

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

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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 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](#).



## Report for academic year 2022 to 2023

|  |                                       |
|--|---------------------------------------|
| Total amount carried over from 2021/22   | £11,679                               |
| Total amount allocated for 2022/2023   | £9794 (Oct) + £6996 (April) = £16,790 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £11,679                               |
| Total amount allocated for 2022/23   | £16,790                               |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £28,469                               |
| Total amount of spend for 2022/2023  | £19,396                               |
| Total amount carried over to 2023/2024   | £9073                                 |

## Swimming Data

Please report on your Swimming Data below.

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| 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 practiced 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 2023.<br>Please see note above  | 76%<br><br>11/13 pupils (one pupil new to school, one pupil persistent absence)                                  |
| 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% 10/13 pupils (one pupil new to school, one pupil persistent absence, one pupil less confident in backstroke) |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 76%  |

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

## 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><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</p> |   |               | <p>Percentage of total allocation:<br/>£2463<br/>13%</p>   |  |  |
| 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:  |               | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:   |  |
| School has been working with School Games Organiser (SGO) to deliver a clearly planned approach to provide at least 30 minutes for every child within the school day. The target has been extended to 60 minutes a day.                     | <p>The school completed a heatmap in the Active Planner (SGO) as part of our approach to supporting the extended target of 60 active minutes a day.</p> <p>Where possible the school promotes all eight principles of an active school: targeted support and physical interventions; engaging pupil voice and opinion; creating an active environment; offering choice and variety; embedding our progressive PE curriculum; promoting physical activity in teaching and learning. Promoting active travel has been less easy to achieve due to our rural location.</p> <p>Interventions implemented include: directed playtime by KS2 play leaders; access to relevant</p> |               | <p><b>Play Leadership Training</b><br/>£500</p> <p><b>Play leadership resourcing</b><br/>£ N/A</p> <p><b>Imoves annual subscription</b><br/>£1000</p> <p><b>Nature and Nuture Staff Training</b></p> | <p>As a result of working with our SGO and being fully committed to physical activity and delivering positive PE experiences, our active minutes plan applies to all children every day.</p> <p>PP and SEND pupils have been fully included.</p> <p>Pupil voice proves that the school has an inclusive approach to promoting physical activity and equal opportunity is the norm.</p> <p>Parent surveys prove that the school takes a proactive approach to promoting all forms of physical activity in school.</p> | <p>Continue to monitor and evaluate the implementation of the eight principles of an active school. Identify gaps and opportunities for further development.</p> <p>Play leadership training for all MDSA's (who are new to post) to continue to promote active break times.</p> <p>Improving break time play leadership resources and the active playtime environment.</p> <p>Identify opportunities for active travel where possible and monitor impact.</p> <p>Invite one off non-mainstream sports and PE visits such as</p> |

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|  | <p>equipment; Online resources: I moves; the daily mile. We have a formal structure by which we engage our pupils through sports leadership programmes.</p> <p>All Key stage 2 pupils are offered the opportunity to attend a Residential trip with activities included that have a high physical content. We offer financial support to those families who are struggling financially and/or our pupil premium pupils.</p> | <p>£523</p> <p>Cost of attendance at residential for families in need</p> <p>£440</p> |  | <p>skipping; kick boxing.</p> <p>Invest in Early Years equipment to support gross motor skills (decline noted since COVID-19) and since <del>e</del>+</p> <p>Develop Nature and Nurture programme (aligned to Forest School outdoor philosophy).</p> |
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| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> | <p>Percentage of total allocation:</p> <p>£1597</p> <p>8%</p> |
|--|---|

| Intent   | Implementation   |   | Impact  |   |
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| <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>By raising the profile of PESSPA across the school community as tool for whole school improvement our intent is to:</p> <ul style="list-style-type: none"> <li>Develop positive attitudes, attributes and skills which help with learning across the curriculum.</li> <li>Encourage positive behaviour, which promotes, inclusion and cohesion within and outside of the school community</li> <li>Sustain improvement of health, including mental health, well-being and achievement of personal goals</li> <li>Increase participation in club and community sport activities</li> </ul> | <p>One of the first objectives of the new to post school's PE and Sport Subject Leader was to acquire SL training and expertise by working with our School Games Organiser.</p> <p>Through a combined offer of National Curriculum PE teaching and a wider multi-sports based programme, all children in years 1-6 access two hours of PE/Sports provision weekly. With a further offer of after-school sports clubs, sports visitors to school and multiple opportunities to take part in inter and intra sporting events.</p> <p>Sporting achievements gained by</p> | <p>Subject Leadership Release time</p> <p>£600 (SL) release time</p> <p>Annual I Moves Subscription</p> <p>£997</p> | <p>As a result of new SL training and the proactive relationship developed with our SGO, the school has benefited from closer access to resourcing, ideas and points for development across the whole PE and sporting curriculum offer. Through monitoring and evaluation we can record a positive difference in attitude and enjoyment of competitive experience.</p> <p>Participation at after-school sports clubs has remained steady across the year with PP pupils being supported in their attendance where a fee has</p> | <p>To continue to foster positive relationships with our SGO and sports coaching company for the benefit of pupils' sporting and PE enjoyment and achievement.</p> <p>To continue to identify an appealing offer of after-school sporting provision and one-off sport visits and visitors to enhance our broad curriculum offer.</p> <p>To continue to monitor the impact of regular PE led brain</p> |

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| <ul style="list-style-type: none"> <li>Support an enjoyment of and ambition for competitive sports</li> <li>Enable a continued commitment to deliver high quality PE and sport provision within every school day.</li> <li>Provide Continuing Professional Development for members of staff supported by a rigorous and sustainable coaching for skills programme.</li> </ul> | <p>pupils in and outside of school are celebrated within the whole school community on a weekly basis. Emphasis is placed on teamwork, good sportsmanship and effort.</p> <p>Regular PE based "brain breaks" are offered to all pupils, enabling extended learning in all subjects.</p> |  | <p>been charged. After school clubs have included: multi-sports; rugby; Karate; yoga; and well-kids.</p> <p>In response to regular brain breaks, pupils, especially our younger pupils, are able to concentrate for longer periods of time working on specific tasks.</p> <p>In response to our application for the School Games Mark we have been awarded the highest level of achievement – GOLD.</p> | <p>brakes especially for our SEND pupils. To create a piece of research work to prove impact.</p> |
|---|---|--|---|---|

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |  |   | Percentage of total allocation:   |
|---|--|--|---|---|
|   |  |  |   | £9930<br>52%  |
| 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:  |
| Curriculum development in PE has been prioritized. PE and Sports Lead has worked with the school's sports coaching organisation to develop a bespoke Primary PE Progression Framework for KS1 and KS2. Embedded within the framework is a rigorous assessment system with detailed progression statements against which teachers can observe and assess outcomes during the year. | The school is embedding it's bespoke Primary PE Progression Framework and teachers are able to assess PE National Curriculum outcomes at key points during the year. | Curriculum development costs and SLT time<br><br>£9930 | Assessment has been linked to the school's internal data assessment system (Insight Data Tracker) and outcomes are reported to the SLT, governors as part of the annual assessment and reporting process.<br><br>The framework features progressive "sticky" knowledge statements for each year group, indicating what children should know and remember each year, as they progress through school. The statements are short and specific. | To continue to use our bespoke PE framework and encourage pupils to take more responsibility for accurately self-assessing and setting personal targets.<br><br>To continue to monitor and evaluate the impact of our curriculum offer via pupil voice.<br><br>To train any new members of staff involved with the delivery of the school's PE Curriculum offer and continue best |

|   |   |   | The framework has enabled staff to deliver and assess the requirements of the PE National Curriculum with confidence, using the systems and processes available.  | practice.  |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |   |   | Percentage of total allocation:<br>£1666<br>9%   |
| 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><b>Additional achievements:</b></p> <p>Our intent is to enhance and extend the range of physical activities and sports offered as part of a broad curriculum offer.</p> <p>Our PE framework is underpinned by the teaching and learning of fundamental movement skills development which can then be transferred to sports skills.</p> <p>We aim to offer our pupils the opportunity to practice and enhance skills in different contexts.</p> <p>Positive role modelling by all adults to inspire to achieve and participate in the full range of PE and sports the</p> | <p>Innova8 sports coaching provide PE and sport coaching sessions and lessons, support in the preparation of inter-school sports competitions and support staff development and CPD.</p> <p>Innova8 sports coaching also offer Multi Sports afterschool clubs.</p> <p>Also see Key Indicator No 2 for further implementation evidence and outcomes.</p> | <p>Sports Coaching and After School Sports Clubs</p> <p>£250</p> <p>TA time allocated to CPD</p> <p>£1416</p> | <p>Pupils can experience a range of specialist activities, beyond those offered by the National Curriculum.</p> <p>Skills have been developed in fundamental areas of PE and have been successfully transferred into sports skills as showcased by the school's involvement in inter-school sporting events.</p> <p>See Key Indicator No 2 for further impact evidence.</p> | <p>To continue to improve the development of our extracurricular PE and sporting offer.</p> <p>To engage existing and new members of staff in CPD in PE and sport.</p> |



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| school offers. |  |  |  |  |
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| Key indicator 5: Increased participation in competitive sport  |   |  |   | Percentage of total allocation:  |
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|  |   |  |   | £3740  |
|  |   |  |   | 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:   |
| 100% of our inter-school competitions have a clearly defined intent as recorded in our paper prep work (EVOLVE) Examples include: widening the competitive environment to develop character and life skills, adding fun elements to engage new audiences; widening the competitive environment to develop health; offering an engaging format to increase motivation; adapting the competitive environment to support individual development in sport. | As a small school we go the extra mile to ensure as many of our children as possible, particularly in KS2, can take part in inter and intra-school competitive sporting opportunities.<br><br>We overcome barriers such as staff cover, the cost of admin and the cost of transport. We believe it is vitally important to enable our pupils to engage in competitive sporting activity outside of school; to meet new friends they may come across in their secondary phase. | Supply costs<br>£1650<br><br>Admin costs<br>£1460<br><br>Transport costs<br>£480<br><br>School Games Fee<br>£150 | As a result of our proactive and inclusive strategy to increase participation in competitive sport, we ensure that the pupils that most benefit from intra-competition are given the chance to do so.<br><br>All our year KS2 pupils took part in some sort of inter-school sports event, and some more than once.<br><br>We are agile and flexible in our approach to planning and provision to ensure maximum participation. The school attended 9 external inter-school sports events as a result. | To include a more diverse range of sports within school and at competitive level.<br><br>To improve, still further, the systems and processes we use to engage and glean our pupils' views on school sport and physical activity.<br><br>To continue to fully engage in the School Games offer of inter-school competitive events, overcoming barriers to participation. |

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|  | <p>Through our broad curriculum offer we ensure that our pupils are given the opportunity to practice and prepare ahead of their competitive experiences. We gather feedback after each inter-school sporting event in the form of a match or event report. This is published in our bi-weekly newsletter and the "team" also recount their experience at Celebration Assembly.</p> <p>Intra-school events organised: dodgeball, kurling, cricket, multi-skills and rugby.</p> <p>Our annual sports showcase day was made up of inter-house kwik cricket in the morning and quad kids in the afternoon, to which families were invited.</p> <p>Inter-school events attended: football, hockey, netball, rugby union, dodgeball, multi-skills, new age kurling, orienteering.</p> <p>We invite pupils to take part in a fully inclusive manner. We do not select on ability. We target pupils who are managing additional barriers to learning. Those with behavioral challenges, PP, SEND, mental health and well-being challenges, a communication or social relationships disability (autism, Aspergers).</p> |  | <p>Through inter school sporting opportunities, we enable transition support for the pupils we know who would most benefit. The interventions we provide extend to all those taking part. If a pupil chooses to not engage, tasks are given to help with the organization of the game, scoring, referring etc., to keep them involved and give them responsibility.</p> |  |
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|                 |                            |
|-----------------|----------------------------|
| Head Teacher:   | <i>Katie Turner</i>        |
| Date:           | 21 <sup>st</sup> July 2023 |
| Subject Leader: | Sasha McClintock           |
| Date:           | 21 <sup>st</sup> July 2023 |
| Governor:       | Ian Annand                 |
| Date:           | 21 <sup>st</sup> July 2023 |