

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](#) 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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2022/23	£17,621
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,621
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17,621

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>	
<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 2023.</p> <p>Please see note above</p>	80%
<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>	Front Crawl: 96% Br: 76% Back: 58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	36% (All of the children can do a safe rescue from the bank).

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

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: £17,621		Date Updated: July 2023	
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					Percentage of total allocation:
					%
Intent	Implementation		Impact		
To develop skills and good habits in relation to physical activity.	All classes to have 2 timetabled PE lessons per week. To have sequenced activities on a range of physical activities to appeal to a wider selection of children. To run lessons that expect full participation from all learners. Wake up shake up (15 minutes per week before school to get children moving)	Funding allocated: £2000 £390	All teachers are now delivering one lesson of PE a week alongside an additional lesson that is taught by the PE coach. About 15 children regularly join in the wake up shake up session. This is run by the sports coach and parents have responded positively too.	13.56%	
To improve the quality of PE lesson delivery.	PE Coach led staff CPD to support all staff in how to teach gymnastics effectively from EYFS to Year 6. Information was provided so staff could refer back and opportunities given for further questions.	£150	Teachers identified an element of gymnastics that they wanted to develop and tried it out with their class. Teachers commented that the precision of instruction was leading to improved accuracy and success from a larger number of pupils.	0.8%	
All children to be active for at least 30 minutes a day.	Teachers to encourage children to find ways to participate in physical activity at break times and lunchtime. Teachers to build in the daily mile (or similar physical opportunity) on days when PE is not been taught.	£0	Children are generally more active at breaktimes and lunchtimes. The children had a fundraising event to purchase outdoor play equipment and this has been highly successful at increasing active participation from the pupils.	0%	

To encourage active play at breaktimes.	All children were invited to take part in a funded skipping workshop. Children were taught a variety of skills and challenges involving skipping. Ropes were purchased (by school and individuals) to allow opportunities for the children to further develop their skills.	£400	Children are regularly skipping at break and lunchtime and challenging each other to improve their skills. Children are proud to share their achievements and recognise when they are becoming more proficient. Children have also practiced these techniques out of school.	2.3%
To encourage active play at lunchtimes.	Additional TA on the playground to support the MSAs and encourage active lunchtime play.	£1899	Children are using a range of equipment to support active play at lunch times. Even when the field is not in use, team games and adapted games are enabling children to remain active in a smaller space.	10.7%
To ensure active participation and quick progress in swimming.	The Y5 and Y6 class each had a 6-week swimming course. This was delivered to half the class at a time while the other half were learning about, and playing, badminton. This enable small focused tuition in the swimming pool and ensured children were active for most of the session. The less confident swimmers were given additional time in the pool, and a TA was paid to go in the water with them to help them to gain confidence and improve their technique.	£600 badminton coach £312 additional swimming teacher Additional TA time to provide 1:1 support in the water £540 Transport to and from the swimming pool £1500	All of the children were confident to enter the water. The children all engaged with the sessions and made good progress from their starting points.	16.7%

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
This is detailed in Key indicator 1 and 3.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
All teachers to be clear on age appropriate expectations and how to plan and deliver effective PE lessons.	Get Set for PE has been used to provide the backbone for a progressive sequence of work. Teachers have chosen the unit (from the 2 taught each half term) that they feel most confident to teach and the PE coach has taught the other unit. Time is allowed for teachers to speak to the PE coach for advice where elements of the planning seem unclear. Progress of learning displayed in the hall so previous and next steps can be seen clearly.	£500	All teachers are now confidently delivering 1 PE lesson a week. Continuing to purchase Get Set for PE is supporting consistency and teacher workload. Teachers are looking carefully at the skills and knowledge required and are becoming increasingly proficient at delivering PE lessons which build on prior learning.	2.9%

Staff to develop activities that are inclusive for all children and build on prior learning.	Where students have specific difficulties which could be a barrier for their engagement, the PE coaches have offered advice on how to adapt activities to ensure that they are fully inclusive. Preparation is key to ensure appropriate resources/ adaptations are available.	£500	All children are included in OE lessons and have been encouraged to share their own thoughts round adapting activities that they want to participate in. No ceilings are placed on children – solution focused opportunities are available.	2.9%
To improve staff knowledge, and children's ability, in learning to swim.	An additional swimming coach has been employed to ensure that children are taught in small focus groups. The swimming coach offers precise advice to the class teacher or a nominated TA to enable them to teach the lower ability swimming group.	Cost included above.	Children have made phenomenal progress in swimming. Increased water confidence and stamina have built up over the 6 week course and children have moved out of the beginner group and into the groups led by swimming coaches to enable them to swim the 25 metres.	0%
To develop confidence of all swimmers in the water.	An additional TA has attended the swimming sessions, and where needed, has gone in the water with the least confident swimmers to offer support and guidance.	Cost included above.	Children have quickly developed confidence and after 60% of the course, the TA was no longer required to enter the water as the children were able to manage independently.	0%

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
To enable all children to participate in sporting events and activities with children from other schools.	As part of the membership of the TrustED sports partnership, we enter a number of events and competitions to enable all children to engage in different sporting opportunities: Multi-activity days, cross-country, athletics, Energise Festival etc. Admin time needed to manage and organize events, complete risk assessments, book coaches and sort consent. TA time to accompany children to events when the whole class is not involved. Additional hours when events extended beyond the school day.	£1170 – TA admin time. £200 – Office admin £1000 contribution for TrustEd to coordinate events and provide venues. Transport £5000 £500 £500	100% of children have attended sports activities off site. Children have come back proud of themselves and been eager to share how they have engaged in a range of activities.	47.5%
To develop a team of Bronze ambassadors to support and promote sporting events.	As part of the TrustED partnership, four Year 6 pupils have been trained up as Bronze Ambassadors. They have helped run events (e.g. the mud run) and resourced and led breaktime clubs (all inclusive) in the school hall at breaktimes: Boccia, New Age Curling etc. TrustEd time to run the training and TA time to support the children in running the events and to provide first aid.	£500	Around 40 children have attended break time sessions and these have included children that are not as confident on the playground. Having structured sporting activities has helped them to engage, participate and be more active.	2.8%

To show the children how to play positive competitive sport at lunchtime and follow fair rules.	Sports coach to support outdoor activities at lunchtime for 20 minutes a week.	£450	All children in KS2 can access the football pitches at set times. Children are beginning to resolve conflict on the pitch in a more sensible way.	2.55%
To develop children's confidence and skills when riding bikes and scooters. Extends to safely checking your bike and awareness of safety on the road.	Shropshire run the sessions for free, however TAs were released from their normal tasks in order to support the children. Where confidence was assessed as low, additional time was given for 1:1 support prior to the formal sessions.	£300	Nursery and KS1 children accessed scooter and balance bike training. Y6 had 2 days of Bike ability to improve their proficiency.	1.7%

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
To offer a range of competitive inter-school events to challenge the children and develop their resilience and enjoyment for competing.	As part of the TrustED involvement, a range of competitive sporting events are included. Children are selected to attend these events and to represent the school. There are a wide variety of events to try and appeal to a wider number of children: Athletics, Cressage Cup, High 5 (netball), Swimming Gala etc.	Children were keen to compete and felt proud in their achievements regardless of whether they won or lost. If competitions were repetitive (e.g. High 5), the children instigated matches at breaktime and lunch time (pulling in other children to form an opposing team) to allow them to further develop their skills. TA time was given to support this.	Costings already shown above.

Signed off by	
Head Teacher:	S Beard .
Date:	29/01/2024
Subject Leader:	Ben Bennett
Date:	29/01/2024
Governor:	Awaiting confirmation
Date:	

Due to Elcock Reisen going into liquidation – there are outstanding invoices against the transport that haven't yet been paid. This money will be transferred over to next year's budget of the invoices have not been received by the end of the financial year.