

# 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	£4,121
Total amount allocated for 2021/22	£16,843
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,054
Total amount allocated for 2022/23	£16,810
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£24,863

## 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>Children in Year 3/4 and 5/6 all completed 6 weeks of swimming. Each session was for an hour and key objectives were worked on each week.</p> <p>The majority of each class had a qualified swimming instructor.</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>	90%
<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>	70%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	70%
<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 - £2,568.04 spent on top up sessions for children not covered in our core offer.

## 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: £16,810		Date Updated: July 2023	
<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:
					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:
Investment in lunchtime equipment to improve active play.	Purchasing of lunchtime play equipment (not linked to PE curriculum) including, but not limited to: skipping ropes, balance boards, footballs, netballs, equipment storage units and play leader equipment.  Lunchtime PE Coordinators ensure equipment is being used effectively and children are active at lunchtimes.		£2,696.58	High impact. Children are using the equipment every lunchtime – this improvement is not only seen through more children being ‘active’, but also through coordination, team work and leadership (sports ambassadors).	Storage needed to ensure the equipment is well maintained and sustainable for the future.
Daily mile undertaken by Years 1-6.	PE lead monitors timetables to ensure all classes complete the Daily Mile.			Children are active and children take part actively in the daily mile.	A Daily mile running track would enable children to use the field all year round.
In EYFS the outdoor provision has a focus on physical activity.	Purchasing of EYFS play equipment (not linked to PE curriculum) including, but not limited to: skipping ropes, balance boards, climbing equipment, beanbags, skipping ropes.		£1,771.74	High impact – children are more engaged in physical activity and have demonstrated improved skills as a result of the purchased resources.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
The profile of school sport to be valued and promoted.	<p>Weekly celebration assemblies.</p> <p>Sports page on the website regularly updated and social media is used to highlight successes.</p> <p>Display boards updated to reflect sports the children are involved in.</p> <p>Children are part of a school house to promote healthy competition.</p>	£0	<p>Competing children have had the opportunity to talk about recent sporting success and have been presented with sports certificates.</p> <p>Children can also show out of school success including sometimes non-curricular sports/hobbies. Pictures/results shared on Twitter and in village newsletter.</p>	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
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:
<p>That pupils receive high quality PE sessions and that staff gain CPD by working alongside the PE coaches.</p> <p>The long term intended impact is that staff are able to lead these sessions very effectively in the future, without the coaches being present.</p> <p>Improve our PE curriculum by using PE Hub in conjunction with existing HSSP units.</p>	<p>HSSP provider</p> <p>PE scheme (PE Hub) Long and medium term plans created for teachers to ensure sequence of lessons and progression.</p>	<p>£6,845</p> <p>£525</p>	<p>Teachers have had CPD across a range of PE. For example, staff in EYFS have had CPD in fundamentals and ball games. Pupil voice and staff discussions indicate that children are receiving high quality lessons, and that staff are learning how to deliver their units more effectively.</p> <p>Planning matches the National Curriculum expectations.</p>	<p>To audit staff skills with changing members of staff.</p> <p>Renew PE hub membership.</p> <p>Observe PE lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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:
Increase the variety of sports offered and taught to children.	HSSP specialist teacher will lead balanceability in EYFS	£420	Balanceability gave reception children more confidence to be able to ride a bike.	Continue to offer children the opportunity to explore different sports in particular those children who do not always choose to be active.
	PE lead to arrange for Chance to shine cricket to deliver high quality PE lessons to KS2.		All KS2 pupils participated in a 6 week course of cricket.	
	Dance workshop linked dance to the King's coronation.	£530	All classes participated in a dance workshop to create their own dance and perform as a class.	
	Whole school skipping workshop in Summer 2 and all children given a skipping rope to encourage children to be active over the summer break.	£507.17	High impact – children were excited when they received a skipping rope and pupil voice demonstrated engagement with physical activity.	
Wellbeing is improved for children with SEND and they are encouraged to access more physical activity.	PE lead to purchase wellbeing resources to support children with SEND.	£1,144.30	Children with SEND are more regulated.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:

Competitive sport opportunities increased, especially in football.	PE leader to sign up to the HAPP programme of sport fixtures to begin 2022-23 season.	£6,845	Children attended football festivals with St Ives Football Club.	Ensure that more competitive sport is offered to children next year.
Children in Years R – 6 have taken part in a competitive sports festival in school.	PE leader to liaise with HSSP to arrange a sports festival.	£420	High impact – Pupil and parent voice demonstrated that the sports festival was hugely popular.	
Children in Years R – 6 have taken part in an inter-house sports day.	Sports ambassadors lead a sports day for the whole school.		All classes participated in a variety of athletic challenges to earn points for their house.	
To allow children to compete in a variety of sports.	After school clubs - competitive games.		Football, multiskills, rounders and basketball clubs have allowed for competitive sport for those involved.	

Signed off by: Miranda Graham	
Head Teacher:	Louise Worrell
Date:	11 <sup>th</sup> July 2023
Subject Leader:	Louise Worrell
Date:	11 <sup>th</sup> July 2023
Governor:	Lesley Cundy
Date:	14 <sup>th</sup> July 2023