

# 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	£16,400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 16,290
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 6867.80

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	33%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	33%
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?	Yes/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:	Date Updated:	
<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:
				65%
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:
To encourage and increase all pupils love for Physical education and to always encourage participation in many different scenarios.	To provide opportunities all year through external and internal event; lunchtime and breaktime activities/active playtimes, provide 2 hours a week of PE and to encourage use of our daily mile track wherever possible during a school day.	£5840	<p>We have attended 10 events this academic year, and all of these events have been practiced and prepared for.</p> <p>Children have begun to be more actively involved in our active breaktimes and lunchtimes.</p> <p>Teachers will use the track throughout the week, whenever they feel it is appropriate.</p>	<p>To provide a more structured program for “active breaks” during the school day.</p> <p>To continue to discuss the children’s breaktimes and lunchtimes; being vigilant during these times to ensure organisation and implementation.</p> <p>To record and monitor the children’s participation in sports outside of school; as well as their actions outside of school that facilitate an active lifestyle.</p>

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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:
				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:
To allow children of all ages to take a key role in leadership in preparation for events and to incorporate PE lessons into breaks and lunchtimes.	To provide opportunities throughout the year for children to help plan, prepare for and assist during events. Additionally, allow children to plan and organize the outdoor spaces during break times and lunch times. Members of staff will also help support and facilitate practice wherever possible during lunch times and break times	£0	Children understand the importance of preparation and have felt more than confident prior to an event. Members of staff have also actively participated in the process by rearranging PE sessions to accommodate events if needed.  External providers have also provided afterschool sessions which are geared towards regular practice and preparation for participation in events outside of a PE session. Often, certificates are handed out which outline key skills that highlight important approaches to physical education.	To continue to encourage leadership for all children during active sessions in the school day.  To plan more inter-school events that can facilitate growth in young leaders throughout the year.  To continue to be vigilant with designated young leaders and ensure they are fulfilling their role during break times and lunch times.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
To increase teachers' and teaching assistants' confidence when teaching PE.	To provide teachers and teaching assistants with pre-made external planning which helps structure and support their teaching.	£0	<p>Teachers and teaching assistants have access to Get Set 4 PE. This provides a clear outline and structure to all their PE lessons. These sessions can be adapted and changed depending on the cohort or the confidence of the member of staff.</p> <p>All members of staff are able to speak with both the PE lead and the external PE teacher for advice and sport on deliver throughout the year.</p>	<p>To provide structured time within the school day for active breaks.</p> <p>To continue to provide planning to all members of staff to structure their PE sessions.</p> <p>To encourage more communication with external providers to develop knowledge and to adapt planning.</p> <p>To provide a full programmed of CPD planned for the year,</p>

				including support staff.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5%
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:
Additional achievements:  To provide opportunities throughout the school calendar to participate in a range of sports. This includes sports both during and after the school day.	<p>To create a clear and varied plan of events throughout the year, which encourages participation, self-belief and inclusion.</p> <p>To create a long-term plan which includes a range of sports and activities.</p> <p>To create a program of after-school clubs which are supported and chosen through pupil voice.</p>	£343.09	<p>This year we were awarded the gold school games mark.</p> <p>Children of all ages have had the opportunity to participate in sports both during and after the school day.</p> <p>The Children now understand that their input is essential for providing a variety of sporting opportunities.</p> <p>The children also understand that participation is key when broadening their sporting toolkit and finding a sport that suits them.</p>	<p>To continue to discuss afterschool clubs with children and to provide clubs which progress the children's sports toolkit.</p> <p>To continue to encourage participation in all events throughout the academic year.</p> <p>To provide more internal sporting events throughout the academic year.</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				30%
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:
To participate in many sporting events throughout the academic year alongside support from external providers.	To use our connection with external provisors such as Shrewsbury Football Club, Pass Master and TrustED to facilitate opportunities for children to participate in events throughout the academic calendar.	£2415	<p>This year we were awarded the gold school games mark.</p> <p>Children are aware that there will be events throughout the year and will actively ask to participate.</p> <p>The children are also aware that it is their responsibility to prepare for events; alongside assistance from members of staff.</p> <p>The children take pride in their involvement and will participate in a competitive, friendly and fair manner, fair manner,</p>	<p>To continue to participate in school games competitions and other events organised by external providers.</p> <p>To encourage and monitor children's participation in competitions outside of school; away from events in the school calendar.</p>



Signed off by	
Head Teacher:	Kerrie Lewis
Date:	17.07.23
Subject Leader:	CALLUM WILSON
Date:	17.07.23
Governor:	Margaret Beever
Date:	17.07.23