

# 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	£17,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,800

## 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>	N/A – KS1 only
<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>	N/A – KS1 only
<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>	N/A – KS1 only
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A – KS1 only
<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 – N/A KS1 only

## 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: 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</b>			Percentage of total allocation: 16.56%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To ensure all children are being physical active for at least 30 minutes during the school day	<p>Streetly academy to run active workshops for children and parents on the importance of being healthy and to train children to be play leaders</p> <p>Sports coaches for clubs and to play active games with the children during lunchtime.</p> <p>Jumpstart Jonny for access in classrooms for use throughout the day for active brain breaks.</p>	<p>Streetly Academy - £500</p> <p>Premier Education - £2,160</p> <p>Jump Start Jonny Subscription - £289</p>	<p>Children in class are able to move more in order to have regular brain breaks throughout the day.</p> <p>Children are being more active in class by taking part in active videos.</p> <p>Seesaw videos of children being active at home through active homework in all year groups.</p> <p>100% of children were allocated 3 clubs this year.</p>	<p>Staff to have a bank of active videos on their laptops to use at certain times in the day including lunchtimes and highlight this on their planning.</p> <p>Teaching staff to plan in opportunities for active introductions/lessons at least twice a week in core or non-core subjects and highlight this in planning.</p> <p>Use of equipment outside during playtimes and lunchtimes in order to engage all children to be physically active outside.</p>



		<p>was not difficult.  2/3 teachers felt behaviour management was not difficult.  1/3 teachers found it okay.</p> <p>Teachers have been very positive about their training in weekly conversations both with PE coordinator and dance artist. They felt that observing and team teaching with a professional dance artist as well as weekly discussion of the key skills and progression of dance has boosted their confidence and delivery of dance. From the surveys teachers feel they have: - More confidence to deliver dance lessons because of a better knowledge and understanding of dance. - A better understanding of the progression of key skills in dance. - A range of behavior management strategies to use in lessons - A better understanding of how to differentiate especially for SEN children - A bank of key vocabulary to describe movements in lessons to support children's understanding of dance good/outstanding dance lessons next year. Teachers to use new dance curriculum and videos to support their teaching of dance next year. - A better understanding of the national curriculum Children took part in the Summer Shake dance performance and SLT/teaching staff commented on the high level of dance skills, the range of elements</p>	
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			of dance that were displayed, that develops progressively through the year groups and the performance level of the children this year compared to previous years.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				8.16%

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:
To improve confidence in teaching and delivering PE through CPD	New staff to attend CPD training on planning and delivering games.  Staff to disseminate their learning to the rest of the staff who did not attend the CPD to share good practice of games teaching.	Streetly Academy - £500  Cover - £953.08	Increased confidence in planning games lessons for staff who attended. Staff shared top tips with all teaching staff during staff meeting. PE coordinator devised a 'Top tips' using the staff's feedback for teaching staff to use in planning meetings.	CPD for Reception, Year One and Year Two in Games, Gymnastics and Dance next academic year. CPD in games for all teaching staff next year.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				62.16%

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:  (Also linked to key indicator 1)  To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports and	Make sure your actions to achieve are linked to your intentions:  Lunchtime clubs will include a broader variety of activities and sports for the children to access during the year.	Funding allocated:  Streetly Academy - £500 (Included with Key Indicator 1)  Premier Education -	Evidence of impact: what do pupils now know and what can they now do? What has changed?  100% of children were allocated 3 clubs this year. Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills. Inspired children to engage in a range	Sustainability and suggested next steps:  More lunchtime clubs next year ran by an outside agency for staff wellbeing.  Rewards to be given during clubs for other aspects of sporting

<p>healthy activities.</p>	<p>Children will be trained as play leaders in Year 2 to promote and play alongside peers in a range of games to develop key sports skills and encourage their friends to be physically active.</p> <p>New Outdoor equipment will be purchased to broaden the range of skills children can develop, practice and apply in the outdoor environment for core strength, gross motor and coordination.</p>	<p>£2,160 (included with Key Indicator 1)</p> <p>New piece of playground equipment - £11,065.21</p>	<p>of different sports including beyond those they would normally access in PE. Increased opportunities for developing key skills in different areas linked to learning in PE lessons. Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities. Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups). Clubs have also developed children's resilience and attitude towards competition. Gave Year Two the relevant training in order to be mini play leaders at lunchtimes. Year Two buddies have practised games outside and then taught it to other children with support from the lunchtime staff. Gave other children ideas of what games to play outside. Developed Year Two children's leadership skills and their confidence making up games. Children are being more physically active during playtimes in the area of the playground where the net has been placed. Children have started to explore the climbing net by crawling and climbing which aids in the development of their muscles, motor skills, and coordination whilst still being lots of fun.</p>	<p>achievements e.g. resilience, personal best, working well in a team etc.</p> <p>Lunchtime staff to get buddies involved in playground activities after training from PE coordinator. New Year Two children to be trained in the Autumn term.</p>
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Additional achievements: 10 Year Two children were able to take part in a gymnastics competition and represent their school.				
They came first out of 4 schools and got the highest scores out of 24 children.				

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 2.66%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 and celebrate participation in competitive sport.	PE lead to run a gymnastics club for pupils identified to have a strength in gymnastics to prepare them for a gymnastics competition and the opportunity to compete with other schools in a gymnastics competition	Taxi for Gymnastics competition - £195 Cover - £280	10 Year Two children were able to take part in a gymnastics competition and represent their school.  They came first out of 4 schools and got the highest scores out of 24 children.	

Signed off by	
Head Teacher:	Debbie Naffati
Date:	28 <sup>th</sup> July 2023

Subject Leader:	Sammi Davis completed information for the spend and transferred to new template by Louise Westbury)
Date:	26 <sup>th</sup> July 2023
Governor:	Zoe Spencer
Date:	28 <sup>th</sup> July 2023