

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	£7,044
Total amount allocated for 2021/22	£23643
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,057
Total amount allocated for 2022/23	£22,575
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 5,146.10

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:		
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: 51 %
Intent	Implementation	Funding allocated:	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:
Athletes in Motion for developing PE Curriculum Skills. These skills are shared with teachers in KS1. Children master basic movements, develop balance, agility and coordination as per National Curriculum for KS1 Children begin to apply these basic movements in a range of activities	KS1 have opportunity to develop basic movements, balance, agility and co-ordination as per NC for KS1. Each class 45mins per week on skills and strengthening . Teacher to observe and participate to build own skills. Another 45 minutes with the class teacher on different areas of the PE Curriculum;	£ 5000	Consistency in high quality teaching and a developing teacher's subject knowledge and improving the skills of the children. Providing a rich, varied and inclusive PE curriculum promoting wellbeing and increasing agility of pupils against their own progress.	Children to continue to receive high quality lessons through Athletes in Motion. Follow-up sessions continued for teachers to teach skills they have learnt from Specialist teacher. Children to have two 45 PE sessions timetabled per week.

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	Gymnastics, Games, Skills based games, choice of physical activity on Friday Afternoons as part of wellbeing.		<p>Giving all pupils a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy, active lifestyle.</p> <p>Teachers have a greater idea of developing children's strength and physical fitness.</p> <p>Children have consistency of approach and enjoyment through the choice of extra provision on Friday afternoons</p>	Teachers plan to utilise the skills learned in the session with PE Lead teacher and to develop these skills in to their planned sessions throughout the year.
Greater range of PE equipment for all year groups to engage in during PE but also at play times.	<p>Bikes/scooters for EYFS continuous curriculum.</p> <p>Outdoor resources for KS1</p> <p>Outdoor clothing for water play purchased from Muddy Puddles to be used by children either participating in outdoor pursuits or in Forest School</p>	<p>£3000</p> <p>£3000</p> <p>£600</p>	<p>Children have been able to utilize the equipment and more children have been able to access due to a replenishing and extra resources purchased.</p> <p>All weathers children have been able to utilize the outdoor environment and be properly attired.</p>	<p>Audit of resourcing in the Autumn term to ensure that there is enough for as many children as possible to have use of it.</p> <p>Audit and renew as it becomes too worn or the waterproofing is not as effective.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6 %
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:

Assessment of PE	This has been enhanced with greater identification of skills gained and progress factors and two set times for data and progress measures.	£ 150	The data was really useful to identify the progress made and issues raised with lack of progress in some.	Another year of data collecting to reflect on the usefulness and how to develop this further.
Broader experience of sports and activities offered to pupils	Chance to Shine Cricket was booked for KS1 pupils to give them a taste of cricket skills throughout the Autumn Term.	£0	Pupils enjoyed the external tuition for learning about the cricket game and skills. This developed a love for bowling and the game and then fed into All Stars choice in the village for the Summer term out of school.	This will be revisited in 2024 Autumn term
	Pupils engaged in an Archery taster day with external provider.	£700	The experience widened the children's scope for engaging in PE and it motivated children to want to engage further	Archery sets have been purchased in order for this to be incorporated into our existing PE curriculum.
	Bollywood dancing two different experiences for children and then later their parents to be involved in.	£525	Children were able to engage in the style of dancing and were able to then share this with their parents	Dance has been a focus area to develop and the children both boys and girls have been enthused and have participated further in other dance events and competitions.


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14 %
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:

Forest School training at level 3 to be acquired by member of staff	<p>One teacher became trained in Forest School Leadership and is now implanting this within our KS1 curriculum.</p> <p>One TA has been involved in the safe practice of Forest School and developing children's climbing, and physical skills through this provision.</p>	<p>£950</p> <p>£650</p>	Pupils developed physical skills and risk taking during these sessions and the staff member was awarded Level 3.	Forest School to continue to be developed and more children to be able to access.
All staff to develop their knowledge of physicality and develop own practice	Series of staff development focusing on their knowledge of exercise, links to wellbeing and developing good practice	£1500	All staff developed a knowledge of effects of physical exercise and the impact on wellbeing.	Develop skills further through experiences and further training.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5%
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:

Broader experience of sports and activities offered to pupils	Chance to Shine Cricket was booked for KS1 pupils to give them a taste of cricket skills throughout the Autumn Term.	£0	Pupils enjoyed the external tuition for learning about the cricket game and skills. This developed a love for bowling and the game and then fed into All Stars choice in the village for the Summer term out of school.	This will be revisited in 2024 Autumn term
	Pupils engaged in an Archery taster day with external provider.	£700	The experience widened the children's scope for engaging in PE and it motivated children to want to engage further	Archery sets have been purchased in order for this to be incorporated into our existing PE curriculum.
	Bollywood dancing two different experiences for children and then later their parents to be involved in.	£525	Children were able to engage in the style of dancing and were able to then share this with their parents	Dance has been a focus area to develop and the children both boys and girls have been enthused and have participated further in other dance events and competitions.
	Children all took part in a music and movement/dance workshop	£500	The children developed a sense of rhythm and enjoyment from this workshop	Different workshops to develop children's sense of movement and body awareness.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Children to work with others and develop skills for competition through dance and athletics	Children took part in inter schools dance festivals and competitions. They had extra provision by professional dancers to develop their skills of performance.	£1200	Children had the opportunity to showcase and perform in front of larger audiences dance pieces that had been prepared. They had a repertoire of dances they had learned and they learned a range of different styles of dance. This impacted them in terms of skills gained and in confidence.	Different opportunities to participate in interschool events next year with different styles of dance.

Signed off by	
Head Teacher:	Lucy McNeil
Date:	14 th July, 2023
Subject Leader:	Lucy McNeil
Date:	14 th July, 2023
Governor:	Scott Smith 
Date:	18 th July, 2023