

# 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	£2507.02
Total amount allocated for 2021/22	£16,770
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2507.02
Total amount allocated for 2022/23	£16,770
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19277.02

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	92%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	92%
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?	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: 2022/23		Total fund allocated:		Date Updated:	
<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:
					%
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:
<ul style="list-style-type: none"> <li>For all children to lead a healthy active lifestyle.</li> <li>To ensure children’s skills progress over the years in PE lessons</li> <li>To ensure children are active every break and lunchtime for at least 30 minutes a day.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure there is the correct amount of equipment available in all PE lessons, so that children can maximize their time spent participating in sport every lesson.</li> <li>In Democratic Circle time, children discussed which equipment they would like for break times to ensure they stay active and are refreshed after sitting down in lessons.</li> <li>Adults to help lead, supervise and coach children on how to use the new equipment.</li> </ul>	£3412.18	<ul style="list-style-type: none"> <li>Class sets of equipment have been bought and organized in the PE shed. It is easily accessible.</li> <li>Broken equipment has been replaced so that it’s all fit for its purpose.</li> <li>The PE shed is now organized and tidy, with lots of new exciting equipment that the children have chosen and would like to play with.</li> <li>Almost all the children are utilizing the equipment for the majority of their break times and staying active throughout.</li> </ul>	<ul style="list-style-type: none"> <li>PE Coordinator to monitor requirement and replace as required to ensure there are always class sets.</li> <li>Y5 children have been trained up ready for when they become Y6 on how to become Junior Sports coaches. They can help lead and supervise mini games at break and lunch. They will also have the responsibility of looking after and putting away all of the equipment.</li> </ul>	

<ul style="list-style-type: none"> <li>To offer a variety of after school sports clubs, to enhance their physical activity further, beyond the school day.</li> </ul>	<p>A variety of after school sports clubs have been on offer throughout the year:</p> <ul style="list-style-type: none"> <li>Street dance club.</li> <li>Football club</li> <li>Multi Skills</li> </ul>		<ul style="list-style-type: none"> <li>Children are having regular physical activity at break and lunchtime.</li> <li>More children are participating in a range of different sports clubs that are now on offer.</li> <li>Children, who attend the clubs, are active for longer throughout the day, as well as enhancing their stamina and fitness levels.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer a range of sports clubs next year.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: %</p>
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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>£</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<ul style="list-style-type: none"> <li>To use PE as a way to actively engage all pupils in their learning</li> <li>To improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of all children.</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic achievement by using the online Real PE assessment tool.</li> <li>During assemblies, give the children the opportunity to share their sporting achievements, inside and outside of school hours</li> <li>Use zones of regulation to monitor children's enjoyment and wellbeing after PE and exercise</li> </ul>	<p>£1334.20</p> <ul style="list-style-type: none"> <li>Regular PE and sports have led to increased concentration and focus in other lessons.</li> <li>After PE and break times – children often move themselves on the zones of regulation charts, which shows the positive impact sport and exercise has had on their mental wellbeing and focus.</li> <li>An increase in pupil</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Continue to look at other ways that PE can be used for whole school improvement including learning outside the classroom and active lessons in other subjects as well as PE.</li> <li>PE will be integrated within other subjects</li> </ul>

			<p>confidence.</p> <ul style="list-style-type: none"> <li>• Endorphins released from exercise help children to enjoy being at school and enjoy the curriculum.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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:
<ul style="list-style-type: none"> <li>• For all PE lessons to be high quality and skills based</li> <li>• For all staff to develop their knowledge and expertise in teaching PE to a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use REAL PE for PE lessons across the school.</li> <li>• WR sports to provide sports coaches to assist in PE lessons across the school</li> <li>• A range of sports and skills to be delivered and taught throughout the year.</li> </ul>	<p>£350</p> <p>£6385.50</p>	<ul style="list-style-type: none"> <li>• REAL PE lessons are being developed, after the introductory time last year.</li> <li>• PE lessons are more skills based, so it's accessible for all children across the school.</li> <li>• Staff are up-skilled from working alongside PE sports coaches.</li> <li>• Sports coaches have provided lesson plans, which teachers can adapt and use in future years.</li> <li>• Having a minimum of two adults (teacher and coach) has enable for more 1:1 coaching and teaching points throughout each PE</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed REAL PE across the school.</li> <li>• Ensure new members of staff have induction in REAL PE, so they can deliver lessons to a high standard.</li> <li>• Teachers can utilize the games, ideas and planning to improve them going forward.</li> <li>• Use alternate sports coaching provider next year, so that teachers can gain as much knowledge and expertise from as many different sources</li> </ul>

			<p>lesson. This also means sports and mini games can be split into smaller groups and games, which adults can coach and lead.</p> <ul style="list-style-type: none"> <li>PE lessons are good and children can be seen to be making progress throughout each term.</li> </ul>	as possible.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
<ul style="list-style-type: none"> <li>To offer a wider range of sports for children throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Children in EYFS to receive cycling training.</li> <li>Purchase equipment to ensure that the children can continue their sport and passion throughout the year.</li> <li>Children in UPKS2 to try a new sport before they leave primary school. Eric, who plays for the women's lacrosse team to</li> </ul>	£4256.68	<ul style="list-style-type: none"> <li>All children will come up to Y1, having developed their gross motor skills and they can now all ride a bike confidently.</li> <li>Having this new sport in school, has increased pupil enjoyment of PE (captured from pupil voice in Democratic Circle Time).</li> <li>All the children in UPKS2 learnt new skills from the lacrosse coaching. This helped different children</li> </ul>	<ul style="list-style-type: none"> <li>The cycling equipment purchased ensures the longevity of the sport in the future.</li> <li>Lacrosse equipment purchased for school, so we can teach the sport in school and</li> </ul>

	<p>lead a term of lacrosse coaching.</p> <ul style="list-style-type: none"> <li>Children in KS1 to develop hand eye coordination through circus skills workshop day.</li> </ul>		<p>to find a passion and enjoyment for a new sport.</p> <ul style="list-style-type: none"> <li>The children really enjoyed the circus skills workshop and learn new skills.</li> <li>We have developed our school culture where PE and physical activity are having a greater importance within the school day. Whether it is lessons, clubs or extracurricular sporting involvement the vast majority of our children are involved in sport beyond the school day and hopefully will leave a lasting impact on their lives.</li> </ul>	<p>related skills next year.</p> <ul style="list-style-type: none"> <li>New equipment has been purchased so children can continue and further develop their skills in lessons, at residential and at break times.</li> </ul>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
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<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:



<ul style="list-style-type: none"> <li>• To engage in competitions within our local vale partnership.</li> <li>• For children of all skills and abilities to have the opportunity to participate in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Football coach to lead training sessions after school. Target children form all backgrounds and abilities.</li> <li>• UPKS2 to participate in football league.</li> <li>• All children from KS1 to participate in multi-skills festival.</li> <li>• Children to participate in sporting events, with the local partnership throughout the year.</li> </ul>	<p>£3888.46</p>	<ul style="list-style-type: none"> <li>• Two after school football sessions are run for UPKS2 and LKS2.</li> <li>• We have seen an increased participation of children from different backgrounds and skills.</li> <li>• For two terms there was a girl's only football club, where we had a larger uptake on girls wanting to participate – inspired by the success of the Women's England football team.</li> <li>• The children in UPKS2 have participated in a competitive football league with schools in the local Abingdon Partnership.</li> <li>• The league team consists of both boys and girls from different skills and ability ranges to ensure all children have the opportunity to participate in competitive sport.</li> <li>• All of the children participated in a morning of complete sports in multi-skills. They enjoyed it and put their skills to the competitive mini games in a team environment.</li> <li>• The whole school from</li> </ul>	<ul style="list-style-type: none"> <li>• Football league team to continue – the children in Y5 who become Y6 can model and help train the new team members.</li> <li>• Sports coach to continue to train and lead football sessions.</li> <li>• Continue to work with local partnership to participate in more competitive events next year.</li> </ul>
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	<ul style="list-style-type: none"> <li>Sports day to have a balance of team competitive sports and individual competitive sports.</li> </ul>		<p>nursery – year 6 participated in half a day’s competitive sports on sports day. The games were designed by UPKS2 and ensured that incorporated all the skills the children have been learning throughout the school year.</p> <ul style="list-style-type: none"> <li>Sports day was successful with mini team games, going round and trying 10 different skills based activities, competing against other teams. Finishing with independent competitive running races.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enhance and improve sports day. Capture pupil voice and ideas in democratic circle time next year.</li> </ul>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Carina Phillips
Date:	06/07/2023
Governor:	
Date:	