

# 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 2021/22  | £17,584 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0      |
| Total amount allocated for 2022/23  | £17,600 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £17,600 |

## 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> | 0%     |
| 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  | 88%    |
| 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  | 88%    |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 0%     |
| 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/No |

Created by:



Supported by:



## 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:  |   |
|---|---|-----------------------|--------------------|--|---|
| 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 |   |                       |                    |  | Percentage of total allocation:<br>31.85% |
| 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?:   |   |
| To ensure the school is correctly equipped to deliver the PE curriculum and additional PE activities throughout the day.  | Provision of PE equipment   |                       | £835.85            | Enabled the effective delivery of PE through replacement of key equipment and provision of additional resources.   |   |
| To provide greater opportunity for children to be more physically active throughout the day   | External coach staff to support the children in their fundamental skills and encourage them to be more physically active. |                       | £4770              | All children engage in fundamental skills every week day at lunch time. The children have access to a range of activities and skill support is provided to them from experts |   |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                       |                    |  | Percentage of total allocation:<br>5.1%   |
| 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 improve outcomes in PE and increase pupil motivation.  | The PE lead has created a progression document for the teaching staff to follow to ensure the children are all progressing in all areas. Real PE and Cambridgeshire Physical Education | £695 (Real PE- Create Development)<br>£203 (Cams) | The teaching staff are able to follow a clear progression and now have an increased subject knowledge. | Sustainability: Staff can follow a clear plan with progressive objectives<br><br>Next steps: Staff to complete a survey on the support needed in PE. |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 25.17%                                   |
| <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: |
| To monitor and develop PESS provision in school   | The school has a membership for SOKE partnership to access support, CPD and sporting competitions. | £4000              | School has organised inter-school competitions to motivate and engage pupils in PE.      | Sustainability- continued membership.    |

|   |  |                    |  |   |
|---|--|--------------------|--|---|
| Supply cover for PE Leader to develop and improve PE provision  |  | £196               | To develop and improve the PE provision. To increase knowledge of PE strengths and development points. |   |
| To support staff SLA for PE advisor   |  | £135.00            | School has had advice from the Local Authority in strategic direction for PE.                          |   |
| Playground PALs training  |  | £100               | To develop and improve support teamwork within buddy groups across the school.                         |   |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                    |  | Percentage of total allocation:<br>23.96% |
| <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:  |

|  |   |       |  |  |
|--|---|-------|--|--|
| Additional achievements:<br>Provide children with a wider range of activities to broaden PESS experience – e.g. fundamental skills, netball, football via an external provider (Total sport) | School to offer an extra-curricular activity to all NC year groups during lunch time.<br><br>External coaches to enhance the quality of activity and increase the range of clubs available. | £4217 | An increased number of children participating in sports. | Sustainability and suggested next steps: staff and coaches to continue providing a range of lunch time activities. |
|--|---|-------|--|--|

|   |  |                           |   |  |
|---|--|---------------------------|---|--|
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                           |   | Percentage of total allocation:<br>13.86%  |
| <b>Intent</b>   | <b>Implementation</b>  | <b>Funding allocated:</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:   |                           | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps:   |
| Promote the number of children participating in school sport competitions.  | Travel cost of competitive sports events.<br><br>PE subject lead to organise competitive matches with local schools. | £2441                     | Representing the school in a wide range of sports.                                      | Sustainability/next steps: continue to use coach companies/taxis to take children to events. |

|               |               |
|---------------|---------------|
| Signed off by |               |
| Head Teacher: | Alice Edwards |
| Date:         | 18-7-23       |

|                 |                                   |
|-----------------|-----------------------------------|
| Subject Leader: | Amelia-Rose Roberts               |
| Date:           | 11.07.2023                        |
| Governor:       | Alan Turner<br>Chair of Governors |
| Date:           | 18 July 2023                      |