

# 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 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19020
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18660
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£0

## 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>	Covid swimming cohort (missed their swimming year).
<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>	0%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<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>	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:	
<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:
					6%
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?:	
All children to participate in 2 hours of regular physical activity.  To train and implement Real Leaders.	Time table created by subject leader allocating every year (FS – Y6) days and location for PE lessons.  Children in Y4 completed training during Summer 2 ready to begin being sports leaders September 2023.		£1247.50	All children are accessing 2 hours of Real PE each week. Assessment wheels are tracking children making progress across school in fundamental movements skills and learning behaviours.  Real Leaders (sports leaders) are on a rota system (updated every half term). Leaders deliver sporting activities along side lunch staff. This has increased participation at lunch time in KS2.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					6%
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:
School continue to be Real Legacy (Real PE, Real Gym, Real Play, Real leaders, Real Dance and Real PE at home).	All staff are delivering 2 hours of Physical Education every week.  All staff assessing PE regularly (weeks 1 and 6 of each half term).  Children training in Real Leaders to deliver SS/PA at lunch times.	£1247.50	All children are accessing PE for 2 hours every week.  Class teachers regularly assess PE each half term – showing progress in fundamental movement skills and learning behaviours.  Real Leaders delivering SS/PA daily at lunch times alongside lunch time staff.	Class teachers are confident at delivering 2 hours of PE every week.  Class teachers to continue to assess children in PE.  Continue to train leaders to deliver PA/SS at lunch times.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	40%

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?:
School continue to be Real Legacy (Real PE, Real Gym, Real Play, Real leaders, Real Dance and Real PE at home).  Sports coach to provide CPD for staff in the delivery of PE.	Subject leader communicates regularly with Create Development to increase confidence in monitoring PE.  All staff access regular CPD through create development (staff meetings).  New staff given training on	£8160	Subject leader is up to date on all knowledge of Real PE, Real Gym and Real Dance. Subject leader has regular communication with Create development about the progress of PE in school.  All staff have received training on Real Gym from Create
			Sustainability and suggested next steps:
			All staff are delivering 2 hours of PE each week. This to continue each year.  Create Development member to come in to support subject leader with monitoring (observations).  Real Gym and Real Dance to

	<p>delivering PE confidently by Create Development in Autumn 1.</p> <p>Time table created for sports coach to be shared across school each term – ensuring all year groups had support when needed.</p>		<p>Development (through staff meeting).</p> <p>All staff have had an update on assessment wheels used to monitor fundamental movement skills and learning behaviours.</p> <p>All staff can confidently follow Jasmine (learning platform) to deliver 2 hours of PE every week.</p>	be taught across school.
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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: 46%
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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?:	Sustainability and suggested next steps:
<p>To provide a range of after school activities to KS1 and KS2 children.</p> <p>Participate in school games festivals and competitions.</p> <p>Additional achievements:</p>	<p>Hired a coaching company TB Sport to deliver a range of after school sports to children in KS1 and KS2 (10 hours in total split across both).</p> <p>Attend school games festivals/competitions (try to target PP, SEND and Female participation).</p>	£9300	<p>Graphs created to show participation for FS, KS1, KS2 and Whole School (PP and SEND identified).</p> <p>Children exposed to new sports (e.g. Handball/Futsal) through festivals. Graphs track participation for these (SEND and PP identified).</p>	<p>Continue to attend school games festivals/competitions (targeting PP, SEND and Female participation).</p> <p>Sports coach to deliver a range of after school sports.</p>

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation: 1%
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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?:	Sustainability and suggested next steps:
<p>School Games Partnership (Family of Schools Primary Sports Partnership).</p> <p>To compete in the Forge Trust League Championship.</p> <p>To participate in the Dukeries Football League (boys and girls).</p>	<p>Attend school games events/festivals.</p> <p>3 football teams – forge trust league, Dukeries (boys) and Dukeries (girls).</p> <p>Book transport to accommodate away games for football.</p>	<p>£284.80</p>	<p>Children represented their school in festivals and competitive sports.</p> <p>Children are more confident in their sport teams and this has been reflected through positioning on table (forge team finished third, girls finished 2<sup>nd</sup> in leagues).</p> <p>All children could attend all competitive games through use of a mini bus.</p>	<p>Continue to create football teams for Forge and Dukeries league (targeting children in years 4/5/6).</p> <p>Children already in teams will remain in teams and progress throughout Y4/5/6).</p>

Signed off by	
Head Teacher:	Andy Stirland
Date:	18/07/2023
Subject Leader:	Amie Prickett/Emma Makepeace
Date:	18/07/2023
Governor:	Lee Hessey
Date:	18/07/2023