

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£7,195
Total amount allocated for 2023/24	£16,360
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,788
Total amount allocated for 2023/24	£16,360
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£14,511,10

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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>	0%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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>	Yes

## 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:		
<b>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</b>					Percentage of total allocation:
					1%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 increase engagement in outdoor activity for all pupils. To enable all pupils to experience a range of challenges, experiences and opportunities while in outdoor learning areas and provide offsite experiences.	Equipment and supplies for Forest School and Outdoor learning sessions. Participation in the Forest School Award. Staff CPD for Outdoor learning and Physical Development		£1500	Students can problem solve within outdoor learning area. Students are learning to dress appropriately for the weather. Students are learning to take risks within a sheltered setting. Students are being given more of a chance to explore and appreciate the outside world.	Further development of outdoor learning of Forest School lessons and resources. <b>Learners have engaged in forest school sessions within classes and in small groups delivered by the Outdoor learning HLTA.</b> £147.44 spent
To encourage all students to be more active at break and lunch times	Invest in highly motivating play equipment and develop outdoor spaces. Go Active to deliver lunchtime Multi-Skills sessions and upskill staff.		£500	Learners will be engaged in active play during break times Learners in the lower school will be engaged in active play throughout the school day. Students present with less behaviour issues when engaged in activities during non-structured times and they are more regulated for their curriculum	Sports HLTA to oversee the use of equipment and outside spaces. <b>A lunchtime club schedule has been implemented, delivered by HLTAs. Attendance and equity of offer has been monitored and next steps identified.</b>
<b>Key indicator 2: 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</b>					Percentage of total allocation:
					0%
Intent	Implementation		Impact		

Created by:



Supported by:



Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Improve well-being of all pupils through the use of sensory and regulatory equipment set up in classrooms, playgrounds, sensory rooms.	Facilitate engagement with a range of sensory tools to enable pupil to regulate alert state and mood. Staff trained in supporting learners by Therapy Co-ordinators and Occupational therapist. Twilight CPD and Class based interventions.	£300	Reduction in learner dysregulation at playtimes and lunchtimes. Learners engaging appropriately with equipment; using a total communication approach to request items.	Data shows a decrease in dysregulated behaviour during the academic year.
To work to embed Rebound Therapy programme in the school	To train additional staff to facilitate the delivery of Rebound therapy.	£2000	Rebound therapy embedded across the school. Learners from all cohorts able to access. More learners accessing Rebound Therapy.	Fully embedded rebound therapy programme. Increased staff confidence in delivery and sustainability. It has not been possible to access Rebound training this academic year. Action to be carried over.

<b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				2%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

Whole school REAL PE package.	PE lead to develop the PE action plan with a focus on implementation and delivery of the REAL PE curriculum.	£2748	Lessons are appropriate and purposeful. Learners make progress and increase in confidence; improving balance and co-ordination.	PE lead to continue to monitor the implementation and delivery of the REAL PE curriculum. July 24: REAL PE embedded in the curriculum. £ 284.66
-------------------------------	--	-------	---	--

<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>	Percentage of total allocation:
	86%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 offer a wider variety of movement activities across the school.	Go Active to deliver lunchtime Multi-Skills sessions and upskill staff. Go Active to support swimming session for learners with PMLD: supporting and upskilling school staff to adapt therapy outcomes	£10,800	Learners will be engaged in active play during break times Learners in the lower school will be engaged in active play throughout the school day. Learnings in PMLD classes have regular access to swimming sessions helping them to achieve better physical health and therapeutic well being.	School staff are upskilled and confident to continue the provision. July 24: Go Active have modelled sports sessions within the curriculum, and during extra-curricular activities. Learners with PMLD have had the opportunity to regularly access the swimming pool for swimming and/or therapeutic activities. £14, 076.34 spent

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	0%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Increased participation in competitive sport through Sports Day sessions for all learners.</p> <p>Ready to learn learners to compete at an offsite Panathlon Event.</p> <p>Learners to be awarded swimming certificates based on their skill level.</p>	<p>Sports day sessions to take place in the summer term for all learners across the school. A variety of activities to be organised to ensure inclusivity for all. Learners from ready to learn classes will take place in an offsite sporting event.</p> <p>Termly presentation of Swimming Certificates.</p>	£300	Learners' self-confidence, communication improves. Parents and staff feel pride in achievements of the learners. Learners feel pride from participating and being praised.	<p>These skills can transfer to home setting and lifelong active skills.</p> <p>July 24: All classes took part in sports day activities. There was a high level of parental engagement. £0 spent</p>

Signed off by	
Head Teacher:	Heidi Hoskin
Date:	September 2023
Subject Leader:	Joanne Hobbs
Date:	September 2023
Governor:	Helen Campbell
Date:	September 2023