

# 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 2022/23	£6222
How much (if any) do you intend to carry over from this total fund into 23/24	£6222
Total amount allocated for 23/24	£13,293
Total amount of funding for 23/24. To be spent and reported on by 31st July 2024.	£ 19,515

## 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. <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? <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. Please see note above	79%
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	65%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	95%
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?	

## 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:</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:
					%
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:
<ul style="list-style-type: none"> <li>Ensure that the minimum 2 hours per week of PE is implemented and that children have the opportunity to participate in physical activity outside of PE lessons.</li> <li>Ensure our youngest pupils are introduced to the importance of physical activity from their young age</li> <li>Ensure the fundamental movement skills are taught from YR and are developed, embedded and applied in a range of contexts as the children move through school.</li> </ul>	<ul style="list-style-type: none"> <li>Two lessons of timetabled PE takes place per week for all pupils</li> <li>Wide range of physical activity available at break and lunchtimes, some of which initiated by our play leaders.</li> <li>YOGA bugs scheme to take place in early years as part of early movement and physical literacy.</li> <li>PHSE planning and delivery encompasses the importance of personal health and well-being.</li> <li>Disadvantaged, have suitable clothing and equipment for physical</li> </ul>	£8000	<ul style="list-style-type: none"> <li>All classes completed two timetabled sessions of PE per week</li> <li>Variety of sports clubs have taken place e.g. running, multi-skills, basketball, dodgeball, curling, dance.</li> <li>Yoga bugs delivered weekly</li> <li>Lunchtime resources have been improved and specific zones for sports-based activity, therefore more children are active at lunchtime</li> </ul>	Yoga bugs continues to have a positive impact on the physical and social development of our youngest children and will continue next year. Range of extra-curricular sports clubs to be maintained next year. Work to form links with external sports clubs. Further resources for lunchtime to be purchased	

<ul style="list-style-type: none"> <li>Develop children's vocabulary in PE and ensure there is progression in this year on year.</li> </ul>	<p>exercise.</p> <ul style="list-style-type: none"> <li>Range of school sports clubs available for children of all ages</li> </ul>			
<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>
Intent	Implementation		Impact	
<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>		
<ul style="list-style-type: none"> <li>Children will know that sport and physical education is regarded as highly important in our school and will be keen to participate in school sport and exercise.</li> <li>Children will have the opportunity to take part in a range of sporting and/or physical experiences</li> <li>Children will have pride and positive attitude towards their work in PE</li> <li>Develop assessment in PE so that we know about the progress of our children</li> <li>Feedback in PE allows our children to know if they're getting better.</li> </ul>	<ul style="list-style-type: none"> <li>Children take part in greater range of activities at lunchtimes and in PE lessons.</li> <li>Promote intra house and inter sport competitions and daily physical activity e.g. daily mile in summer term.</li> <li>Sports events reported and celebrated in assemblies, newsletters, on website and twitter.</li> <li>Play-leaders trained and supporting activity at lunchtimes</li> <li>Maintain displays in school promoting physical activity, healthy living and sport.</li> <li>Visits from local clubs or</li> </ul>	<p>£500</p>	<ul style="list-style-type: none"> <li>Greater range of equipment at break and lunchtimes has seen increased participation in Physical activity, games and sport at these times.</li> <li>Play leaders were in place and coordinated by lunchtime staff. This has developed their leadership skills and encouraged more children to take part in games at lunchtime.</li> <li>Children are very keen to celebrate their sporting successes in assemblies.</li> <li>Whole school sports</li> </ul>	<ul style="list-style-type: none"> <li>Further develop intra school house sport.</li> </ul>

	sports professionals <ul style="list-style-type: none"> <li>• Whole school sports events take place e.g. House sports cup, Race for Life.</li> </ul>		events well attended by parents e.g. sports day, race for life, inter-school competitions <ul style="list-style-type: none"> <li>• Lesson drop in's demonstrated that children enjoy PE and take part enthusiastically in lessons</li> </ul>	
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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: %
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Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
<ul style="list-style-type: none"> <li>• Utilise expertise of staff, both within school and externally to deliver training where required.</li> <li>• Ensure that the REAL PE scheme is adequately resourced and that staff are confident in their delivery, providing updates/training on a termly basis.</li> <li>• Utilise the South Derbyshire Active Schools Partnership training and CPD offer.</li> <li>• Ensure our PE curriculum covers the National</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise curriculum map, ensure progression</li> <li>• Conduct lesson drop ins and pupil interviews (pupil interviews taking place summer 2)</li> <li>• Deliver and/or organize CPD e.g. gymnastics</li> </ul>	£800	<ul style="list-style-type: none"> <li>• Staff are following the curriculum map and are able to find and use the most appropriate resources in their lessons.</li> <li>• Staff training delivered in Spring on curriculum progression, effective lessons and the Dfe subject report.</li> <li>• Two teachers attended gymnastics courses</li> </ul>
			<ul style="list-style-type: none"> <li>• Afpe resources to be further explored and utilized by staff</li> <li>• Curriculum map to be reviewed and revised</li> <li>• Ensure fundamental movement skills are embedded early enough and applied in a range of sports and activities throughout school years.</li> </ul>

curriculum and that the curriculum map shows progression year on year.				
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<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:
<ul style="list-style-type: none"> <li>• Increase pupil interest and participation in wider range of sports and activity</li> <li>• Maintain and create links with external sports clubs/bodies</li> <li>• Pupils to have input into our offer of sports and activities</li> <li>• Improve opportunities for competitive school sport</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and update audit of resources.</li> <li>• Research and set-up external club links and utilise expertise.</li> <li>• Audit, coordinate and monitor range of after school sports/activity clubs.</li> <li>• Carry out pupil interviews</li> </ul>		<ul style="list-style-type: none"> <li>• New trim trail for the field has been installed which has improved outdoor adventurous provision.</li> <li>• Majority of children in school participated in Forest Schools during the year.</li> <li>• There was an increase in participation in inter-school sports competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in wider range of inter-school sports competitions</li> <li>• Work to form links with external sports clubs.</li> <li>• Conduct pupil interviews to gain understanding of pupil interest</li> </ul>
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>Ensure that all of our pupils have the opportunity to compete in competitive sport via intra and/or inter competition.</li> <li>Form links with external sports clubs so that further competitive opportunities are available outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in Active Sports Partnership competitions</li> <li>Regular intra school sport competitions to take place.</li> <li>Provide range of after or during school sports clubs</li> <li>Research, contact and set-up club school links.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Sports clubs offered after school has improved opportunities for children of all ages</li> <li>More children have had the opportunity to compete in competitive inter school sport</li> </ul>	<ul style="list-style-type: none"> <li>Further increase participation in inter-school sports competitions and diversify the competitions entered</li> <li>Work to form links with external sports clubs.</li> </ul>

Signed off by	
Head Teacher:	C Hollis
Date:	September 2024
Subject Leader:	M Dythan
Date:	July 2024
Governor:	A Windle
Date:	September 2024