

# 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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£22,465
Total amount allocated for 2022/23	£18,666
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 41,131

## 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>	
<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 2022.</p> <p>Please see note above</p>	42%
<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>	42%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	42%
<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>	Yes/ <b>No</b>

## 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: 51%	
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:
To improve the provision in Reception for outdoor learning and development of gross motor skills, in order to set children up with the skills needed for healthy physical activity in primary and later life.	Purchase of an outdoor canopy for reception to enable them to continue outdoor physical play in all weathers.	£1660 (a further £6299 allocated from 23/24 spending)	Both to be installed over the Summer, ready for September. Full impact to be reported in 2023/2024.  Projected impact:	Next steps: <ul style="list-style-type: none"> <li>- Further mapping of gross motor activities on medium term planning documents.</li> <li>- Staff CPD on age-appropriate gross and fine motor skills development.</li> <li>- Installation of materials ready for September.</li> </ul> Sustainability: <ul style="list-style-type: none"> <li>- Regular maintenance schedule for new equipment.</li> <li>- Review of impact and holding to account for high expectations of physical development in</li> </ul>
	Resurfacing of concrete Reception outdoor space with wet pour, to allow more appropriate activities to develop fine and gross motor skills (crawling, developing muscles in hands, fingers and toes).	£19,449	<ul style="list-style-type: none"> <li>- More opportunities for meaningful physical development activities in Reception.</li> <li>- Better development of gross motor skills, closing gaps that have arisen since COVID.</li> <li>- Children allowed regular access to outdoor provision, whatever the weather.</li> <li>- Children set up with the skills needed to have a</li> </ul>	

			healthy attitude to physical activity throughout primary school and beyond.	Early Years.
<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: 11.5%
<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 ensure we have high quality resources to ensure PE is delivered well and children value the subject.	<p>Purchase of resources to enable the sports to be delivered effectively to all children.</p> <p>Resources for SEN children to make all sports inclusive (balls with bells, flashing balls, large balls).</p> <p>Purchase of resources that provide stimulating opportunities for Reception children (den building crates, wooden planks, nature bead threaders)</p>	£4736.37	<p>This has allowed PE lessons, clubs and events to be well resourced, ensuring the children have safe and good resources to use.</p> <p>Children with sight and mobility issues have been able to access all PE lessons.</p> <p>The Reception teachers feel this has really supported the children's gross motor skills which is now part of the EYFS curriculum. This has also improved the children's social skills, which again is a prime area in the curriculum. Our local authority representatives have also complimented this area.</p>	<p>Next steps: To ensure equipment is up to a high standard. To continue to monitor the amount of resources needed.</p> <p>Sustainability: -PE equipment purchased will ensure that all sporting activities can be run effectively through the academic year and resourced appropriately. -children engaged in activities for after school clubs which means coaches can be used to support PP children next academic year.</p>



<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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				4.7%
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 provision for children at lunchtime and to increase confidence in staff to support play.	Release time for staff to attend the training and practice implementing it.	£1790	MDSAs are more equipped with ideas to support the children to be active and engaged during lunchtimes.	Sustainability – staff confidence in playground games and knowledge of active lunchtime sessions has increased.
To support subject leader in professional development around PE.	Subscription to collaborative school meetings/ conferences that support SLs to be able to meet and discuss changes in the PE curriculum, good practice, the spending report etc.	£151	SL has benefitted from attending these meetings and has used conversations to support her action planning for next year.	Next steps - Continue to liaise with other colleagues and consider how we can improve the opportunities for our children. Sustainability – professional development to ensure that staff have the opportunity to reflect on and improve practice.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 30.5%
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	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:

consolidate through practice:				
To provide afterschool clubs that stimulate and engage children into a variety of different sports.	Purchase of Sports Coaches to provide a variety of clubs throughout the year.	£774.10	Continues to be a successful use of spending. Children thoroughly enjoy sessions and develop their skills both physically and socially through these clubs.	Sustainability – as a result of the additional sports the children have had experience to new sports they would not get in their usual PE lessons such as Archery.
To provide children with an outdoor learning curriculum which engages their curiosity and love of outdoors.	Purchase of forest school outdoor learning days to provide skilled outdoor learning experiences for children.	£5,800	Children engaged in physical activity whilst learning outside about the environment. These helped both physically and socially and engaged children who are not as keen to work inside.	Sustainability – children have been able to access outdoor learning. Staff member trained to enable this to continue throughout the next academic year and beyond.
To enable children to be safe and engaged during lunchtimes. To have extra physical play opportunities.	Purchase of forest school leaders to support SEN alternative provision. To engage them in being active.			Next steps – liaise with the forest school leader and Wiltshire wildlife trust to continue suitable and engaging days to enhance the children’s learning.
Additional achievements:	Purchase of 2 MSDA’S to support the children to be safe at lunchtimes. As well as given us the opportunities to provide the children with more physically activities such as DPA equipment out.	£5952	Children have been able to access more resources and lunchtimes to keep them active and engaged which has supported their physically and social development as well as enhanced good behaviour.	Monitor next year and make sure all children are getting an inclusive experience.

<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			0%
<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:
Create opportunities for children to compete with children from other schools and settings.	<ul style="list-style-type: none"> <li>- Engaged in Rugby tournament with local Rugby club.</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Y5 team won the tournament, great examples of teamwork and perseverance.</li> <li>- Links now established with Rugby club and talks about further tournaments next year.</li> </ul>	<ul style="list-style-type: none"> <li>- Look to arrange more competitive events through the Rugby Club and through football coaches.</li> <li>- Expand the school repertoire of competitive sporting events.</li> </ul>

Signed off by	
Head Teacher:	
Date:	20.7.2023
Subject Leader:	A. Stephens 
Date:	20.7.2023
Governor:	
Date:	