

# 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](http://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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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 2019/20	£4,277
Total amount allocated for 2020/21	£18,740
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,464
Total amount allocated for 2021/22	£18,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,324

## 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 2020.</p> <p>Please see note above</p>	
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<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>	

## 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: 2021/22		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: 56.2%
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?:	
<p>Ensure that all opportunities for physical activity are maximised and strive to achieve full capacity in activities in morning club, break and lunch time, after school and beyond. Children who are pupil premium and SEND are monitored and targeted closely to ensure uptake is high.</p> <p>In lessons, ensure all children are supported through use of adult support/ratios and close monitoring by our PE teacher and apprentice. Staff delivering PE lessons have the expertise to ensure all children are active in lessons as much as possible.</p>	<ul style="list-style-type: none"> <li>- Employment of PE teacher and PE apprentice to ensure high quality PE is delivered to all children.</li> <li>- PE teacher to deliver a sports based after school club each day and physical activities in morning club each day.</li> <li>- Teachers to deliver sport based after school clubs.</li> <li>- PSSP to deliver a rowing morning for Year 5 children (high proportion of pupil premium) and 1 day of OAA to all children</li> <li>- In the Autumn term, PSSP trained sport leaders from Year 5/6 to deliver games and activities at break and lunch.</li> <li>- We use PSSP's weekly</li> </ul>		<p>£12,000</p> <p>(To cover morning club and after school club wages for PE teacher and teaching assistant)</p>	<ul style="list-style-type: none"> <li>- Additional adult support has ensured that children who are inactive or less engaged in PE can be targeted and supported in lessons to ensure they are physically active as much as possible in lessons.</li> <li>- Wider offer of after school clubs and morning activities has ensured that a higher proportion of children are starting and ending the day by being more physically active.</li> <li>- Children have access to a wider range of opportunities within the school day at break and lunch as children, as well as staff, are organising and running activities. In</li> </ul>	
			Sustainability and suggested next steps:		
			<ul style="list-style-type: none"> <li>- Ensure TAs are present in PE lessons so they can support to a high standard in the future.</li> <li>- Ensure PSSP offer is maximised again next year and take up what is on offer on their menu of opportunities.</li> <li>- Monitor children attending morning club and after school and analyse data. Target SEND/pupil premium children if percentages attending clubs falls below overall school percentage of SEND/pupil premium children.</li> <li>- Ensure clubs being offered continue to</li> </ul>		

	<p>personal best challenges which are promoted with in-school posters, on social media and on the website. We also use PSSP's virtual challenges which are promoted on social media and on the website.</p> <ul style="list-style-type: none"> <li>- (Funding evidenced through a separate indicator)</li> </ul>		<p>turn, a higher proportion of children are active during these times.</p> <ul style="list-style-type: none"> <li>- More days have been allocated to whole school physical activity which means that every child is accessing a wider range of opportunities within the school day.</li> </ul>	<p>match children's interests. (parent/pupil surveys) In turn, this will maximise engagement and uptake.</p> <ul style="list-style-type: none"> <li>- Collect more accurate data regarding children who are taking part in personal best challenges and virtual challenges. Create an initiative/reward scheme to promote these further.</li> </ul>
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<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: 1.5%
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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?
<p>Ensure that challenges, activities, events, lessons etc are promoted in school, via Facebook and the school website. Also ensure that the PE lead and PE teacher are up-skilled to ensure they have the strategies and knowledge of how to promote PE and sport effectively, seeing guidance where needed from specialists.</p> <p>Also ensure that any successes/participation is celebrated in school and beyond.</p>	<ul style="list-style-type: none"> <li>- PE teacher to take part in CPD training and planning where they develop their knowledge of how to promote PE successfully within and beyond lessons. Specialist expertise is provided to support with this.</li> <li>- Year 5/6 Sport leaders are trained by PSSP so the profile of PE and sport can be raised at break and lunch through delivery of activities.</li> <li>- All children have the opportunity to sign up for the Schools' running challenge</li> </ul>	<p>£320</p> <p>Supply cover PE lead to support CPD and planning.</p> <p>Argyle days.</p> <p>Gem supporting dance across school.</p>	<p>PE lead and teacher are more skilled and knowledgeable regarding the promotion of PE and sport within and beyond school.</p> <p>The school is 'reaching out' much more to parents and the local community through social media and the website, promoting things such as flyers/posters, clubs, events, competitions, opportunities beyond the school day and photos from PE lessons.</p> <p>Children are involved in the</p>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>- Continue to seek advice and support with how to use the website and social media to promote physical activity.</li> <li>- Look to strengthen existing links in the community and look for more opportunities.</li> <li>- Involve a larger number of children/parents in promoting PE and sport within and beyond the school day.</li> <li>- Research into other initiatives we could use</li> </ul>

	<p>which is in liaison with PSSP.</p> <ul style="list-style-type: none"> <li>- PAFC have attended school throughout the year to provide coaching and promote a love of sport and activity for all children.</li> <li>- (Funding evidenced through a separate indicator)</li> <li>- Weekly PE star of the week awards for one child in KS1 and one child in KS2.</li> <li>- When children have attended events/competitions, certificates have been presented at whole school assemblies.</li> <li>- An athlete from Sports for Champions attended school in the Summer term to deliver an inspirational assembly and circuits for all children (Money gathered through fundraising)</li> </ul>		<p>promotion of sport ad physical activity as they are given responsibility to lead and run games for other children across the school.</p> <p>We are now also making wider links with the local community with athletes and coaches from PAFC coming in, which in turn provides stronger links for parents and children with outside agencies- school acting as the catalyst for this.</p> <p>Children are being recognised more widely for their successes and participation in events which helps to promote further engagement and children’s confidence/self-esteem.</p>	<p>to celebrate and recognise the efforts of children within and beyond the school day. Liaise with other schools and PSSP as a starting point.</p> <ul style="list-style-type: none"> <li>- Meet with sport leaders half termly to gather their views on how we can continue to promote PE and physical activity at break and lunch.</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				2.6%
<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:

<p>Ensure that teachers and teaching assistants continue to receive high quality CPD. In turn, staff use this knowledge and skill to improve outcomes for children within lessons.</p>	<ul style="list-style-type: none"> <li>- Teachers have had CPD on how to use and implement Real PE successfully. The PE lead will continue to check staff confidence levels on the delivery of Real P.E.</li> <li>- PE lead and PE teacher will continue completing their CPD and will be supported by PSSP to develop their skill set.</li> </ul>	<p>£573 Real PE training for teaching assistants.</p>	<p>Teaching assistants, who support with their class's weekly PE lessons, are upskilled and confident when leading games and activities and when supporting our PE teacher and PE apprentice during our Real PE lessons.</p> <p>Our PE teacher and apprentice receive regular high quality CPD from specialists which in turn, will ensure they are equipped with the skills, knowledge and confidence to plan, deliver and assess high quality lessons for all children.</p>	<ul style="list-style-type: none"> <li>- Liaise with PE teacher and apprentice and identify any other areas of the PE curriculum where they feel they would like to be up-skilled and source high quality CPD for this.</li> <li>- Continue links with existing CPD providers to ensure our PE teacher and apprentice do not become de-skilled in the areas they have developed and worked on.</li> <li>- Continue to source high quality CPD for teachers and teaching assistants too.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 20.1%

Intent	Implementation		Impact	
<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:</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>Ensure that beyond the curriculum, all children get opportunities to experience new activities within and beyond the school day.</p> <p>Make parents aware of opportunities</p>	<ul style="list-style-type: none"> <li>- PE lead to purchase a range of equipment that can be used on the playground such as giant dominos, bowls, skipping ropes, hula hoops etc so they can lead and take part in various games.</li> </ul>	<p>£1,696 Resources for use in lessons, morning club, break, lunch and after school clubs.</p>	<ul style="list-style-type: none"> <li>- Children are exposed to a wider range of games at break and lunch and in turn, this has encouraged more children to be active during these times due to the variety of activities available.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to work closely with PAFC and discuss opportunities where they can target and motivate specific groups of children who are less active.</li> <li>- Continue to use all</li> </ul>

<p>that are available within and beyond school.</p> <p>Liaise with PSSP and the local community to ensure visitors with expertise visit school regularly to inspire and motivate children to experience different sports.</p>	<ul style="list-style-type: none"> <li>- PAFC to work with each class twice a year (for one whole day) and lead a range of sports and activities that children can run and take part in at break, lunch and beyond the school environment.</li> <li>- Use PSSP's menu of opportunities to provide virtual challenges for all children, personal best challenges for all children, flyers/posters for all children, a rowing day for Year 5, OAA days for all children, balance and bikeability for Year 2,4 and 5 and the Schools' running challenge for all children where they can complete their miles in school.</li> <li>- Sport leaders taught a range of different games, using various equipment. They then run these games at break and lunch for children across the school. (Funding evidenced through a separate indicator)</li> <li>- An athlete from Sports for Champions attended school in the Summer term to deliver an inspirational assembly and circuits for all children (Money gathered through fundraising)</li> </ul>	<p>£2,600</p> <p>Workshops delivered by PAFC in Spring 3 and Spring 4.</p>	<ul style="list-style-type: none"> <li>- Children have more positive links towards physical activity as we have provided a wider range of opportunities such as bikeability and OAA. In turn, more children have found their 'hook' and are more confident and engaged in physical activity.</li> <li>- More activities are promoted within and beyond the school day which in turn, has ensured a higher proportion of children are active and engaged in sport and physical activity.</li> </ul>	<p>opportunities provides by PSSP to provide alternative sport and activities.</p> <ul style="list-style-type: none"> <li>- Create and issue pupil surveys to gain their feedback on the activities we have offered and what activities they would like us to offer in the future.</li> <li>- Continue to promote a range of activities using the website, social media and flyers to parents to make them aware of the wide range of opportunities their children can take part in.</li> </ul>
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	<ul style="list-style-type: none"><li>- Forest school sessions to be provided to the EYFS and KS1 throughout the year.</li><li>- Basketball day for EYFS in Summer Term 1.</li><li>- All children from Reception to Year 6 will take part in Dance sessions delivered by a dance teacher. Children to perform at the end of the year to parents and carers.</li></ul>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19.3%
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:
<ul style="list-style-type: none"> <li>- Ensure that we take part in as many competitions and events as possible throughout the year and that all groups of children have the opportunity to take part. (girls/boys, SEND, Pupil premium, KS1/KS2, G&amp;T)</li> </ul>	<ul style="list-style-type: none"> <li>- At the start of the year, the PE lead looked into the menu of opportunities provided by PSSP and booked onto a range of events that targeted specific groups of children.</li> <li>- The PE lead carefully monitored children that were being selected to attend and made changes where needed to ensure all groups were catered for.</li> <li>- PE lead gathered feedback from the children on their experienced of competitions and events and used this to make tweaks where needed.</li> <li>- All children got to take part in sports day where they represented their house colour, gaining points and competing against children in their phase group (KS1, LKS2, UKS2)</li> <li>- We have recently joined the 'MAP cluster' of schools</li> </ul>	<p>£5,000</p> <p>PSSP subscription</p> <p>£250</p> <p>Minibus cost to transport children to events.</p>	<ul style="list-style-type: none"> <li>- Lots of children had their first experience of competitive sport this year and as a result, they are now more knowledgeable in this area and they have gained key skills in sportsmanship.</li> <li>- All children have had opportunities within school to experience competition so they now know how to behave when they win and when they lose and in turn, this will prepare them for future competition in secondary school.</li> <li>- Pupils become aware of their strengths and areas for development by competing against other children in a competitive environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate and analyse events that children enjoyed and didn't enjoy and use this information when selecting events next year.</li> <li>- Identify less active children who didn't get opportunities to represent the school and ensure they are selected next year.</li> <li>- Continue to make close links with schools from the MAP cluster and PSSP schools.</li> <li>- Begin to host events at our school to strengthen links between other schools and people in the community.</li> </ul>

	<p>where we compete regularly against teams from our local area. These schools are within walking distance.</p> <ul style="list-style-type: none"> <li>- (No premium funding required)</li> </ul>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	