peer observation.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	100%

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:

Additional achievements:  Pupils have increased opportunities and choice of sports and activities to engage with	All Y4, Y5 and Y6 pupils to attend Rock Climbing lessons – outdoor Education team to bring climbing wall to field, termly	£1,800	Increased pupil :  <ul style="list-style-type: none"> <li>•Confidence</li> <li>•Attainment across the school</li> <li>•Focus Teamwork skills</li> <li>•Number of pupils in Y4/5 able to swim 25m</li> <li>•Numbers of Y6 pupils who swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>•Numbers of pupils who use a range of strokes effectively</li> <li>•Numbers of pupils who perform safe selfrescue in different waterbased situations.</li> </ul>	Youth and local clubs (e.g. Dance) to be promoted with all children to ensure all pupils in school are aware of opportunities – eg Active Kids and Holiday Clubs
	PE leader to audit PE equipment needs and order specialised equipment where necessary to support teaching & learning e.g benches and gym equipment	£4,000		
	Swimming lessons for pupils in Years 5-6 prioritised as they missed out last year with Covid closure	£8,000		

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				100%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:



Children experience the benefits of participation in competition	Sports coach to resume inter-school competition schedule across the year – initially for outdoor competitions only – and coach children in different sports and facilitate competitions..	£1000	There is an increase in competitive sports that the Academy partake in, both internally and externally.  Children cycle safely on and off road.  Team building and character strength developed	Continue to monitor impact, including pupil voice.
	Bikeability for all Year 6 pupils (includes access to cycle track - The Big Wheel – in Nottingham)	£5000		
	Outdoor and adventurous activities – residential – supported for all Y6 children	£1000		
	CoJo resource investment and further training for staff			

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