

# 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	£13,099.51
Total amount allocated for 2021/22	£30,828.51
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,086.00
Total amount allocated for 2022/23	£22,742.43
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£25,786.08

## 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 2023.</p> <p>Please see note above</p>	93%
<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>	93%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	93%
<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, we provided children in years 4,5 & 6 with additional swimming

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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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £17,700		<b>Date Updated:</b>	
<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					Percentage of total allocation: 0.01%
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?:
<ul style="list-style-type: none"> <li>Set up and lead a range of sports/activities every break and lunchtime</li> <li>Children to have more sports/activities to choose from during recreation times</li> </ul>		<ul style="list-style-type: none"> <li>Employ a Sports Apprentice to ensure activities are planned and resourced.</li> <li>Purchase new playground equipment for specific use at break time and lunch times.</li> </ul>		(as below)  £14.60	<ul style="list-style-type: none"> <li>Children are encouraged to participate in physical activity at break times and lunchtimes by using the new resources.</li> <li>More children are engaged in a variety of sports at break and lunch time as they are more likely to be able to join an activity they are interested in.</li> </ul>
					<ul style="list-style-type: none"> <li>To encourage children to use the available resources at break-times/lunchtimes to promote physical development.</li> <li>Sports apprentice to train children to set up activities.</li> <li>Coach Year 5/6 students to enable them to lead a sport they are confident in.</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:
				27%
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>A range of sports covered in more depth.</li> <li>PE displays created and maintained.</li> <li>Sports meetings held to discuss pros and cons of PE and Sport in school as well as suggested ideas from pupils going forward.</li> <li>Less able and reluctant pupils planned for to enable increase in physical activity and progress</li> <li>More participation in competitive sports celebrated in achievement assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Use Sports Apprentice to support staff in PE lessons. Staff to use Sports Apprentice to focus on a specific group that they have already identified. E.g. More-able, less able, SEND, reluctant pupils.</li> <li>Sports Apprentice to arrange regular meetings with School Council and Sports Ministers to gather feedback on PE and Sport within school and use PE display board to communicate meetings with pupils.</li> <li>Sports Apprentice to take or accompany staff when taking pupils to sports festivals and events. Having an extra member of staff will allow our school to compete in more festivals/fixtures or allow a larger amount of children to attend.</li> </ul>	£4,795.06	<ul style="list-style-type: none"> <li>Children able to discuss PE positively and proudly. They feel part of the process with their ideas and participation valued.</li> <li>Less active pupils participate in a variety of sports within smaller group. This is planned and lead by Sports apprentice.</li> <li>Children are proud when hearing of their school's achievements in sports and eager to compete themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunity for children to feed back to classes how they felt when attending tournaments or festivals.</li> <li>Make note of which sports children are most active in a provide opportunities for these to be set up next year.</li> <li>Continue to celebrate in school competitions at celebration assemblies.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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>Staff able to deliver better quality lessons with correct resources.</li> <li>Increase in amount of resources available to support PE lessons</li> <li>CPD for PE lead delivered/supplied by WFSP, which in turn gets delivered to staff/Sports apprentice</li> <li>Support staff in delivery and assessment of PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Replace old equipment and order new sports equipment to support PE lessons across school</li> <li>Continue subscription with Wyre Forest School Partnership to enable up to date training and information about sports festivals and competitions.</li> <li>Sports apprentice will be available to set up lessons, work with specific groups, lead warm ups/cool downs and organise resources during the different stages of the lesson.</li> </ul>	<p>£440</p> <p>£2,304.00</p> <p>(as above)</p>	<ul style="list-style-type: none"> <li>Staff have better planned lessons with a focus on STEP for differentiation. More able children are pushed to achieve more with the less able children able to work within the lesson on a simpler task.</li> <li>Active English and Maths course allows sports apprentice to provide active brain breaks for children who need to work outside of a classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat training on STEP</li> <li>Share resources with staff for use next year with new cohort.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 21%
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>Extra support staff in PE sessions to ensure a higher quality provision of PE.</li> <li>Support those children who cannot yet swim 25m confidently.</li> </ul> <p>Additional achievements:</p>	<ul style="list-style-type: none"> <li>Sports apprentice to support curriculum lessons and provide extracurricular clubs.</li> <li>Top up swimming lessons for children years 3-6, who cannot yet swim 25m.</li> </ul>	<p>(as above)</p> <p>£2,204.00</p> <p>£1,500.00</p>	<ul style="list-style-type: none"> <li>Since employing the Sports Apprentice we have increased the number of after school clubs. We have also increased the range of sports on offer as she delivers a different sport each half term.</li> <li>This has allowed the PE Lead to deliver an extra club taking our total to 3 after school clubs each week.</li> <li>Children are accessing more curriculum swimming lessons. The percentage of children who can swim 25m has increased.</li> </ul>	<ul style="list-style-type: none"> <li>Promote attendance at after school clubs for less active children.</li> <li>Run the top up swimming sessions again next year.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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>Develop links between schools, share good practice and plan events such as festivals and tournaments.</li> <li>Support development of the PE Coordinator.</li> <li>Attend more festivals and competitions out of schools</li> <li>Increase the amount of children able to swim 25m.</li> </ul>	<ul style="list-style-type: none"> <li>Subscription to Wyre Forest School Partnership will provide opportunities for children to compete against other schools.</li> <li>PE lead to attend courses and online training supplied by the WFSP. This will increase their knowledge of competitive sports available and who can support schools in coaching them, e.g tag rugby, basketball. Sports Apprentice to take groups of children to competitions or support larger groups with another member of staff.</li> <li>Use SPF to pay for/contribute to coach travel to and from events</li> </ul>	(as above)  £3,040.00  £1,445.00	<ul style="list-style-type: none"> <li>Confidence of children/ staff/ P.E Coordinator increased through participation in cluster events.</li> <li>Increased understanding of the role of P.E Coordinator. The partnership has been extremely supportive within my new role as the P.E Coordinator. They have supported me in embedding our new curriculum map for the school and providing opportunities to compete in a range of sports against other schools to a good standard.</li> <li>We are able to enter into more competitions and festivals, entering into, on average, 9 a year.</li> <li>Easier access to events means that more children have been able to attend.</li> <li>Team spirit, competitive skills and confidence continuing to develop.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use professionals to provide support CPD for staff and P.E Coordinator</li> <li>Host tournaments (Netball and Football) with other schools in Kidderminster family this academic year.</li> </ul>



			<ul style="list-style-type: none"> <li>• Able to compete in more events as staffing issues less of a problem due to sports apprentice attending events rather than class teachers or LAs.</li> </ul>	
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Signed off by	
Head Teacher:	Jayne Edwards
Date:	31.07.23
Subject Leader:	Luke Pedwell
Date:	31.07.23
Governor:	Gill Griffiths
Date:	31.07.23