

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	£ 16,283
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 11,387

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

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.

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?

42%

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.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

60%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

60%

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

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: £11,387		Date Updated: 27/06/23	
Key indicator 1: 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					
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:
To improve activity levels, fitness and attitudes towards PE and physical activity across school.	To introduce daily bursts of activity in classrooms	Fitter Future (includes the mindfulness package) - free	• Pupils are more active during the school day, contributing to 30 daily active minutes • Improved behaviour and concentration • Staff and pupil questionnaires • Drop in notes • Children and staff encouraged to complete more daily exercise activity in classrooms • Improved fitness levels and attitude towards exercise • PE coach runs fitness intervention groups – these change half termly with a focus (SEND, PP, girls etc) • Lunchtimes are more active (contributing to 30 active minutes) • Fitness test data collection enabled us to look at patterns and identify the children with low fitness levels- from this we created intervention groups to up the fitness levels of these focus children • Children enjoying fitness and exercise and lead to a healthy lifestyle (PSHE objectives and science		• Staff are equipped to continue to build daily physical activity into the school day • Taking inspiration from fitter future to create own daily classroom activity bursts. • Using free resources such as Cosmic Yoga, Just Dance and Go Noodle • PE tracker is free and encourages pupils to take ownership of bringing PE kit to school • Walking to school tracker scheme is free to school and with the left over badges can be replicated free of cost next year
	To promote fitness across school	Sherriff’s Challenge - free			
	Sport Ambassadors to run Change 4 Life, healthy lifestyle group with Y3 children	Go Noodle / Jumpstart Johnny /			
	Train sport ambassadors to run clubs/ groups with Mr Parkes	Range of online brain breaks and exercise - free			
	Utilise PE coach to deliver fitness assessments at the start and end of the year – completing a tracker	Walk to school travel tracker scheme – free			
	Use PE coach to run additional focused fitness groups	PE Kit Tracker – free			
	Encourage sports and fitness opportunities throughout the school day in classrooms	PE kit reward - £380			
	Fitness afterschool clubs ran across school to improve fitness levels and contribute to active 30 minutes				
	Encourage and track walking to school				
	Encourage pupils to wear PE kit and improve attitudes towards sport – kit tracker and rewards				

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			objectives contribute to this) • Daily fitness opportunities have a positive impact on wellbeing • PE tracker scheme set up to track pupils bringing in PE kit across school • Walking to school travel track with badge incentive carried out across school.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
To inform staff and children about the importance of PE and physical activity and its impact.	School Games Mark maintain Gold- meeting the requirements to achieve this mark. Promoting daily exercise across school Promoting walk to school scheme across school Staff meetings delivering information to all staff about PE and what is expected in school Providing staff with knowledge of PE impact on attainment Promoting PE on the school website and updating information Promoting health through Wellbeing Wednesday – healthy eating, wellbeing and mindfulness Staff Teach Meet about PE (staff meeting)	Wellbeing Wednesday -Mindfulness Visitor £300 -Food Roadshow £599	• School Games Mark outcome at the end of the year has been awarded as GOLD! • We have taken up as many opportunities as possible to ensure we maintain gold standard – walking to school tracker paid a part towards getting this School Games Mark this year as well as attending competitions and clubs • Keeping gold games mark sets a high standard of physical activity for next year • Children’s fitness levels have improved with daily activity bursts and this contributes to the daily 30 minutes • Staff are kept up to date with the primary PE expectation and national statistics about the health and fitness of primary aged children. Staff are reminded how important PE is and what we should be doing as teachers to ensure PE lessons are being taught and children remain active	• To host more intra-sport competitions/festivals in school • To host / attend competitions for local schools (no cost) • Continue to offer free afterschool clubs ran by staff members weekly • Taking inspiration from fitter future to create own daily classroom activity bursts. • Using free resources such as Cosmic Yoga, Just Dance and Go Noodle • Offer more CPD PE opportunities to all staff including HLTA staff especially free training opportunities • Offer more CPD PE opportunities to all staff including HLTA staff especially free training opportunities as and if they

			- Pupil voice about physical activity through Kahoot - Y6 top up swimming in the summer term and raised the profile of fitness through swimming. - After school clubs this year have been very successful 74% of our pupils have attended a club. We have provided 856 club places. 66% of PP pupils have been allocated a club. 56% of SEND pupils have had a club place this year. - Children have been learning about healthy eating through a variety of ways including Eat them to defeat them, Wellbeing Wednesday and PSHE/Science lessons.	arise. Staff meeting next year to provide this opportunity.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
To enable staff to deliver high quality PE lessons with confidence and motivate pupils attitude towards physical activity.	Teachers and PE coach to teach high quality PE lessons Teachers to develop skills from working alongside PE coach Teachers and PE coach to teach a variety of sports and activities to their class Continue to use the PE Hub scheme of learning Teachers to plan lessons supported by PE Hub and Progression Ladder for their year group	PE Hub – PE scheme £455	- Confidence in teachers teaching PE lessons - PE coach enables a variety of sports including OAA - Children are all involved and work at their level - Improved performance from all pupils throughout the school year enhancing the overall PE curriculum - Staff knowledge, skills and confidence improved - CPD-Teachers are upskilled through observing and working	- Staff learn skills and develop lessons taught by PE coach and basketball coach – learn new scheme of work and ideas to use with classes - Teachers can run basketball clubs / groups with CPD from the coach - Staff are able to continue to develop skills children learn with PE coach - Staff are confident at delivering their own lessons - Get support staff to observe PE lessons to enable their confidence

	Progression of skills to be understood by class teachers Staff Teach Meet – Staff Meeting Sharing information and CPD opportunities with staff Attend NST to gain new information Basketball coach – upskilling teachers and providing children with new opportunity	PE NST - free Basketball coach - £300	alongside the PE coach and using the PE Hub planning scheme and other staff (basketball coach) - PE is inclusive for all children, lesson plans can be simplified or challenging – PE Hub has provided staff with a wide range of ideas and simplification/challenge this year - Well-structured planning (there has been a huge improvement in planning from using the hub and the new planning format this year it is much more consistent across school and follows clear progression) - Children meeting curriculum requirements through the new PE overview	in teaching PE - Offer team teaching opportunities for less confident teachers - Well-structured PE lesson plans for teachers to follow in future years - A scheme of work that flows throughout school and follows structure including warm up and cool down. - PE Hub ideas to support the teaching of PE
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:

To create as many additional sporting opportunities as possible across all year groups and include as many children as possible in after school clubs and competitions entered.	Pupils from year 1-6 have the opportunity to take part in both competitive and non-competitive sporting opportunities. Ensure a variety of afterschool clubs are provided for children in all year groups (changing each half term to include as many children as possible). Running fitness intervention groups in KS1 and KS2 with least active children. Taking part in additional opportunities that arise (Robin Hood competitions) Ensuring apparatus equipment is in good condition and safe to be used or repaired if needed. Purchasing new equipment to ensure a variety of sports can be taught PE Kit. Variety of visitors and sports opportunities in school for children to experience - Freestyle football workshop - Basketball coach - Penalty shootout - Outdoor Adventurous Activities - Zorbing - Drumba - Quidditch Day (September) - Wellbeing Wednesday visitors - Great Skate Skateboarding	Bibs - £127.96 Freestyle Football workshop - £780 Basketball coach - £300 Bouncy castle inflatable football goal - £75 Outdoor Activities for KS1 (climbing wall) £1344 Zorbing £450 Drumba £699 Quiddich Day £1002 Sports Day Stickers and Equipment - £162.72 Notts Country – Wellbeing Wednesday Careers £116 Great Skate – Skateboarding Taster Day £300 Football pitch markings and equipment repairs £66.55	• Pupils are provided with new and exciting experiences • Pupils will develop confidence in taking part • Pupils are more engaged with PE and physical activity (children always enjoy being part of a competition and representing their school) • Concentration, health and well-being is all impacted by physical activity • Children learn new skills and develop sports they know how to play • After school clubs provide children with opportunities they may not be able to access out of school or at home • All children are included to take part in clubs and competitions • Children in fitness interventions have improved fitness levels • Children encouraged to exercise by creating exciting sport opportunities • Equipment repairs and sports equipment purchases enable teaching staff to teach a range of sports including gymnastics on the apparatus • Children worked with Professional Basketball coach • Children inspired to live healthy lifestyles • Children experience a sport they have not had the opportunity to do before	• Continue to provide different afterschool club opportunities equipment purchased this year to enable a wide range of clubs for next year including target throwing and French skipping • Encourage staff to try something new • Set aside some of the sport funding for new afterschool club opportunities • Ensure children know the expectations with equipment and how to look after equipment by talking to teachers and relaying the message • Book free opportunities for pupils to engage and gain a variety of experiences • Staff and children to use the skills and ideas from visitors in school • Ensure children know the expectations with equipment and how to look after equipment for sustainability
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		Dance Bluetooth speaker £99.99	- A variety of sports equipment to use (Boccia (SEND) New Age Kurling, table tennis tables, tennis nets, new rubber javelins, howlers, new athletics triple jump mats, French skipping ropes, balance bikes for EYFS, water tray for EYFS for fine and gross motor) - Additional and new opportunities for children (zorbing and skateboarding)	
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Key indicator 5: Increased participation in competitive sport

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:
To enable as many children to take part in a sporting competition as possible including SEND children. Ensure inclusivity for additional sport events and encourage all children to take part and compete in all events. (coronation sport events/wellbeing Wednesdays) To allow pupils opportunities to participate in competitive sport.	PE lessons with competitive element (invasion games) Enter a variety of competitions and provide as many opportunities for children to go as possible Attend local sport competitions with other schools Pupils to compete against each other in PE lessons and additional opportunities in school (cricket, kurling and invasion games) Walk to school badge scheme to win	City competitions £560 City competitions transport £1300	- Enables children to try harder, complete more challenges and work as a team to achieve this - Character building as children learn to work as a team and how to lose or win effectively - Pupils learn a variety of sports, skills and techniques prior to competitions through after school clubs or PE lessons - Children learn a range of skills through competitive sports and have additional opportunities to have a go at new sports (kurling) - Competitions are inclusive and	- Continue to prepare children in PE lessons and after school clubs for potential competitions - Ensure that different children attend competitions and additional opportunities in school for different year groups to give as many children an opportunity to take part - Host competitions and attend local school competitions - Use equipment in school to prepare for competitions and create our own intra school competition

	badges for exercise		allow all children to take part, some are specifically for inclusivity (This girl can/boccia etc.) • Pupils have had the opportunity to compete against each other in the athletics and the kurling and other PE lessons. • Children attended local competitions at Robin Hood	• Kurling and Boccia sets purchased so that staff can run competitive kurling and boccia competition in school without additional costs. • Continue to attend other competitions ran at local schools (free cost and can walk to the event)
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Signed off by	
Subject Leader:	<i>Natalie Finnie</i>
Date:	27.06.23