

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	£19,490
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,470
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,470

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	% 6c 63 % 6D 58
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	% 6c 44
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 6c 63
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?	Yes/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:	
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: %
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 be active for at least 30 mins per day to increase health and fitness levels.</p> <p>Increased organised play opportunities for pupils during break time and lunch time – along with a fundraising effort from the school council a table tennis table was supplied on the playground for lunchtime activities.</p> <p>PE curriculum to be fully taught over the course of the year – identify key skills needed for each discipline and look to give the teaching of these more prominences next year curriculum is taught in its entirety for the second time.</p>	<p>Provide a variety of equipment during playtime and lunchtime – specific equipment supplied for activities rather than general playing.</p> <p>Ensure ample and required equipment is available for PE lessons – new activities to be planned for as well as a refresh/restock of existing equipment.</p> <p>Continue to implement the Cambridgeshire Scheme of work.</p> <ul style="list-style-type: none"> - Promote a healthier lifestyle through a new method of travel to school – to revisit walk to school week and see if it can be looked at again. 	£12,470	<p>Development of skills across the PE curriculum.</p> <p>Healthier lifestyle.</p> <p>Pupil Voice feedback.</p> <p>Weekly Blogging.</p> <p>Photographic Evidence – Gdrive fully embedded throughout the school to track evidence – to develop further so it can be used even more to improve technique and practice of the children.</p> <p>Pupils Surveys and Feedback.</p> <p>Bike/Scooter shelter register.</p>	<p>Equipment available for years to come. LSAs to continue to develop knowledge and understanding of equipment and children physical education during playtimes and lunchtimes.</p> <p>Survey of activities – aim is to give every children, whether at home or in school, an additional sporting activity.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
All children develop the necessary skills to participate in a range of sports that they may not currently have access to.	Identification of seven key skills across the school One key skill to be a school wide focus per half term.	£1750	Year 1 – Week 1 17/30 (57%) didn't meet standard. Week 6 – 19/30 (63%) met the standard. Year 2 – Week 1 19/30 (63.3%) didn't meet standard. Week 6 – 16/30 (53%) met the standard. Year 3 – Week 1 20/30 (66.7%) didn't meet standard 14/30 (47) met the standard. Year 4 – Week 1 – 24/30 (80%) didn't meet standard Week 6 16/30 (53%) met the standard. Year 5 – Week 1 – 18/30 (60%) didn't meet standard. 19/30 (63.3% met the standard. Year 6 – Week 1 19/30 (63%) didn't meet the standard – Week 6 – 14/30 (47%) met the standard, ,	Summer term intervention/extra curricular activities to target particular skills that need developing across the school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Improve the teaching staff delivery of PE and the overall profile of PE across the school.</p> <p>Improve the quality of extra -curricular clubs.</p> <p>Lead teacher to investigate an effective way to use technology to fully develop and improve skills – use an improving</p>	<p>Team teaching opportunities through specialist coaches so that every class from Reception to Year 6 receive additional quality PE lessons. Coach to focus on giving the teachers tips/pointers to help teach pe.</p> <p>PE Co-Ordinator to attend PE course to develop skills and knowledge of PE curriculum and possible deep dive.</p> <p>Pupil and staff questionnaires. New equipment to be purchased where necessary to help teach the effective teaching of lessons. Lead teacher to speak to staff to see what resources are needed throughout the school.</p> <p>Extra-curricular clubs before and after school through specialist coaches. To move to specialist skills/games/ opportunities rather than general “multi-skills”.</p>	£1500	<p>Pupils receiving high quality PE lessons – technology and equipment use together to give the children the best opportunities.</p> <p>Lesson Observations.</p> <p>Positive feedback from children – lead teacher to meet with school council to get their input on things.</p> <p>Staff reporting on increased levels of confidence in teaching PE – wider range of equipment is used by all staff.</p> <p>Children improving in half termly PE data from the extra support in the clubs provided.</p>	Staff to follow the Cambridgeshire Scheme of work but adapted to suit the needs and talents of the children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>An increased range of afterschool clubs and opportunities for all the children – skills/sport specific opportunities to be sought rather than the traditional “multi-skill” clubs.</p> <p>Staff to be encouraged to take/lead sessions in a particular sport of their interested across the school.</p> <p>Aim is that every child will have access to an additional PE opportunity</p>	<p>Successful launch of girls and boys football team.</p> <p>“Wiggle Wednesday” introduced in summer term.</p> <p>Skills check/improvement introduced to equip children with skills necessary to compete in sports which are not currently available to the.</p>	£1750	<p>A wider range of children to take part in activity that previously</p> <p>A wider range of activities to be on offer to all children.</p>	<p>Activities to be staggered across the school year in years to come</p> <p>More advanced classes/groups in specific activities so children can build on the skills they already have.</p>

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:

<p>All children have access to more “structured “ activity sessions</p> <p>Children to have lessons which focus on skills needed to access additional sports, not just the ones highlighted through the curriculum.</p>	<p>Wiggle Wednesday to take place as often as possible – focusing upon different activities for the children.</p> <p>Skills – each half term to have a different focus of skills for the children to work on.</p>	£2000	<p>Numbers of children participating in Wiggle Wednesday to stay consistent over time.</p> <p>Clear improvement in skills across a half term - % of children passing each term to be improved.</p>	<p>Starter for lessons to be adjusted so that the half termly key skill going to be addressed by the class teacher through this activity.</p>
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Head Teacher:	Gary Nott
Date:	July 2023
Subject Leader:	Michael Newman
Date:	July 2023
Governor:	Mark Butcher
Date:	July 2023