

# 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 31<sup>st</sup> 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 2021/22	£16420
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16420
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£0

## 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><b>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</b></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><b>N.B.</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>	75%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £16,420		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: 43%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
Our PE curriculum needs to promote healthy lifestyles and instill the importance of physical activity to support our pupils in the future. Our swimming curriculum was focused on improving pupils' skills and water safety knowledge due to lack of swimming carried out due to the Covid-19 pandemic.		Active playtimes – areas of the playground dedicated to active games, increased movement and to practise PE skills. Additional equipment and Year 5 and 6 'Sports Monitors' have helped embed this with the pupils. All pupils have 2 x 1-hour PE lessons each week. Science, PE and PSHE lessons involve physical and mental wellbeing foci to enable children to correlate the importance of healthy minds and bodies.		£7,060	Positive pupil engagement in PE lessons. More physical activity during breaks and lunchtimes with more enjoyment evident. Links between physical and mental health and well-being. Year 5 and 6 pupils using positive leadership skills to enhance playtimes for all children. All KS2 children given the opportunity to improve their swimming skills.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement <b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 37%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	

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 ensure that PE and sports activities are accessible and inclusive for all. Teachers have the knowledge and skills to develop all pupils' ability in PE while instilling a healthy competitiveness between each other. Teamwork and resilience are focussed on in lessons alongside the school values of Respect, Responsibility and Readiness.	Children in EYFS and KS1 to become more active in all weathers with the erection of a covered play area outdoors. All EYFS pupils are encouraged to be physically active when possible. All pupils in KS1 and KS2 have 2 x 1-hour PE lessons each week with active playtimes encouraged daily. CPD is carried out where required and time is given to the PE lead to monitor the subject and to ensure the teaching of PE is effective. Year 6 children encourage and help develop younger pupil's teamwork and resilience skills through active playtimes.	£6,000	PE lead has monitored the subject areas, identifying the areas for further development while highlighting the areas of excellent practice and sharing these with staff. Support offered to identified pupils who find areas of the curriculum more challenging. Progression of PE skills across year groups is monitored effectively and evidence shared with staff.	CPD continues to be delivered as and when is required.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				14%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:

<p>To subsidise activities and trips for disadvantaged pupils.</p> <p>To ensure that all pupils have the opportunity to access sporting and physical fitness opportunities.</p>	<p>Identify pupils who require additional financial support to facilitate participation. (PPG also used to help accommodate pupils for these trips).</p> <p>Sports clubs (including after school clubs) are promoted with costs covered for disadvantaged children.</p>	<p>£2,360</p>	<p>All pupils have the opportunity to access a variety of outdoor adventure activities. No children miss out on any physical activities due to cost.</p> <p>Promotion of teamwork and physical activity is paramount with feedback from children outlining the enjoyment gained from these activities.</p>	<p>Sports clubs and activities will continued to be promoted and offered to pupils for free.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 6%</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>To improve the pupils' healthy competitive nature with participation in local sporting events and to compete against other schools.</p> <p>To develop teamwork skills while adhering to our school values of Respect, Responsibility and Readiness.</p> <p>To ensure that PE is accessible to all.</p>	<p>Develop the school football team, with additional resources for training and matches with other local schools.</p> <p>Minibuses hired to transport pupils to sporting events.</p>	<p>£1000</p>	<p>All pupils have the opportunity to take part in a range of competitive sports.</p> <p>Teamwork inherent in all sporting activities with healthy competitiveness instilled in all pupils.</p> <p>Sense of pride in pupils team and representing their school.</p>	<p>To continue to enter sporting competitions (football) and to develop other sports further for competition.</p> <p>To become members of the Loughborough Schools Sport Partnership to further develop increased participation in competitive sport.</p>

Signed off by	
Head Teacher:	Eimear Davis
Date:	5 <sup>th</sup> July 2023
Subject Leader:	Eimear Davis
Date:	5 <sup>th</sup> July 2023