

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.





## Sport Premium 2022/23 – Including review

### Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0.00
Total amount allocated for 2022/23	£17,720
How much (if any) do you intend to carry over from this total fund into 2023/24	£747
Total amount allocated for 2022/23	£17,720
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£16,973

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  <b>N.B.</b> Complete this section as best you can. 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 2023. Please see note above	88% (22/25)
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	80% (20/25)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not assessed
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?	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: £17,720	Date Updated: July 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 continue to develop the confidence of teaching PE.	CPD members of staff to use the PE scheme 'Real PE'.  To use the scheme systematically through the course of the academic year.  To get familiar with the assessment tool.  To use the videos, resources and equipment to deliver high quality PE sessions.		£695.00 (membership fee)  After CPD staff understand the concept of 'Real PE'.  Staff are using real PE to deliver their PE sessions.  Staff have increased confidence in teaching PE.	To continue to use this familiar scheme moving into the next academic year.  To utilise their assessment tool to monitor PE against the national curriculum.

PE leadership within school.	<ul style="list-style-type: none"> <li>A member of staff who takes leadership for the whole school PE. Plan for progression within the curriculum.</li> <li>PE leader to complete regular equipment audits to check for safety of resources.</li> <li>Member of staff to ensure teachers are confident with delivering PE, and provide CPD for those who require it.</li> </ul>	£5,392	<p>Members of staff received CDP if required. One of our INSET days were allocated to this.</p> <p>Equipment check was termly and if any resources needed replacing this was actioned.</p> <p>PE leader went on a course to understand Sports premium and has a better understanding of how to spend.</p>	
<b>Key indicator 2: The engagement of all 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:
				25%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Promote a healthy classroom.	<p>Use of jump start Jonny. A scheme to get children active through dance, challenges and workouts.</p> <p>Staff to use Jump start Jonny throughout the day.</p> <p>Provides mindfulness and activities to calm and settle.</p>	£239	<p>Promotes a healthy classroom, particularly in KS2.</p> <p>Allows opportunities for children to calm and reset.</p> <p>The workouts have support children to focus in the classroom.</p>	<p>To use this scheme in the lower years.</p> <p>Has had a positive impact on the children and their ability to focus in between sessions.</p>
To promote a healthy, active lunchtime.	<ul style="list-style-type: none"> <li>Lunchtime audit on resources.</li> <li>Replace any that are broken or missing.</li> </ul>	£675	<ul style="list-style-type: none"> <li>Lunchtime supervisors better able to facilitate active play and independence at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Improved behaviour and engagement in positive play at lunch times observed by school staff.</li> </ul>

The quality of our PE resources.	<ul style="list-style-type: none"> <li>PE audit of equipment.</li> <li>Replace any equipment that is broken or missing.</li> </ul>	£3,584.59	<p>Children have access to high quality PE equipment.</p> <p>Ensure all equipment is safe.</p> <p>Ensure there is no PE curriculum time comprised due to lack of equipment.</p>	<p>Children can be taught PE using high quality equipment.</p> <p>Children treat the equipment with respect.</p>
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 an active classroom.	<ul style="list-style-type: none"> <li>To develop the Year 1 outdoor classroom. Providing resources to promote a healthy active classroom.</li> <li>To encourage staff to create lessons which involve physical activities.</li> </ul>	£484.50	<p>The outdoor classroom is being used everyday.</p> <p>The classroom is engaging and meets the children's physical needs.</p> <p>By having this outdoor classroom we are seeing social, emotions, physical and motivational learning taking place.</p> <p>Children have taken to the new classroom and enjoying the outside environment.</p>	<p>An active class to be encouraged by all members of staff.</p> <p>Staff to recognise the benefits of being active in the classroom.</p> <p>The use of the whole school outdoor classroom to be encouraged.</p>

Range of extra- curriculum activities	<ul style="list-style-type: none"> <li>Members of staff offer a range of after school activities.</li> <li>The clubs are offered to a range of Key Stages.</li> </ul>	£0.00	<p>The clubs that are being offered have been fully booked.</p> <p>We have the same children coming back each time as they enjoy the club.</p>	<p>Encourages children to take part in clubs outside of school.</p> <p>Continue to offer this club moving into 23/24</p>
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure a high proportion of pupils meet the National Curriculum Standard for swimming before leaving the school	<ul style="list-style-type: none"> <li>Book swimming sessions for years 4 and 5.</li> </ul>	£390 (minibus hire)	Increase number of pupils achieving NC award. Pupils to build confidence and swimming skills.	Arrange swimming sessions for 23-24 for KS2 pupils

Development of our outdoor space.	<ul style="list-style-type: none"> <li>Maintaining our outdoor space. Specifically our outdoor classroom.</li> <li>To provide a broader experiences such as pond dipping to develop our fine motor skills and for the children to explore their outside environment in a varied way.</li> <li>To provide resources for our whole school outdoor classroom.</li> </ul>	<p>£1,295 (maintenance to the school pond)</p> <p>£1,758.90 (Muddy faces parts)</p>	<p>Children have the opportunity to go pond dipping, thus adding to our outdoor curriculum.</p> <p>Children are active during lesson time.</p> <p>Children are discovering new wildlife and exploring what the outside environment has to offer.</p>	<p>Woodlea can start another element to our outdoor learning curriculum.</p> <p>Children get to experience new things.</p> <p>Children learn how to respect our outdoor environment and wildlife.</p>
Travelling to sporting provision and events.	<ul style="list-style-type: none"> <li>A safe journey for the pupils to successfully walk to 'The Glebe'.</li> <li>The children can participate in sporting events and activities.</li> </ul>	£158.62 (High Drive)	<p>The children can safely use a wide open facility.</p> <p>The pupils can partake in sporting activities and enjoy competitions.</p>	This will continue as it priorities the safety of our pupils.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 competitive sports.	<ul style="list-style-type: none"> <li>• Hire of the Glebe to promote athletics.</li> <li>• To compete in trust athletic competitions.</li> <li>• To provide different opportunities for children such as cross country and athletics.</li> <li>• Provides staff with a big open environment to use during PE sessions and practices.</li> <li>• PE lead to arrange Sports Day using the Glebe.</li> </ul>	<p>£385 (for the lines)</p> <p>£2,600 (hire of the Glebe for the year)</p>	<p>After school clubs could take place on the Glebe.</p> <p>Practice for cross country and athletic competitions.</p> <p>Sport Day took place on the Glebe, this meant parents could come and support their child.</p>	<p>The Glebe to be utilised more from members of staff, such as during their PE sessions, practices or after school clubs.</p> <p>The space offers an open plan for many opportunities.</p> <p>Encourages new activities, clubs and trainings.</p>
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Head Teacher:	N Gambier
Date:	29.9.23
Subject Leader:	G. Southwell
Date:	29.9.23
Governor:	
Date:	