

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 31st 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 | £19,580 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19,550 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 19,550 Spent: £17,663 |

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>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</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>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 2023.</p> <p>Please see note above</p> | 78% |
| <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> | 72% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 78% |

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

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: | |
|---|---|-----------------------|--------------------|---|---------------------------------|
| <p>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</p> | | | | | 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?: | |
| Children to have access to high quality PE lessons. | Sports Coach hired at school to teach PE once a week in each year group. | | £11,000 | Pupils experience a wealth of physical exercise throughout the school day, both in P.E lessons and during playtimes. | |
| Opportunity for additional Sports. | Sports Coach runs variety of sports clubs after school and during lunch times. | | | Pupils are encouraged to stay active in different parts of the outside areas. Pupils have wider knowledge of Sports available to them. | |
| Increase the provision for swimming | Provide further swimming lesson opportunities for pupils who have not met the expected standard. Pupils identified from the swimming register | | £2088 | Pupils in Year 3 have received twelve 45 minutes swimming lessons as part of the curriculum. This is an increase from ten sessions. Year 5pupils who missed swimming blocks due to pandemic have accessed 10 weeks of swimming. | |
| | | | | The P.E timetable will continue to be implemented in 2023-2024 | |
| | | | | Identify children from y5/6 who have not met the expectations for swimming to receive additional swimming in 23/24. | |

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| 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: |
| Development of young sports leaders and promoting of PE throughout school. | Sports Ambassadors trained in school. | £150 | Sports Ambassadors have lead PE games during lunch time – raising the profile of PE. | Continuation of Sports Ambassadors. |
| Pupils to be celebrated for participation in school sports. | Certificates and competitions celebrated in assembly. PE coach to select a sports person of the week. | | Results have been shared and applauded in assembly. Children have been proud to stand up in assembly to be celebrated. | Continuation 23/24. |

| 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: |

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|---|--|--------------------|--|--|
| Review the progression of skills and knowledge are mapped out throughout the school to ensure lessons are progressive by building on prior knowledge and skills. Ensure the vocabulary of each sport is progressive. | Each sport has a progression of skills and knowledge document attached to it. The vocabulary taught for each sport is progressive. | £800 | The intended objectives have been taught by the sports coach and a Y3 teacher. Pupil voice indicates that pupils are able to talk about the skills and knowledge they have learnt. Pupils were able to identify and explain the key vocabulary linked to each sport. | Specialist CPD and support programme to be planned based on the current level of expertise and confidence of staff. |
| Develop knowledge and skills of PE lead within school to share with and support other staff | School PE Co-ordinator will attend PE co-ordinator meetings to discuss best practices and increase confidence. | £700 | PE Co-ordinator has attended meetings with the SGO and subject leadership meetings where best practices have been shared. | Continue to make links with the Hucknall Family of Schools to share best practices. |
| 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: |
| Opportunities for children to partake in additional sports. | Lunch time clubs and after school clubs offered to children. Different sports offered half-termly. Sports Leaders to organise lunch time sports activities. | £ | Opportunity to engage in extra sport at lunch times. Opportunity to participate in different sports. Opportunity to stay fit. | Sports Ambassadors programme to continue next year. Ask children what sports they would like available at lunch times. |
| Pupils in Y1- Y6 will access 12 weeks of an alternative physical activity – Fencing and Yoga. This will help to support pupils with | Pupils in Y1- Y6 will access 6 weeks of fencing sessions and 6 weeks of Yoga | Yoga - £875 | Pupils have all accessed Fencing and Yoga sessions. These have supported | Work with the Enrichment Co- |

| | | | | |
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| their mental health and well-being and increase their confidence levels. | sessions which will be run by outside provider. | Fencing - £1200 | pupils with their mental health. | ordinator to review the provision for 2023 – 2024. |
|--|---|-----------------|----------------------------------|--|

| 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: |
| Competition against school. | Coach to run lunch time and after school clubs. Different sports offered half termly. Lesson sequences finish with competitive game. | £ | Pupils in most year groups have had the opportunity to compete against others in different sports. | Ensure every year group has the opportunity to participate in competitions. |
| Wide variety of competition against other schools. | Entry into Next Level Sports Games. | £350 | Many children have had the opportunity to participate in competition including those with low confidence, KS1 and SEND. | Look to participate in more competitions next year. Look for more opportunities for those with low confidence to participate. |
| Swimming gala | Entry into local swimming gala. | £100 | Children developed in swimming confidence and competition. | |
| Competitive football available for boys and girls. | Y6, boys and girls team and y5 team have been in the Kirkby and District | £50 affiliation. | Children have experienced joys of regular team game. Children have | Continue this 2023/24. |

| | | | | |
|--|--|------|--|---------------------------|
| Sports Ambassador to facilitate Level 1 events during lunchtimes | Schools FA. Sports Ambassadors to run competitions at lunchtime. They will record and input the results which will be sent to the SGO | £350 | experienced highs and lows of winning, scoring, conceding and defeat. Children have enjoyed weekly lunchtime football practice. Sports Ambassadors have led competitions throughout school during lunchtime. They have improved their leadership skills and pupils who have taken part have had the opportunity to improve their skills and personal bests. | Continue this in 2023/24. |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |