

# 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	£19030
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19030
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19030

## 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>	80%
<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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: 19030</b>		Date Updated: July 2023	
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	23%	
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:	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated</b> : <b>£4300</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Improvements in participation within the curriculum and extracurricular clubs in order to be active and broaden a range of skills.	<ul style="list-style-type: none"> <li>- Provide a variety of sports clubs after school to all pupils.</li> <li>- RUCT – KS2 football, KS1 multi-sports, KS2 multi-sports</li> <li>- Morning Yoga classes</li> <li>- Netball led by a TA</li> <li>- Dance participation within Drama club</li> </ul>		£3,800	<ul style="list-style-type: none"> <li>- A range of children including PP have attended clubs – registers were taken and there was a rotation of children each term.</li> <li>- SLT have ensured PP children were encouraged and given the chance to participate.</li> <li>- Participating pupils have tried new sporting/physical activity and begun to develop performance skills.</li> </ul>	
To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.	<ul style="list-style-type: none"> <li>- Purchasing of new playtime/sport equipment, with varying activities to encourage active breaks and lunchtimes.</li> </ul>		£500	<ul style="list-style-type: none"> <li>- RUCST have been present at lunchtimes each day to engage children in active play.</li> <li>- More children now engaging</li> </ul>	
				<ul style="list-style-type: none"> <li>- Continue to offer a range of activities at lunchtime/ after school – with RUCT being inclusive of all children within their activities at lunch.</li> <li>- After school clubs to take place Monday to Thursday all year round.</li> </ul>	
				<ul style="list-style-type: none"> <li>- Children to be encouraged to participate in fitness games and challenges during breaks and lunchtimes to promote healthy lifestyles.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- RUCT encouraging the children to participate in an adult led game.</li> <li>- Encouraging healthy eating at lunchtimes/breaktimes and in PSHCE lessons/assemblies.</li> <li>- Cook and eat sessions for pupils and parents – healthy eating workshops.</li> <li>- Y4 cohort to participate in the Joy of Moving programme, focusing on being more active.</li> <li>- FS1 – Big Toddle with parents.</li> </ul>		<ul style="list-style-type: none"> <li>- in active play and using the equipment more regularly.</li> <li>- Pupils have a greater understanding of the importance and benefits of physical exercise.</li> <li>- Children understand what it means to eat for health and share information about healthy and unhealthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>- Y4 and Y5 cohort to participate in RUCT 6 - week programmes (Show Racism the Red Card and Growth Mindset) with active elements.</li> </ul>
Empower pupils to promote and engage others in active games.	<ul style="list-style-type: none"> <li>- Y6 pupils to engage in play leaders' roles – encouraging the younger children to participate in active play at breaktimes.</li> </ul>		<ul style="list-style-type: none"> <li>- Leaders empower and inspire others. This is reflected in pupil voice activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Next Y6 cohort to be chosen to take on the role of play leaders.</li> </ul>
<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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	3%
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: <b>£500</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To recognise all pupils, including the less academic pupils who have an exceptional attitude towards PE and/or have a specific skill.</p>	<ul style="list-style-type: none"> <li>- Participation and achievements in out of school sport activities to be celebrated in assemblies and on class dojo.</li> <li>- Children's sporting abilities to be recognised by teachers and celebrated in special mentions- ensuring children who are deemed 'less sporty' are recognised for their efforts in PE</li> </ul>		<ul style="list-style-type: none"> <li>- Children are eager to share out of school sporting certificates, trophies and achievements with their classes regularly- these are then spoken about and celebrated further in the weekly celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to maintain the high profile of sport across school and celebrate the 'non-sporty' individuals for their achievements.</li> </ul>
<p>To maintain a high profile of sports in our school (Men's World Cup, Six Nations, Soccer Aid, Wimbledon, The Ashes, Women's Rugby World Cup)</p>	<ul style="list-style-type: none"> <li>- All sports to be celebrated and talked about equally – also ensuring equality across girls and boys.</li> <li>- Scheduled sports day events in each key stage (all children to participate in each event/activity).</li> <li>- Whole school participation in PE related events – Joy of Moving festival etc.</li> </ul>	<p><b>£500</b></p>	<ul style="list-style-type: none"> <li>- The website/ school story on dojo reflects the range of sport undertaken in school and team achievements.</li> <li>- RUCT have helped to promote PE and the importance of physical activity throughout school during PE lessons, in assemblies and through the JOM programme.</li> </ul>	<ul style="list-style-type: none"> <li>- A school sport calendar to be created which includes a whole school series of sporting events – including RUCT events, national and world events. Make this visible in school.</li> <li>- More festivals are scheduled for the next calendar year so outcomes will be shared with parents on dojo and on the school website.</li> </ul>

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p>58%</p>
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: <b>£11130</b></p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
To increase CPD opportunities for both current and new staff, in line with the iMoves scheme of work and good P.E practice.	<ul style="list-style-type: none"> <li>- Funded PE specialists (RUCT) to support practitioners in improving and widening their skill sets and confidence in the delivery of physical activity, quality PE lessons and model good practice to staff.</li> <li>- RUCT annual package. Staff CPD sessions.</li> <li>- Premier league – Primary Stars PSHE workshops.</li> <li>- Imoves annual subscription and online training.</li> </ul>	<p><b>£10,630</b> <b>(£130 additional school -unded)</b></p> <p>£836</p>	<ul style="list-style-type: none"> <li>- Practitioners delivering high quality PE – with evident progression throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>- PE specialists to continue to train staff in order to secure sustainability beyond access to sport’s funding.</li> <li>- RUCT to give staff CPD sessions (total of 3 for the year).</li> <li>- CPD opportunities to be timetabled for staff following lesson observations.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	8%
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: <b>£1600</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Cycle skills developed within Year 5 – with the support of outside agencies.	<ul style="list-style-type: none"> <li>- Bike ability agency to be used to teach cycling skills and road safety to Y5 pupils.</li> <li>- The loan of a bike and/or helmet given to those without</li> </ul>		<ul style="list-style-type: none"> <li>- All children participating now have basic biking and road safety skills.</li> <li>- Non- riders all achieve their level 1 award and can</li> </ul>	<ul style="list-style-type: none"> <li>- KS to contact bike ability about providing their service for the next Y5 cohort.</li> </ul>

	<p>necessary equipment.</p> <ul style="list-style-type: none"> <li>- Non-riders to be given the opportunity to achieve their level 1.</li> </ul>		<p>confidently ride a bike.</p>	
<p>Raise the profile of alternative sports in school.</p>	<ul style="list-style-type: none"> <li>- Engage with practitioners who provide demonstrations and follow up workshops for dance and tai chi.</li> </ul>	<p>£500</p>	<ul style="list-style-type: none"> <li>- Pupils show enjoyment for alternative sports.</li> <li>- Pupils engage in activities beyond popular choices and can</li> </ul>	
<p>To enable more pupils to access a wide range of Outdoor Adventurous Activities.</p>	<ul style="list-style-type: none"> <li>- Subsidise pupils (PP and identified pupils with vulnerabilities) taking part in the Y5 residential.</li> <li>- Engage with local provider – Pops Outdoor Adventure to secure year-round adventurous activities.</li> </ul>	<p>£ 1000</p>	<ul style="list-style-type: none"> <li>- Disadvantaged/vulnerable pupils had the opportunity to overcome confidence issues and become more resilient.</li> <li>- Team building skills are developed, used effectively and have an impact upon wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Same provider to be used for the 2024 residential for the next Y5 cohort.</li> <li>- Year-round programme of engagement with outdoor activity provider.</li> </ul>
<p>To continue to provide a variety of sports clubs and lunchtime activities to promote a love for sport and increase levels of activity among all pupils.</p> <p>*See above - Key indicator 1</p>	<ul style="list-style-type: none"> <li>- Provide a variety of sports clubs after school to all pupils across both Key stages. Ensure clubs are mixed gender – to ensure equality across each sport.</li> <li>- Purchase of Yoga mats for morning Yoga club.</li> <li>- RUCT present at lunch to promote active lifestyles and will engage children in</li> </ul>	<p>£100</p>	<ul style="list-style-type: none"> <li>- A range of children are attending clubs – registers will be taken. Rotation of children every half term – KS2 football, KS1 multi-sports, KS2 multi-sports and Netball.</li> <li>- More children will voluntarily engage in sports and will play with sport equipment at breaks and lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to offer a range of activities at lunchtime/ after school – with RUCT being inclusive of all children within their activities at lunch.</li> <li>- After school clubs to take place Monday to Thursday all year round.</li> </ul>



	<p>supervised games e.g. cricket and football.</p> <ul style="list-style-type: none"> <li>- Extra-curricular clubs set up in advance of each half term.</li> </ul>		<ul style="list-style-type: none"> <li>- RUCT getting children engaged in a range of activities during active lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that there are opportunities to practise skills learned and that equipment is always appropriate, available and of good quality.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	8%
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: <b>£1500</b></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>To increase the number of competitive sport opportunities for all pupils.</p>	<ul style="list-style-type: none"> <li>- Subscribe to the RUCT package for competitive school sports.</li> <li>- Engage with academy partners to arrange additional opportunities for pupils to engage in a range of sporting competitions.</li> <li>- Entry to five football tournaments – including half-time cup.</li> </ul>	<p>Including transportation: <b>£1500</b></p>	<ul style="list-style-type: none"> <li>- All children have participated in the competitive element of sport during Sports Day and Joy of Moving.</li> <li>- KS2 children have participated in a range of RUCT and academy linked sporting festivals and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage with other DSAT schools to set up inter-school events - create an annual event calendar.</li> <li>- Work alongside RUCT and attend any festivals/competitions within their academic calendar. Liaise with academy partners to create local competition.</li> </ul>

Signed off by	
Head Teacher:	Julie Armitage
Date:	10.07.23
Subject Leader:	Christina Cartledge and Jade Towers
Date:	10/07/2023
Governor:	Chair of Governors: Natalie Harvey
Date:	19.07.23