

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	£17,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,200
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,200

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>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</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	N/A
<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
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	N/A

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: £17,200		Date Updated:	
<p>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</p>					<p>Percentage of total allocation spent:</p> <p>60%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding Spent:£10,274.02</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Ensure all children participate in daily activity to improve concentration throughout the school day</p> <p>Encourage children who are less active and who have low self-esteem to participate in sport</p>	<ul style="list-style-type: none"> PE lead to continue to embed the Daily Mile to raise the profile within the school. PE lead to organise timings for each class to participate in daily mile on playground with teachers. Ensure this is up and running by the end of Autumn 1. When daily mile is not suitable (weather conditions), teachers to use the PE scheme, 'GetSet4PE', short 10 minute indoor active sessions that can be used instead of the Daily Mile if the weather conditions do not permit. PE lead to email the link to this section of the website. Ensure teachers are confident with the Get Set 4 PE scheme and navigating the platform. PE lead to model delivery of Get set for PE to enhance teaching and learning. PE Lead to reintroducing Boccia 		<p>£2,620 on staffing</p> <p>£975 on staffing</p>	<ul style="list-style-type: none"> Children are able to run a longer distance or complete the mile in a shorter time over the course of the year. demonstrating improved levels of fitness. Children participating in Boccia speak positively about the game demonstrating raised self-esteem. With structured games at play times and lunch times, teachers report that children come back in from playtimes more focused and ready to learn children participate in these and enjoy them. Playtime pals supporting these games are more empowered as leaders of the school. Gross motor skills are improved for children who receive extra PE interventions 	
			<p>Sustainability and suggested next steps:</p> <p>Continue to plan the daily mile into the timetabled day.</p> <p>Provide further training to widen the bank of structured games that can be played at playtimes.</p> <p>Continue to offer opportunities for families to take part in different sporting activities. E.g. rounders tournament after school.</p>		

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	<p>Club at lunch time. Keep a record of children participating for monitoring impact and train to key assistant teachers to run the club for the rest of the week.</p> <ul style="list-style-type: none"> • Teachers to provide PE lead with list of new children who they would like to see join in with Boccia club. • AT's to ensure playtime activities remain high quality and a variety of games are available for children (Getset4PE) and follow the playground policy plan. • PE lead to use AT meeting to train them on playground games using 'PE playground games resource folder.' • Playtime pals to assist AT's running these outside games (e.g. getting out and putting away activities). Expectations to be gone through with these children by the class teacher. • HLTA's to devise timetable of lunch time games with ATs. HLTA's to source activities needed. • Resources to be purchased to assist AT's with lunch time games. PE lead to liaise with ATs to discuss equipment needs and place order. • PE lead to gain list from teachers of children who would benefit from extra PE interventions (gross motor, team work etc). Sports coach will then deliver extra sessions as part of early morning intervention between 08:50-09:00. PE lead to monitor the impact of said interventions and ensure these are of high-quality. • PE lead to target groups of children and their parents and set 	<p>£800 on staffing</p> <p>£400 on resources</p> <p>£2,000 on staffing</p> <p>£500 on staffing</p>	<p>from sports coaches.</p> <ul style="list-style-type: none"> • Parent voice has shown that they are keen for the additional PE sessions and experiences to continue. • Parent voice has shown that the active families club 'Fitness Friday' has had a positive impact to the start of the day. Parents have made contact about engaging in aerobic classes over the summer. 	
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	<p>up an 'active club' before school between 08:20 and 08:50 two times a week to encourage families to become more active together particularly pupil premium children or those identified with a health need. (Spring and Summer Term)</p> <ul style="list-style-type: none"> • Continue to follow the Warwickshire Occupational therapy programme in Reception • PE coach to lead PE sessions developing knowledge for teachers knowledge and skills in Get Set for PE and other sporting activities e.g. team games. 	£340 on staffing		
		£585 on staffing		
		£2054.02 on staffing		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation spent:
	9%

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 Spent: £1539.40	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
			Sustainability and suggested next steps:

<p>Raising the profile of PE for all children with a focus on mindfulness and improving mental health and wellbeing</p>	<ul style="list-style-type: none"> Teachers to continue to ensure the LO and success criteria for their PE lesson is written on PE board in hall and shared with children. Teachers to ensure trainers and PE attire is worn when teaching any PE lesson. Around the World Assembly to celebrate National Sports Week 1-7th May 2023 (led by PE lead) Sportsperson/athlete come into school to inspire the children to do their best in sports (Jake Wightman – contacted Chelsea). Paralympian's and sportspeople from protected characteristics to be invited to school to do an assembly to encourage participation in sport no matter what your ability/background. During <i>Time to Shine</i> assembly, outside sports achievements (WFIS has talent) to be shared and celebrated – link to daily mile. Daily mile achievements to be shared in the newsletter so that it is of a high profile and parents are aware it is happening. PE lead and PSHE lead to organise Mindfulness minis. Teachers to evidence once a half term in topic books to show the new curriculum coverage. This should be a photo/QR code and a context sticker about what they have been learning that half term. PE lead to email teachers at the start of Autumn 1 to highlight this. PE lead to ensure the PE display board is kept up to date with pictures and achievements Continue to offer a wide range of after school sports clubs 	<p>£</p> <p>£589</p> <p>£600</p> <p>£350</p>	<ul style="list-style-type: none"> Pupil voice demonstrates children are able to articulate the PE skill and learning they are practicing. Children have been taking part in mindfulness activities 3 times per week and children and teachers have reported children feel more ready for learning. Children have experienced a range of sports this year and have felt inspired to take this up outside of school e.g., cricket and aerobics. 	<p>Continue to embed mindfulness activities timetabled as a routine part of the school day.</p> <p>Continue to offer a range of sports experiences e.g. different types of dance and sport which children may not otherwise have the opportunity to take part in.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation spent:
			5%
Intent	Implementation		Impact
<p>Your school focus should be clear what you want the pupils to know</p> <p>and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding Spent £950</p>	<p>Evidence of impact: what do pupils now know and what</p> <p>What can they now do? What has changed?:</p>
<p>Improved quality of children’s physical education in KS1 to ensure they are confident and competent</p>	<ul style="list-style-type: none"> Continue with PE scheme subscription (GetSet4PE) continue to support staff in how to use the scheme and best practice in teaching lessons. Train teachers in how to use the assessment section of the scheme. PE lead to ensure all T’s observation forms are collected before October half term. PE lead to attend CPD courses each term through Get Set 4 PE. PE lead will then feedback any important training points to class teachers. PE lead to email teachers a staff voice form to identify gaps for CPD support at the start of Autumn 1. PE lead to use Get Set 4 PE website to book T’s and HLTA’s 	<p>£600</p>	<ul style="list-style-type: none"> Teachers feel confident teaching PE lessons using the scheme lessons. PE observations have shown secure subject knowledge, sequencing. Teachers and HLTA’s will feel more knowledgeable when leading PE as a result of CPD courses. Assessment data shows that all children are meeting or exceeding in PE. Observations demonstrate that when Children are engaged in PE activities playtimes are more structured and children report that they enjoy the structured games. <p>To use SLT support to monitor the impact further of PE games at lunchtime.</p> <p>Provide further training to develop a wider bank of games.</p>

	<p>onto courses to support their CPD – link to the staff voice form as previously stated.</p> <ul style="list-style-type: none"> • PE lead to ensure teachers are confident in using the assessment tool on Get Set 4 PE so children’s progress in being effectively monitored. • CPD Training to be arranged for lunchtime staff using the GetSet4 PE resources. 	£350		
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation spent:</p> <p>22%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p> <p>£3756.58</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>Continue to develop our range of clubs and opportunities across the school.</p>	<ul style="list-style-type: none"> • Forest Lead to complete Level 3 course and gain accreditation to support our outdoor learning (as outlined in the school development plan). • Purchase further resources to support Forest School provision. • Office team/PE lead to keep records of children’s attendance to clubs. Pupil Premium supported to access after school clubs through free places. Children with SEND to be targeted to increase the number attending. • Purchase a range of resources to support clubs provision relating to PE opportunities. • Ensure a variety of workshops – including mental wellbeing workshops - occur throughout the year to further enhance the curriculum. • PE lead to arrange a Yoga workshop for children to participate in to experience different forms of exercise • PE lead to liaise with a tennis coach or local tennis company to provide taster sessions and workshops (Jo racket sports qualified) • PE lead to liaise with Dance schools to arrange dance workshop from a range of cultures. • Purchase and introduce Moki’s – activity tacker 	<p>£303.91</p> <p>£647.27</p> <p>£479</p> <p>£520</p> <p>£70</p>	<ul style="list-style-type: none"> • Children experience Forest School for one term each year (weekly). Observations show their confidence, resilience and cooperation/team work develops over the term. • Children’s fitness and co-ordination levels are improved as a result of physical after school clubs. • Pupil and parent voice has demonstrated that they have enjoyed the wide range of workshops on offer this year. • Pupil and parent voice has shown children have learnt new skills and been exposed to new sports that aren’t on the curriculum. • Pupil voice for Year 2 children. demonstrates that children have a greater understanding of monitoring their fitness levels in relation to number of steps as a result of the Moki fitness watches. • All year groups have taken part in yoga and children are able to perform yoga positions. Photos are displayed on the PE board. 	
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	https://moki.health/ to encourage physical activity in school, introduce class competitions and routines for using the trackers.	£476.40 £1260 for a class pack		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation spent:
				4%

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 Spent: £680	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

A wider range of children participate in competitions (different children + more competition)	<ul style="list-style-type: none"> PE lead to attend half termly PE lead meetings to identify suitable competitions for KS1 children to participate in. The PE lead will contact local primary schools to arrange sporting competitions throughout the year School to attend Epsom and Ewell dance festival TA to plan and run dance festival with SLT support. Daily Practice 	<p>£ 500</p> <p>£180</p>	<ul style="list-style-type: none"> All children who have taken part in cross school PE festivals or competitions have been happy to do so and have participated confidently. Children demonstrated increased fitness levels and learnt new dance skills. Children were confident in performing the movements. 	Continue to embed and seek further opportunity for cross school inter competitions at KS1 level.
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Signed off by	
Head Teacher:	Katie Muir
Date:	13.07.2023
Subject Leader:	Danny Cliffe
Date:	13.07.2023
Governor:	Alice Feldwick
Date:	July 2023