

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	£
Total amount allocated for 2022/23	£18,500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£18,500
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 11,100

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 2024.</p> <p>Please see note above</p>	40%
<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>	22%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	22%
<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>	Yes/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: 2023/24		Total fund allocated:		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>					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?:		
To raise the time that all children are physically active in each week of school.	<p>Ensure that all children receive high quality PE sessions that are taught for 2 hours per week.</p> <p>Morning tasks to include physical activity.</p> <p>Embed active travel to and from school through engagement with Living Streets active school travel.</p> <p>Physical break and lunchtime activities that encourage children to be active.</p> <p>Lunchtime cool downs.</p> <p>Engagement with professional sporting clubs to provide more opportunities for children.</p>		£200	<p>Children receive a quality of PE that supports their physical development.</p> <p>Some morning tasks were physically active, but this had to stop as a result of staffing and safeguarding. Every morning children arrive at school 10 minutes early to complete their daily mile challenge</p> <p>Living Streets active school travel is embedded across the school and children self-register how they got to school. This is a good initiative that is supported by the school closing the adjoining road during drop off and pick up. This has encouraged more park and stride to take place as well an increased number of UKS2</p>		<p>Maintain level of PE and ensure the CPD is on hand for staff as and when requested.</p> <p>Increase the number of morning tasks that are in place to support active mornings. Continue to support the Daily Mile challenge at 8:30am every morning. Ensure that children are provided the opportunity to be recognized for the amount of laps they have completed.</p> <p>Reinvest a % of the allocated money in order to replenish equipment for active breaks and lunchtimes. This should include equipment that they are unfamiliar with and is inclusive: curling, bothca, new basketball hoops.</p>

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			<p>children travelling to school.</p> <p>Purchasing of equipment that is placed out by the sports leaders at the beginning of break and lunchtimes. Longevity has been planned for as Year 4 children work alongside Y6 children to ensure that the equipment is put in place for the other children to use.</p> <p>Cricket has been launched again in school through the utilization of Leicestershire County Cricket Club and the National Sporting Governing Body (ECB) initiative of Chance to Shine.</p>	<p>Ensure that road remains closed during time and encourage staff to use the space out on the road to discuss actively getting to school.</p> <p>Ensure that 4 new Y4 children are selected as Sports Leaders.</p> <p>Re-register with Chance to Shine.</p> <p>Contact professional sporting clubs once again. Arrange a trip to Leicester City Football training ground as inspiration for children.</p>
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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?:
Children to be inspired to compete outside of their PE sessions.	<p>Sporting interventions to be held to ensure that children are working within their year group standard</p> <p>Provide opportunities for children to take part in hard-to-reach sports: fencing, archery.</p> <p>Bi-weekly Sporting newsletter to keep stakeholders informed of</p>	£500	Children are identified through assessment by the class teacher and fundamental movements are embedded if certain children are under achieving. This hasn't happened in the manner we initially set out and therefore have a carry forward in the budget.
			Sustainability and suggested next steps:

<p>events, skills and competitions that are up and coming.</p> <p>Provide weekly physical activity challenges, which are recorded.</p> <p>Provide the children the opportunity to watch and attend professional sporting competition.</p> <p>Invite professional sporting athletes in to school to inspire the next generation of athletes.</p> <p>Sports and Physical activity council to be raised.</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:
				%
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:
All staff to be confident in teaching and assessing PE across the entirety of the PE curriculum	<p>Monthly sporting CPD provided in a manner of ways: face-to-face CPD, PowerPoint reference presentations and online webinars.</p> <p>Confidence questionnaire for staff</p> <p>Team teach opportunities</p> <p>Opportunities to observe PE lead take PE sessions</p>	£3000	<p>CPD has been provided through the purchasing of PE Passport. This provides staff with supportive planning, high-quality examples and resources to support the knowledge and understanding required to deliver high-quality PE.</p> <p>Opportunities for Team Teach have not happened due to funding</p>	Ensure confidence questionnaire is undertook in 1:1 for staff members and CPD outlined for the academic year.

			<p>be in placed into the supportive software.</p> <p>Results from Staff Questionnaire continue to demonstrate a reduced confidence in teaching of Gymnastics and Dance.</p>	<p>Now that the software has been purchased, the % money can be spent of release for staff to observe and team teach.</p> <p>Embed Max Whitlock Gymnastics in readiness for 2024-2025. Work alongside PE Passport to ensure relevant CPD is delivered to staff.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</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>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>All children to access sports that are outside of our PE curriculum.</p>	<p>Engagement with professional sporting clubs to provide more opportunities for children.</p> <p>Provide the children the opportunity to watch and attend professional sporting competition.</p> <p>Level one sporting competitions</p> <p>Provide opportunities for children to take part in hard-to-reach sports: fencing, archery.</p>	<p>£4900</p>	<p>Sporting competitions and matches have been prevalent throughout the academic year. Year 6 football matches at lunchtimes has been possible, summer sporting competitions on the field have included: Football and cricket.</p> <p>Year 6 football has taken place but no competitive teams have been raised yet.</p>	<p>Embed a calendar of events throughout the academic year.</p> <p>Raise a cricket and football team.</p> <p>Arrange level 2 sporting competitions with other schools.</p>

	Sporting teams to be created: cricket, football and netball.			
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Key indicator 5: Increased participation in competitive sport				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:
All children, regardless of ability, to take part in sporting competition and understand the values and characteristics related to a sporting mentality.	<p>Level one sporting competitions</p> <p>Weekly physical activity challenges</p> <p>Lunchtime competitions</p> <p>Level 2 sporting competition with other schools: cricket, football and netball.</p>	£2500	<p>All children have taken part in class competitions. They have applied skills taught in PE lessons.</p> <p>All children have been encouraged to take part in physical activity during break and lunchtimes. They now understand the benefit of being physically active and how to live a healthy life.</p> <p>Assemblies have been undertaken as part of a healthy living campaign and promotion.</p> <p>All children can recognize the characteristics of a good person and a</p>	<p>All children given the opportunity to be physically active outside of their allocated PE sessions.</p> <p>Children given the opportunity to see physical development through testing at the beginning and end of a campaign.</p> <p>Regular assemblies to take place to champion and celebrate physically active achievements and developments.</p>

			good competitor.	
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Signed off by	
Head Teacher:	Umesh Patel
Date:	11/06/24
Subject Leader:	Steve Punchard
Date:	06.06.24
Governor:	Steve Martin
Date:	11/06/24