

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£ 0
Total amount allocated for 2023/24	£ 20,040
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2023/24	£20,040
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 20,040

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 as best you can. 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>	60%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	65%
<p>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?</p>	No

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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: 2023/24		Total fund allocated: 20,040		Date Updated: July 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 53%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
We hope to continue to develop the skillset of our staff team by utilizing a professional sports coach to deliver high quality CPD that can be implemented across the school to promote daily physical activity, develop pupils' sporting and leadership skills and offer a wide range of sports/games-based activities that the children can access throughout the day, either within structured PE lessons or through break and lunch time activities facilitated by the Sports coach. By providing structured playtime and after school clubs – that are sports/games based and delivered by a professional sporting coach, we of course hope to increase participation in a variety of sports but, further to	The sports coach is in school 5 days a week to offer break, lunch time and after school provision. Teachers and Teaching assistants allocated to the coach for specific activities to receive CPD. Teaching assistants to implement their own clubs and playtime activities to build on what the coach is offering.		£10,795	The quality of PE across the school has improved. Teachers and Teaching assistants that have received CPD from the sporting coach, have been able to implement strategies, which they have learnt to further enhance the quality of the provision that we are able to offer to the children. The children have now been able to access a much broader range of activities at break and lunch as well as after school. In many instances, this has even encouraged pupils to access local sporting clubs within their communities ensuring the impact extends outside the parameters of the school day itself.	To continue to explore and research different sports and activities to attempt to engage even more pupils in physical activity and ensure that our staff receive CPD to ensure confidence of delivery. This could include yoga, cheerleading or other provisions that we have not yet trialed but may have a significant impact on the pupils at our school.

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<p>this, teaching staff and selected teaching assistants will support in the running of these clubs and are able to gain vital CPD, enabling staff members to offer additional play time and after school clubs based on the training that they have accessed within these sessions, ensuring that even more opportunities for physical activity can be offered to the children at our school.</p>			<p>This has meant that we have been able to increase the number of pupils that positively engage in sport and games.</p>	
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<p>Key indicator 2: The engagement of all 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>	<p>Percentage of total allocation: 20%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Our aim is to provide our pupils with the necessary resources and opportunities to experience and enjoy Physical Education, both during structured lessons and during break and lunch times. We aim to achieve this through the following means: 1. Access to appropriate resources to facilitate participation in physical activity including a variety of sports and games. We will aim to ensure that children have access to suitable outdoor play equipment, including</p>	<p>We will invest in high-quality PE resources and equipment to enhance the delivery of physical education lessons. This includes providing a wide range of sports equipment, such as balls, cones, skipping ropes, and Forest school resources. We will allocate funds to acquire suitable outdoor play equipment that encourages physical activity and play during break and lunch times. This will include sports equipment for use in designated</p>	<p>£4175</p>	<p>Children now have access to appropriate resources and equipment that enhance their enjoyment of physical activity. This has resulted in increased engagement and enthusiasm during PE lessons and break times, as students have a variety of equipment available for play and exercise. The provision of engaging resources has fostered a positive and enjoyable environment for physical activity.</p>	<p>To continue to conduct regular equipment audits to refresh and improve where necessary. To continue to develop the strategies that were introduced within the Sports interventions by the professional coach more broadly across the school and to continue to identify pupils that would benefit from this kind of support; identifying key members of staff that could implement these interventions.</p>

<p>resources for PE as well as for break and lunch times. This will promote physical activity within the school and promote fun, enjoyable and physically active break times. All year groups will have equal opportunities to access and utilize this equipment, both within the structured teaching of PE lessons as well as at play times. We hope that this strategy will foster inclusivity and promote overall physical health.</p> <p>2. Daily physical activity opportunities: Using a variety of resources, will create opportunities for daily physical activity during playtimes, ensuring that children have the chance to engage in active play and develop their physical skills. This will support their physical development, enhance coordination, and promote a lifelong love for physical activity. By implementing these strategies, we aim to foster a positive and active school environment, where children can thrive physically, mentally, and socially.</p> <p>3. Run specialized club provisions: to ensure that all pupils that are deemed to be working significantly below the expected standard for PE (including targeted SEND pupils) have opportunities to develop their Fundamental Movement Skills under the direction of a professional coach</p>	<p>play areas. By providing a variety of engaging equipment, we aim to promote active play, improve coordination, and enhance overall well-being. We will establish initiatives to ensure that children stay active during break and lunch times. This will involve the introduction of structured activities, sports clubs, or supervised games. By creating an environment that encourages movement and physical activity, we will integrate physical literacy education into our curriculum, ensuring that children understand the importance of movement for their physical fitness and well-being. We will identify pupils that require interventions based on their physical and emotional needs and run several lunch time interventions targeting the development of Fundamental Movement Skills. We will also run a weekly provision to support SEMH children that have been identified as requiring support in self-regulation.</p>		<p>The Sports Premium implementation has successfully encouraged children across the school to be more active on a daily basis. Students are actively participating in physical activities both within structured lessons and during their free time, showcasing an increased enjoyment of being physically active. This has encouraged a culture of movement and physical engagement among the students, resulting in improved overall well-being and a greater appreciation for the benefits of regular exercise.</p> <p>The running of specialized clubs and provisions for targeted pupils has seen an increased engagement in sport and physical activity from SEND pupils. Children that previously struggled significantly with emotional regulation and anger have seen an improvement in their overall well-being and have developed strategies for self-regulation in unstructured times.</p>	
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towards the end of ensuring that they can access PE lessons more successfully. In addition to this intervention, we also aim to provide selected SEMH children with a weekly sports-based intervention to promote anger management, boost self-esteem and develop key social skills, again under the direction of a professional coach.				
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
We will seek to provide all students with equal opportunities to participate and enjoy physical education, school sport, and physical activity. We will attempt to enhance the physical education curriculum by integrating innovative teaching approaches, including differentiated instruction, skill progression, and opportunities for personal reflection and goal setting, supported by	Continue to refine and further develop an inclusive curriculum that caters to the diverse needs and abilities of all students. Provide a range of activities that accommodate different skill levels, interests, and learning styles. Recognize and celebrate the achievements and progress of students in Sport through regular awards, certificates, or showcases;	£405	The PE curriculum has been further enhanced, ensuring teachers have a wider range of knowledge in supporting SEND pupils and more reluctant pupils within PE lessons. This has led to wider and more active participation in PE lessons for the majority of pupils. The profile of sport has been raised through regular and	Continue to review and develop the PE curriculum as well as the needs of the teaching staff to ensure that high quality PE lessons are being delivered across the school. To continue to invest in resources to celebrate pupil achievements in a variety of ways.

<p>twilight CPD sessions for teachers delivered by a professional sports coach. We will celebrate and recognize the achievements of students and staff in the realm of physical education, school sport, and physical activity. Through awards, certificates, and public recognition in assembly and at various award ceremonies, we will create a sense of pride and motivation, inspiring students to continue their involvement and inspiring others to get involved.</p>	<p>highlighting pupil achievement throughout the year and bolstering self-esteem and the profile of sport across the school.</p>		<p>planned public recognition of key achievements and accomplishments. This has led to more pupils aspiring to develop their sporting skills and to be more involved in physical activity.</p>	
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation: 24%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>We intend to offer a wide range of after school sports/games clubs, which cater to a diverse group of pupils, maximizing their opportunities of engaging in physical activity. Through the use of sports coaches, we hope to offer the following clubs: football (lower school and upper school), basketball, multi-sports, cricket, running club, dance, amongst others.</p> <p>We also intend to use a trained Forest school practitioner to offer CPD to teaching staff to maximize our use of the on-site Forest School facility. It is hoped that this will encourage a love of physical, outdoor activity that can be further embedded and implemented by our staff team.</p>	<p>Professional sports coach to offer a variety of sport/games based after school clubs.</p> <p>Forest School practitioner to run Forest School sessions with class teachers, who can then utilize this training to offer a broader range of outdoor activities and clubs.</p>	<p>£5007</p>	<p>Pupils have had access to a wider range of sports activities throughout the academic year – enabling to learn skills that they would not have otherwise had access to.</p> <p>A love of nature and the outdoors has been fostered by offering engaging and diverse Forest school activities.</p> <p>SEND and SEMH pupils have had access to an engaging physical, outdoor activities, which has become part of their provision with key staff who have benefitted from the CPD of the Forest School practitioner.</p>	<p>Continue to review the selection of after school clubs that we have offered this year and look at introducing further options for our cohort.</p> <p>Continue to develop the Forest School provision to further embed it in other curriculum areas to offer even more opportunities for physical, outdoor activity within the wider curriculum.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>We intend to provide a comprehensive and regular program of competitions and initiatives, providing children across the school with a range of opportunities to compete against other schools. This inclusive program ensures that all children have access to a wide range of sporting events, promoting healthy competition, teamwork, and sportsmanship.</p>	<p>Entered a diverse range of competitive sporting activities such as: Handball, basketball, football, netball, mini-Olympics, amongst others. Run a variety of intra-school competitions including Euros 2024, a mixed, whole school football tournament. The mini-marathon in conjunction with the London marathon.</p>	<p>£325</p>	<p>Pupils were able to experience competing in sporting events in a range of different activities, fostering confidence and promoting self-esteem through sporting achievement.</p>	<p>To continue to promote and facilitate internal and external competitions. To look to extend the variety of competitions available within the school to reflect the diverse interests of the children within our school.</p>

Signed off by	
Head Teacher:	
Date:	16/07/24
Subject Leader:	
Date:	16/07/24
School Finance manager:	
Date:	16/07/24

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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