

# 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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19540
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19540

## 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	46%
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	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes – an additional morning of swimming sessions provided
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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> £19540	<b>Date Updated:</b> 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: 62%
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 provide a wide variety of activities and necessary equipment during dinner times which engages all the children and enable them to achieve a minimum of 30 minutes physical exercise each day.</li> <li>To provide additional swimming provision for pupils not meeting Age related expectation by the end of Year 6</li> </ul>	<ul style="list-style-type: none"> <li>Employing Teaching Assistants during lunchtimes to run physical activity sessions and support physical activity including skipping, dance, ball games, gardening etc.</li> <li>Purchase of additional swimming coaching sessions and pool time</li> </ul>	Contribution of £6,020  Contribution of £6,020	<ul style="list-style-type: none"> <li>Participation records for each activity and station indicate greater understanding of a range of games/sports.</li> <li>Increased numbers of children achieving age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>Review of sports and activities covered with pupils.</li> <li>Development of a Sports Leaders programme</li> </ul>

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation:
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				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>To ensure there is appropriate PE provision being made across the school.</li> <li>To support the development of staff to deliver high quality PE</li> <li>To support the planning and development of physical activities during lunchtimes</li> </ul>	Supporting the PE coordinator to develop her own subject leadership enabling PE to be appropriately monitored, the impact assessed and development opportunities identified.	<ul style="list-style-type: none"> <li>£500</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of monitoring</li> <li>Action Plans</li> </ul>	Support PE leader to deliver agreed PE support
				Percentage of total allocation:
				36%
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 provide a range of sporting activities during dinner times and after school	<ul style="list-style-type: none"> <li>Employing sports coaches (Sportscool) to provide a range of sporting activities 5 days a week during lunchtimes.</li> <li>Employing sports coaches (Sportscool) and Chuckery staff to deliver a wide range</li> </ul>	<ul style="list-style-type: none"> <li>Contribution of £5,000</li> <li>Contribution of £2,000</li> </ul>	<ul style="list-style-type: none"> <li>Pupil responses to activities</li> <li>Engagement in after school clubs</li> </ul>	Review of sports covered with pupils

	of sports clubs after school			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
To provide a range of sporting activities during dinner times and after school	<ul style="list-style-type: none"> <li>Employing sports coaches (Sportscool) to provide a range of sporting activities 5 days a week during lunch times</li> <li>Employing sports coaches (Sportscool) and Chuckery staff to deliver a wide range of sports clubs after school</li> </ul>	<ul style="list-style-type: none"> <li>Contribution of £5,000</li> <li>Contribution of £2,000</li> </ul>	<ul style="list-style-type: none"> <li>Pupil responses to activities</li> <li>Engagement in after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>Review of sports covered with pupils</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
Provide opportunities for girls and boys to participate in competitive sport against local schools at an appropriate level	<ul style="list-style-type: none"> <li>Developing sporting teams to take part in the cross-federation/school competitions ensuring they have appropriate coaching and support to be successful.</li> <li>Providing cover for staff to accompany children to sporting events.</li> <li>Providing transport and equipment for teams to take part in competitive sports at other schools</li> </ul>	£500	<ul style="list-style-type: none"> <li>Competitions entered.</li> <li>Records of fixtures and results</li> <li>Sports Day outcomes</li> </ul>	<ul style="list-style-type: none"> <li>School council to drive competitions entered.</li> <li>Links with outside clubs and associations</li> </ul>

Signed off by	
Head Teacher:	James Pearce
Date:	5/7/23
Subject Leader:	Natalie Owens
Date:	5/7/23
Governor:	Nicola Rudge
Date:	5/7/23