

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.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£4,325.44
Total amount allocated for 2022/23	£18,130
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,130.93
Total amount allocated for 2022/23	£18,130
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£19,260.93

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.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. 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 2023. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	No

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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: £18,130		Date Updated: 17.7.23	
Key indicator 1: Increase confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation: 26 %
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:
Pupils are active for 30 minutes daily in school through a wide range of high-quality PE lessons, clubs and beyond PE lessons.	Teachers provide regular movement breaks within the classroom to help contribute to the 30 minutes	£1,100 Teach Active	<p>Pupils have been able to meet their Active 30/30 target and recognise the benefits of a healthy active lifestyle</p> <p>Pupils are engaged and enthused during movement breaks and meet their 30/30 target</p> <p><i>During KS1 observations, the PE leader reported that children were actively engaged during their Active Maths lessons and noticed the ability to concentrate in class "I like that we can learn being active and it helps me to focus more during learning when I am sitting down (Year 2). Monitoring has taken place to ensure that all teachers have</i></p>	<p>Movement breaks and the use of Teach Active appears to be implemented in each year group.</p> <p>The new PE scheme allows teachers to follow a plan and use the 60 second games to implement in class.</p>

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			<i>access to Teach Active and all classes are utilising the Teach Active resources and pupil voice and observations shows that active lessons are embedded within curriculum teaching.</i>	
	PE leader and LSAs to ensure that activities are resourced for during break and lunch playtimes. Equipment is replaced when needed and it meets the needs and interest of all pupils.	£90 to replace PE equipment for playtimes and lunchtimes	<p>Pupils are engaged in a wide range of activities at lunch or playtime. MSAs and sports leaders support active games at break and lunchtimes.</p> <p><i>Observations during autumn term showed that more children use the playtime equipment to devise their own games rather than playing the games or activities organised by adults, so additional equipment was purchased to develop this creativity. Later observations in the year showed that children had been more active with different games.</i></p>	<p>The equipment will need to continue to be replaced next year.</p> <p>Continue to ensure a wide variety of equipment is available.</p>
	Develop an environment to enable the school to offer several clubs for different year groups	<p>Coaching for tennis club £3,500</p> <p>Resources for clubs £40</p>	<p>A high percentage of children take part in a variety of clubs that are on offer.</p> <p>There has been an increased percentage of children taking part in new clubs such as rugby and cricket.</p> <p><i>By summer term 65% of KS1 took part in an active club.</i></p>	Continue to encourage more children to take part in the clubs.

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				Percentage of total allocation: 9 %
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?
PE, school sport and physical activity has a significant profile across the school and children are taught about the benefits of a healthy active lifestyle	The Early Year environment is enhanced to support physical activity and encourage regular movement.	£138 (equipment for Early Years Garden)	All children utilise the resources in the Early Years environment and have regular opportunities to explore equipment. <i>Tapestry journals show excellent evidence of children developing their fine motor and gross motor skills. 95% of Reception children achieved the gross motor skills.</i>	Ensure equipment is replaced when needed and the subject leader works closely to ensure that all children can access equipment.
	Teachers continue to use PE and science lessons to teach the importance of a healthy active lifestyle and regular physical activity	£467 (archery equipment)	Physical activity is embedded within the curriculum. Children can recognise the benefits of physical and mental wellbeing and understand the importance of a healthy balanced lifestyle. <i>When surveyed, year 4 had 100% of children that could recognise the importance of physical activity in relation to having a healthy balanced lifestyle. They could also recognise how important their mental wellbeing</i>	Continue to monitor the PE planning and ensure that links are continuing to be embedded in the curriculum.

			<i>was. During ‘Sports Week’ each day the children took part in 30 minutes of exercise at school and were encouraged to exercise daily outside of school.</i>	
	Sports Leaders are well trained and support the development of active lunchtimes, setting up equipment, games, and activities with younger children at lunch and playtime.		<p>KS2 Sports leaders support younger year groups at playtimes and lunchtimes to have the opportunity to try different games and activities. Sports leaders have actively supported teachers to model in some PE lessons, such as archery. As well as being a role model during sports day with supporting the subject leader to help lead a warmup.</p> <p><i>60% of KS2 children enjoyed doing sports leaders responsibilities. Sports Leaders speak positively about their role, “I enjoy setting up activities and games and understand how I might change them to help children.” (Year 4) “I like to show the younger children how to use the equipment.” (Year 4)</i></p>	To continue to allow more opportunities for the sports leaders to help with all the year groups.

	<p>Develop teacher and TA motivation and identity for PE teaching by purchasing clothing.</p>	<p>Sports clothing for staff £375</p> <p>Staff bootcamp £600</p>	<p>Teachers and TA's feel motivated by wearing our school logo and feel more motivated to integrate PE into our curriculum.</p> <p>13 teachers and support staff have had the opportunity to partake in weekly fitness sessions with a personal trainer after school. This has allowed teachers to become more motivated in their PE lessons, as well as contributing to positive wellbeing for staff.</p> <p><i>A staff survey found that teachers did not feel that confident to teach sports at the beginning of the year. This compared to a survey at the end of the year which advocated that those teachers felt much more confident with PE themselves.</i></p> <p><i>Another survey found that teachers had more of a positive relationship with PE due to partaking in weekly fitness sessions because it gave them more confidence and ideas which could be linked to teaching PE.</i></p>	<p>Take this further by exploring t-shirts for staff to wear when teaching PE.</p> <p>Continuation of weekly fitness sessions next year.</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:	
			8 %	
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:
All pupils receive two hours of high-quality PE each week which staff feel confident to deliver and know the progression of skills within PE	Implementing a new PE scheme within our curriculum	Complete PE yearly subscription of £1,300	<p>Teachers feel more confident to deliver and teach PE.</p> <p>Teachers have access to a variety of PE units and games which allows them to teach a variety of PE.</p> <p><i>At the beginning of the year, a staff survey found that 50% of staff lacked confidence in PE planning but were enthusiastic about teaching PE.</i></p> <p><i>A staff survey at the end of the year found that all teachers were more confident with locating the resources on the website and teaching all the PE units.</i></p> <p><i>The PE and Sports Premium linked governor was shown how the programme was implemented at the school and was impressed with the great</i></p>	Monitoring of the PE scheme with regular check-ins with teachers to ensure that they continue to feel confident in teaching PE.

			<i>impact it has had on the PE provision at the school.</i>	
	PE leader has relevant training to develop their new subject role and skills, which will enable them to support staff and develop the subject across the school.	Cover for the course £238	PE lead feels confident after attending the Primary PE Conference and keeps up to date with relevant subject information. The subject leader has ensured that there is the correct equipment for each PE unit. <i>The PE Conference has allowed the subject leader to become more confident with implementing Complete PE and feeding back to teachers has allowed teachers to be more knowledgeable about the new scheme and website.</i>	Equipment will need to be monitored to ensure teachers have replenished equipment to allow them to teach each unit. It will be the subject leaders second year doing the role and they will need regular mentoring from SLT to provide guidance when needed.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 50 %
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:

<p>Ensure that all children receive a broad and balanced PE curriculum and additional sporting opportunities are offered throughout the year so that all children can discover sports that engages and excites them.</p>	<p>To ensure that we teach a wide range of sports as well as making sure that there is enough equipment provided.</p>	<p>£2,300 (for sporting equipment for each PE unit on Complete PE and archery etc.)</p>	<p>Children have more opportunities to try different PE units since the new PE scheme. There has been a continuation of sporting opportunities which is inspiring more children to take part.</p> <p><i>During a survey across KS1 & 2 90% of children could identify the skills needed for the current learning in PE. The survey highlighted the children's strong likes about PE as well as explaining how much they enjoy trying a new sport.</i></p> <p><i>Case studies of children in Year 2 who did not engage with PE as much at the beginning of the year, showed that at the end of the year a higher engagement in PE. This shows the new PE scheme has had a positive impact on children.</i></p>	<p>Continue to monitor equipment to ensure we have plenty of resources and replace equipment when needed.</p>
	<p>Additional coaching for Year 3 & 4</p>	<p>£750 for a golf coach</p>	<p>There has been an increase in wider opportunities this year with a focus around KS2. As well as a golf coach, KS2 has had a cricket coach for a half-term from Chance to Shine, which is a charity.</p>	<p>To continue to have wider opportunities within school with different coaches.</p>

			<i>70% of Year 4 stated that they had tried different sporting activities this year which has encouraged them to try new sports outside of school.</i>	
	Additional coaching for KS1 & 2 as well as a club.	£3,500 for Partnership Package	Children from KS1 to KS2 all had the opportunity to try different sports such as tag rugby with a coach. There was an additional rugby club throughout the year to inspire as many children as possible.	More opportunities for children to try different sports will be provided.
	Use days and events across the school calendar, sport, and non- sport specific such as Red Nose Day, school sports week, etc. to promote and offer a wide range of sporting activities	£2,600 for day events	All children partake in physical activity weekly in PE lessons and children enjoy trying different sporting activities based outside their PE lessons. <i>For Children in Need, children partook in bounce workshops where they all got the opportunity to have their own small trampoline. For nursery for Children in Need, they experienced a dance workshop.</i> <i>We had a GB athlete (Courtney Tulloch) visit the school to deliver an inspirational talk based around being a male gymnast.</i>	Continuing to utilise these events to promote a wider range of sports for next year.

			<p><i>All the children completed min-circuits with the athlete.</i></p> <p><i>For Red Nose Day, the children took part in a freestyle football workshop, with the sports leaders assisting the younger year groups.</i></p> <p><i>We had another inspirational talk based around the 401 Challenge. The children got the opportunity to run the daily mile in key stage year groups with Ben Smith.</i></p> <p><i>During sports week, the focus was around 30 minutes of exercise in school and 30 minutes outside. The children took part in ping-pong, dance, archery, and bowls, with the help of Sports Leaders.</i></p>	
	<p>Identify children who do not take part in as much sport both inside or outside of school and try to engage these children to do so.</p>		<p>All children watched a dance production from a local dance school. Some children visited and tried out bowls at a local club.</p> <p><i>A case study based on Year 2 showed more children partaking in clubs outside school</i></p>	<p>More children able to try sporting activities such as bowls, to help encourage a variety of sports.</p>

			<i>throughout the year.</i>	
	Utilise the local partnership events, competitions, and festivals to allow children to experience a wider range of sports		Attend the wide variety of festivals and events the sports partnership offers to enable children to experience a wide range of sports in an engaging environment. <i>All children in Year 1 took part in at least one sporting event outside of school. The children enjoyed trying out different sports outside of their PE lessons.</i>	Focus on ensuring that children in Year 2 have more opportunities for whole year group sporting events and festivals. Continue to engage with partnership whilst exploring ideas outside of the package.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1 %
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 continue to provide all pupils with the opportunity to participate in intra and inter school competitive sport.	Utilise the local partnership events, competitions, and festivals to allow children to experience a wider range of sports.		<p>Children participate in and enjoy healthy, appropriate competition, and learn a wide range of skills from these experiences.</p> <p><i>In Year 1, children partook in a Multi-Skills event. The teachers stated how much all the children enjoyed this event and some of the children who did not normally engage with sport, were engaging with this event.</i></p> <p><i>The tennis team won the local tournament and came second in the county final tennis tournament at the Herts school games.</i></p>	<p>Continue to engage with local events.</p> <p>Explore competing against other local schools in tournaments.</p>

	Promote healthy competition in school with events focusing on personal best, team wins, and person wins.	£121 (Medals) £58.47 (Equipment for Sports Day)	All children take part in competition in their PE lessons. This allows children to continue to learn new skills and by engaging more children, this has had a positive impact on inspiring children. <i>Sports Day allowed all children to take part in competitions. Through competing in house teams, this encouraged positive teamwork. This helped to build resilience and determination with more children.</i>	Continue to encourage and engage those less confident. To use the planning effectively, thus ensuring that there is competition in PE units.
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Signed off by	
Head Teacher:	<i>Anna Greetham</i>
Date:	17.7.23
Subject Leader:	<i>Ellie Watts</i>
Date:	17.7.23
Governor:	<i>Mariana Calderon Athie</i>
Date:	17.7.23