

# 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 2022/23   | £ 10631.61  |
| Total amount allocated for 2022/23   | £ 19,570    |
| Total amount allocated for 2023/24   | £ 19,570    |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024 | £ 30,201.61 |

## 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><i>Our Year 3 children have weekly swimming lessons as this is part of the National Curriculum.</i></p> <p><i>Due to the results we will be using Sports premium money for our year 4's to go swimming next year to build on these results</i></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>  | 18.68% Year 3   |
| <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>  | 18.68% Year 3   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 17.58% Year 3   |
| <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>   | No  |

## 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: £19,570                |  | Date Updated: July 7 <sup>th</sup> 2023   |  |
|---|---|--|--|---|--|
| <p><b>Key indicator 1:</b> 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?:   |   | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> <li>To continue with the daily mile across the school. This is so the children can understand the importance of a healthy/active lifestyle</li> <li>To employ a play leader and an additional supervisor during lunchtimes to ensure the children have fun, active and safe lunchtimes.</li> <li>To replenish some play leader equipment.</li> </ul> | <ul style="list-style-type: none"> <li>All staff were reminded to continue with the daily mile and other physical activity breaks.</li> <li>A play leader and another supervisor were employed to ensure lunchtimes were active, safe and enjoyable.</li> <li>A range of equipment was purchased to restock the lunchtime play equipment</li> </ul> | <p>No cost</p> <p>£10,102</p> <p>£392.00</p> | <ul style="list-style-type: none"> <li>Staff and children enjoy taking part in this physical activity. It helps them feel fitter and gives a brain break which is good for their mental health.</li> <li>Lunchtimes are well organized and active for all children.</li> <li>Lunchtimes will be fun and active with a range of equipment available for the children</li> </ul> | <ul style="list-style-type: none"> <li>The daily mile will continue throughout the school.</li> <li>Lunchtime activities will continue and an audit of equipment will be completed in Summer 2024.</li> <li>As above</li> </ul> |  |

|  |  |                |  |  |
|--|--|----------------|--|--|
| <ul style="list-style-type: none"> <li>To have an upper and lower school sports day</li> </ul> | <ul style="list-style-type: none"> <li>The children all took part in a carousel of activities and then some races</li> </ul> | <p>No cost</p> | <ul style="list-style-type: none"> <li>All the children took part in sports day and parents were invited to attend.</li> </ul> | <ul style="list-style-type: none"> <li>Sports days will be held again in Summer 2024.</li> </ul> |
|--|--|----------------|--|--|

| 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:  |
| <ul style="list-style-type: none"> <li>To be an core member of the SSP.</li> </ul>  | <ul style="list-style-type: none"> <li>To join the SSP</li> </ul> | £1750.00            | <ul style="list-style-type: none"> <li>To be up to date with all relevant information regarding PE and healthy schools.</li> <li>This will give us access to competitions and events.</li> </ul> | <ul style="list-style-type: none"> <li>To continue being a member of the SSP with the core package</li> </ul> |

| 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:   |
| <ul style="list-style-type: none"> <li>To give staff guidance and support to teach curriculum PE lessons as a number of staff moved year group.</li> <li>Cricket coaching, CPD for staff</li> </ul> | <ul style="list-style-type: none"> <li>Staff were given any planning required.</li> <li>The children and staff received professional cricket coaching. CPD for future lessons</li> </ul> | <p>No cost</p> <p>£350.00</p> | <ul style="list-style-type: none"> <li>Staff feel confident in teaching PE lessons.</li> <li>The children really enjoyed the sessions.</li> <li>The staff received some training that they could use when teaching cricket in the future.</li> </ul> | <ul style="list-style-type: none"> <li>Staff questionnaire to ascertain if any staff require any CPD.</li> <li>Staff now have the skills to teach more effective cricket lessons in the future.</li> </ul> |

| 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:  |
| <ul style="list-style-type: none"> <li>Martial Arts day – The children all had the opportunity for a taster session in Martial arts.</li> <li>The boys football team to take part in the league and in tournaments. To give pupils the opportunity to compete against other schools.</li> <li>A team entered a Tag Rugby tournament.</li> </ul> | <ul style="list-style-type: none"> <li>A Martial Arts coach provided by Progressive sport delivered taster sessions to all classes throughout the day.</li> <li>Attend football fixtures</li> <li>Arrange transport and staffing cover.</li> <li>Transport and staffing costs were covered.</li> </ul> | <p>£299.00</p> <p>No cost</p> <p>£218.00</p> | <ul style="list-style-type: none"> <li>All children were able to take part, with a special session for our SEND children.</li> <li>Leaflets were provided for children to take part in more sessions out of school if they wished.</li> <li>The boys played all their games and came 2<sup>nd</sup> in the league.</li> <li>The team represented the school well.</li> </ul> | <ul style="list-style-type: none"> <li>Links with progressive sport to promote more activities in the future.</li> <li>To continue with an after school football club and play friendly games against other schools and enter tournaments.</li> <li>To enter Tag Rugby tournament.</li> </ul> |



|  |  |                                   |  |   |
|--|--|-----------------------------------|--|---|
| <ul style="list-style-type: none"> <li>The girls football team to take part in friendly matches and tournaments.</li> <li>Bikeability – The children in year 5 have the opportunity to learn to ride a bike and to ride safely on the road.</li> <li>Organise a range of after school clubs for the children to attend.</li> </ul> | <ul style="list-style-type: none"> <li>Transport and staffing costs were covered</li> <li>Book session with cycle Derby</li> <li>Clubs were run by either staff members or Progressive Sports coaches</li> </ul> | <p>£130.00</p> <p>City funded</p> | <ul style="list-style-type: none"> <li>The girls represented the school well and had great fun.</li> <li>All children learn to ride a bike.</li> <li>All children learn to ride safely on the road.</li> <li>Children enjoyed the clubs and it has given them a foundation to continue a sport in their own time.</li> </ul> | <ul style="list-style-type: none"> <li>To continue to have and after school girls football club. To play some friendly games and in any tournaments.</li> <li>Booked for year 5 Summer 2024.</li> <li>Arrange a variety of after school clubs to run each term</li> </ul> |
|--|--|-----------------------------------|--|---|

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| 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:   |
| <ul style="list-style-type: none"> <li>Take part in the boy's football league and enter any suitable tournaments.</li> <li>Have a girl's football after school club and enter any suitable matches and tournaments.</li> </ul> | <ul style="list-style-type: none"> <li>Apply and attend any fixtures</li> <li>Arrange transport and staffing.</li> <li>Enter any relevant events.</li> <li>Arrange transport and staffing.</li> </ul> | <p>No cost as staff transported the children and members of the SSP</p> <p>£130.00 (as before)</p> | <ul style="list-style-type: none"> <li>Boys came 2nd in the league</li> <li>The girls had a great time and represented the school well</li> </ul> | <ul style="list-style-type: none"> <li>Member of staff to run a boy's football after school club and enter friendly matches and tournaments.</li> <li>Continue to have a girl's football after school club and enter any tournaments or friendly matches.</li> </ul> |

|   |   |                     |  |   |
|---|---|---------------------|--|---|
| <ul style="list-style-type: none"> <li>Take part in a Tag Rugby tournament</li> </ul> | <ul style="list-style-type: none"> <li>Enter competition</li> <li>Arrange staffing and transport</li> </ul> | £218.00 (as before) | <ul style="list-style-type: none"> <li>The children were very successful, represented the school well and had a great time.</li> </ul> | <ul style="list-style-type: none"> <li>If the same member is staff is available, enter any tournaments</li> </ul> |
|---|---|---------------------|--|---|

|                 |                            |
|-----------------|----------------------------|
| Signed off by   |                            |
| Head Teacher:   | Jane Hill                  |
| Date:           | 18 <sup>th</sup> July 2023 |
| Subject Leader: | Karen Hallam               |
| Date:           | 17 <sup>th</sup> July 2023 |
| Governor:       |                            |
| Date:           |                            |