

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.

| | |
|---|---------|
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £38,165 |
| Total amount allocated for 2022/23 | £19,058 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £43,420 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2022.</p> <p>Please see note above</p> | 64% |
| <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> | 62.71% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 49% |
| <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 – Year 5 top up sessions due to COVID interruptions. |

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: |
|---|---|-----------------------|---|
| <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> | | | |
| Intent | Implementation | | Impact |
| Primary Sports Stars employed to upskill teachers and provide additional lessons for all children | PSS taught 1 st lesson to each teacher, the teacher then was able to use this to teach the 2 nd lesson of the week. PSS also took an extra 2 hours a week to take 2 classes out and develop their practise of skills. | £14,939 | <p>Children can now recall the key skills across a variety of different sports.</p> <p>Children are now excited for PE and always want the extra sessions with PSS.</p> <p>1:1 feedback from specialist PE coach to clear misconceptions of class teachers and to ensure high quality PE can be sustained</p> |
| Moki Bands to help improve movement within children and staff | All year groups to have the Moki Bands for a week to collect the steps of children. | £2930 | <p>Year 3 have used the since being brought and the children have asked for movement breaks after</p> |

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| | <p>By the end of a half term all classes should have had the wristbands and to have a completion for the class with the most steps.</p> <p>To train staff in how to use the Moki bands properly to help get the children involved and excited.</p> | | <p>completing lessons. Very popular so far.</p> | <p>children's date of birth to help input them into the Moki app. Make sure all bands are working, but to also make sure that batteries are available for teachers to change.</p> <p>Explain to children how they are to be treated when the wristbands are worn.</p> |
| <p>Talent Dance Academy to deliver dance lessons to staff based on feedback received from staff. Children have been exposed to dance specific vocabulary and the skills needed to be achieved by the end of their Year.</p> | <p>Year 3, EYFS and Year 1 have had a term to learn a dance motifs. The final lesson of the half term was then the children performing their routine and evaluating their dance.</p> | £2625 | <p>This has helped teachers to plan dance lessons alongside TDA to perform their dance routines at the end of the term. Children and staff have enjoyed these lessons and it has help children who are not confident in invasion games or gymnastics feel more confident.</p> | <p>Teachers to be involved with the planning process more and using TDA as a sounding board to help them deliver/plan dance lessons.</p> |
| <p>Playground equipment brought to improve collaborative play, problem solving and team building.</p> | <p>Children from across the school can access this equipment at break time and lunch.</p> | £1084.04 | <p>Due to be set up in September 2023 and midday supervisors to be informed of how it is to be used.</p> | <p>To be evaluated at the end of Autumn 2.</p> |
| <p>PE equipment brought/replenished to continue high quality teaching and learning.</p> | <p>Children and staff to use these to facilitate their learning and to improve upon the skills that are being taught.</p> | £7,446.98 | <p>Having new equipment has meant that we can start a netball in September 23. Children thrive from PE lessons when they have the appropriate resources.</p> | <p>Speak to midday supervisors about this equipment being used only for PE lessons as there has been an order for playground equipment. Children to be spoken to about looking after the equipment so that there isn't as much damage/loss.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
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| Intent | Implementation | | Impact | |
| Took Year 5 and 6 to compete in a cross country event. (4 teams mixed boys and girls) | Held trails to pick teams for cross country. The children who were then selected would use some of their lunchtime to train and improve their times in preparation. More than 2 adults were present during lunchtime practice which helped to get the scores written down. | £26.71 – entry for event | Children showed great commitment, resilience and reflectiveness during their preparation for the competition. When at the event, children competed to the best of their abilities and were rewarded with medals. They all showed great sportsmanship by cheering each other on throughout the event and were happy with their overall achievement. I used a word document to help keep the times scored which made it easier to pick the children to compete. Children who were not selected still came along for the practise to help improve their fitness. Year 5 A Team – 11 th Year 5 B Team – 36 th Year 6 A Team – 12 th Year 6 B Team – 42 nd | Talk to other schools about how they run their selection process to see if that helps when preparing the training sessions for the children. Have an inside training session in case of poor weather. |
| Year 5 and 6 boys and girls competed in football competitions. | Minibus company used to get us to different schools across the county. Afterschool club ran by Miss Parkinson and Mr Puckey. Letters written and given to children when they were selected. | £20.00 | Both Year 6 boys and Year5/6 girls ended up in cup finals of their competitions. (Dickenson and Henson) we are awaiting to play the finals in July 23. | Make sure matches are played at a time that suits class teachers. Letters to be handed out to children in advance to help with the risk assessment. Having staff members/parents know the fixtures in advance for their help in transporting |

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| | | | | the children. |
| Year 5 were sent swimming this year a top up from missing their swimming lessons due to COVID | They had 6 weeks of swimming. Children were provided with 2 specialist swimming instructors. | £1835.62 | More than half of the children can swim 25m confidently. We were able to bridge the gap that was created due to COVID. | Give teachers an assessment sheet to help them with their assessments. PE Lead to stay in contact with One Leisure to keep up to date with assessments. |
| Mini Play equipment. | To offer children a positive lunch break within a small group of selected children playing a variety of sports/games. To help children with their communication, team building, problem solving and social skills. | £595.47 | Children can now communicate more effectively with each other. Some children are now sharing the games that they have been taught during this half an hour with other children who are brought over to mini play. There are now less incidents with behavior on the main playgrounds. Children are now benefiting from the smaller groups possible in mini play. | Talk to SEMH Lead about the children who have been selected and why. Offer SEMH Lead the PE lead for one of the sessions to lead more sport driven games. Mini play to continue in 23/24 as SEMH Lead is committed to offering this position. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| Intent | Implementation | | Impact | |
| PSS to help teachers gain confidence when teaching PE subjects. | Having completed a teacher voice on the areas where they feel least confidence. After the staff evaluation form it was noticed that staff felt least confident when delivering gymnastics and dance. | See Key Indicator 1 | Teachers in all years have had subject specific training from PSS in both dance and gymnastics. This has enabled staff to plan alongside PSS. PSS have also given feedback to help develop teaching practise in these areas. Children have enjoyed participating in these lessons and have also had the chance to develop their skills in these two sports and put together their own routines confidently. | Make sure that KS1 and EYFS have access to Dance and PSS. Have children fill out a pupil voice after each sport has been taught to see how their confidence has improved over their teaching. PSS to also provide quick snapshot observations and timely feedback to teachers. Class teachers have specialised planning to assist them in future PE lessons. |
| PE Lead to participate in a course to gain a Level 5 Primary School Physical Education Specialism. | These qualifications are acknowledged by OFSTED as an effective use of the PE premium funding and are a recognised part of the Government's ambition to have a PE specialist in every primary school. | £1310 | Still to be completed by PE Lead. | Lesson and planning for PE to be changed to fit the training that the PE lead has seen. Staff meeting to be rolled out to staff to make sure that these expectations are being met and help with assessing the children throughout the year. Staff to have mentored sessions with PSS to improve the confidence when teaching PE and looking to get the teachers ready to plan their |

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| | | | | own PE lessons. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
| Intent | Implementation | | Impact | |
| <p>PSS to deliver the PE lessons based on the sport due to staff feedback and their confidence levels.</p> <p>This means that the children have been exposed to different sports and how the skills can be linked across different sports. PSS have also been linked to delivering afterschool clubs and lunchtime clubs.</p> | <p>Children have had 6 weeks at a time to learn a skill in 5 different sports across a half term. The final lesson of the half term was then a combination of the sports taught using that skill i.e. Dribbling.</p> | <p>See key indicator 1</p> | <p>The impact that this has had across the school has been that children have been exposed to different sports like tag rugby, dance and gymnastics.</p> | <p>Discussion with Head to talk through how PE is being taught this year and how often. Talking to teachers they have felt that they would rather teach a sport as that is what they feel more confident doing. KP and the Head also agree with this. Talked to PSS about what their role in the school will look like this year.</p> |
| <p>Talent Dance Academy to deliver dance lessons to staff based on feedback received from staff.</p> <p>Children have been exposed to dance specific vocabulary and the skills needed to be achieved by the end of their Year.</p> | <p>Year 3, EYFS and Year 1 have had a term to learn a dance motifs. The final lesson of the half term was then the children performing their routine and evaluating their dance.</p> | <p>See key indicator 1</p> | <p>This has helped teachers to plan dance lessons alongside TDA to perform their dance routines at the end of the term. Children and staff have enjoyed these lessons and it has help children who are not confident in invasion games or gymnastics feel more confident.</p> | <p>Teachers to be involved with the planning process more and using TDA as a sounding board to help them deliver/plan dance lessons.</p> |

| Key indicator 5: Increased participation in competitive sport | | | |
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| Intent | Implementation | | Impact |
| Taking the Year 6 and Year 5 children to a cross country event help at The Priory School | The children had trials to be selected for the 3 teams that we took to the event. They then had daily practice outside on the field. | See key indicator 2 | Children enjoyed competing and we had reserves come along and help cheer on their peers. Year 5 A Team – 11 th Year 5 B Team – 36 th Year 6 A Team – 12 th Year 6 B Team – 42 nd |
| Year 5 and 6 boys and girls competed in football competitions. | Minibus company used to get us to different schools across the county. Afterschool club ran by Miss Parkinson and Mr Puckey. Letters written and given to children when they were selected. | See key indicator 2 | Both Year 6 boys and Year5/6 girls ended up in cup finals of their competitions. (Dickenson and Henson) we are awaiting to play the finals in July 23. |
| | | | Have KP to set up a school's football team alongside AP. KP will also be timetabled to look at fixtures and other sporting events for the school to compete in. Make sure the events are scheduled well in advance to make sure practise can be put in place sooner. |
| | | | Looking to purchase a new school football kit. Football has been a highlight for children this year and they have loved representing the school. This will hopefully mean that we have the same amount of teams next year. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 14 th July 2023 |
| Subject Leader: | A. Parkinson |
| Date: | 6/7/23 |
| Governor: |  |
| Date: | 19.07.2023 |

Created by:



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