

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	£4,000
Total amount allocated for 2021/22	£16,860.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£20,905.10
Total amount allocated for 2022/23	£16,920.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£37,825.10

Swimming Data

Please report on your Swimming Data below.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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:
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			Percentage of total allocation: 13%
Intent	Implementation		Impact
<ul style="list-style-type: none"> Pupils to engage in meaningful physical activity with a sports coach who facilitates games and activities that they may not otherwise experience in their lunchtimes. Pupils to have the opportunity to participate in gardening. All pupils to participate in the Daily Mile. Pupils who struggle with unstructured times during the day to experience success and positivity at lunchtimes. Pupils in all year groups to be included in sports coach games and activities. Pupils to be excited about staying in school to participate in a range of extra-curricular clubs Vulnerable pupils, e.g. those in receipt of free school meals to participate in sports activities after school throughout the 	<ul style="list-style-type: none"> Purchase engaging active equipment for use at playtimes. Storage for active equipment Purchase outdoor equipment to encourage reception cohort to play outside. Purchase <i>Activalls</i> to encourage independent physical exercise and increase co-ordination during playtimes and PE lessons. All pupils participate in a Daily Mile for 15 minutes per day. Run a gardening club and encourage pupils to participate in gardening independently during lunchtimes. Maintain pupil gardening area & provide equipment for gardening. Participate in Wiltshire <i>Eco Week</i>. Fund outdoor education 	£2000 £450 £2000 [See Key Indicator 2] £0 £300 £200 £0 [Funded through Pupil	<ul style="list-style-type: none"> Pupils enjoy high-quality PE lessons, taking part in a minimum of 2 hours per week. There is more of a range of available physical activities for pupils to participate in during unstructured times. All pupils participate in PE lessons. Plenty of opportunity for pupils to take part in independent physical activity at playtimes, as well as adult-led activities and team games. Pupils learn about the importance of physical exercise and mental wellbeing Pupils want to continue physical activity outside of school
			Sustainability and suggested next steps:
			<ul style="list-style-type: none"> Further independent gardening at unstructured times. Continue to provide transport to enable engagement. Continue to offer and encourage after school clubs to all pupils, particularly disadvantaged pupils.

Created by:



Supported by:



academic year. <ul style="list-style-type: none"> Encourage country walking as a means of exercise. 	sessions for vulnerable pupils. <ul style="list-style-type: none"> Fund and encourage vulnerable pupils participation in after school clubs. Encourage walking in areas of natural beauty through purchase of National Trust Membership. 	Premium] Funded through Pupil Premium] £100		
---	---	---	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 72%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> A range of professional sports coaches and teachers to inspire our pupils and to deliver exceptionally high quality lessons. Educational Visits Coordinators (EVCs) follow best practice and enable high quality Learning Outside The Classroom (LOTCC) PE leader to have up to date CPD relating to PE and sport and to be enthused to share their expertise with staff more widely. PE leader to have the time, capacity and support to monitor the quality of the PE curriculum across the school. PE leader to have the time, capacity and support to lead improvements in PE which are highlighted from monitoring. 	<ul style="list-style-type: none"> <i>Chance to Shine</i> Cricket, <i>IG Sports</i> and <i>Think Football coaching</i> coaches have taught PE to every year group across the academic year. CPD for EVCs to become accredited Train in-school PE leader/sports coach with relevant CPD, time/capacity for monitoring and leading. CPD available through National College and Wiltshire RightChoice. Purchase <i>Activalls</i> to improve behaviour – encourage pupils to have an outlet when dysregulated. Purchase PE kit for staff to raise profile of correct uniform and encourage importance of healthy bodies/living. 	[See key indicator 4] £325 £10,000 £0 (funded elsewhere) £17,000 £400	<ul style="list-style-type: none"> Pupils stamina is improving through continued daily mile – this also promotes mental wellbeing and importance of exercise. Events are risk assessed appropriately by EVCs High quality LOTCC is sought There are more opportunities for pupils to participate in independent physical activity An increase in co-ordination, particularly in SEN pupils has been observed (through continued challenge aspect of Activalls) Further monitoring of PE curriculum and physical events has been able to take place. 	<ul style="list-style-type: none"> Train in-school specialist, rather than external. Continue to seek and offer an exciting range of extra-curricular opportunities in school and after school.

	<ul style="list-style-type: none"> Linking with local secondary schools. 	[See key indicator 5]		
--	---	-----------------------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			6%	
Intent	Implementation		Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Teachers are empowered to teach a range of PE and Sport activities with a high level of competency. Teachers and support staff have high quality CPD through observing sports coaching sessions. Assessments in PE and sport are accurate because teachers are able to observe their pupils and discuss their skills with a sports coach. Teachers are clear about what their pupils need to do to improve in their PE or sport. Assessments are used to inform future planning and so that skills and knowledge in PE and sport are built on over time. Teachers are well supported in planning and delivering high quality PE lessons in their twice-weekly PE lessons. 	<ul style="list-style-type: none"> <i>Chance to Shine</i> Cricket, <i>IG Sports</i> and <i>Think Football coaching</i> coaches have taught PE to every year group across the academic year. Whilst the sports coach teaches the PE sessions, teachers and support staff observe, make notes and support the lesson. <i>GetSet4PE</i> scheme/resources/planning is used to guide our PE long term, medium term and short term planning. <i>GetSet4PE</i> is used to inform assessment in PE. 	<p>£1500</p> <p>[included in above]</p> <p>£800</p> <p>[See above]</p>	<ul style="list-style-type: none"> Teachers and TAs have worked alongside coaches, learning technical skills for the relevant sports and ways to teach the sports – this has enabled further practise and development of the sport after the curriculum ‘slot’ provision. A rolling cycle of teaching, including progression of skills now implemented using scheme. Teachers feel confident to lead PE lessons themselves. Teachers understand what they are assessing when teaching. 	<ul style="list-style-type: none"> Teachers plan and deliver more sessions of PE over the next academic year (rather than external coaches) using approaches observed. Further training for support staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
			5%	

Intent	Implementation		Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Pupils to experience the joy, passion and skills demonstrated when attending a live sporting event. Pupils and families to be aspirational about sport. Pupils to be given the opportunity to participate in a range of events which they may not otherwise have the opportunity to do. 	<ul style="list-style-type: none"> External events: Cross Country, Tag Rugby, Football, Badminton, Dance festivals Chance to Shine Cricket Coaching: football, athletics, tag rugby, netball, invasion games, gymnastics. Clubs: cricket, football, tag rugby, musical theatre, cheerleading, athletics Dance Workshops – to raise profile of Dance to boys. 	<p>£2000</p>	<ul style="list-style-type: none"> Pupils try/learn a range of different sports which they may wish to take further in future. KS1 pupils attended dance festival for the first time – raising profile of event and eagerness to join event in KS2. 	<ul style="list-style-type: none"> Continue to actively seek new opportunities / experiences for pupils.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Children to participate in a range of competitive sports with local schools. Providing free transport to events to allow pupils to participate regardless of parental work commitments or household income. Ensure all staff are confident to take pupils to events, including teachers appropriately risk assessing taking pupils off site. 	<ul style="list-style-type: none"> Membership of the West Wilts School Games Organisation (WWSGO) Fund coach travel to events. Fund staffing to enable participation in events. Link with local secondary schools. EVC training 	<p>£175</p> <p>£1500</p> <p>£200</p> <p>£0 [included in WWSGO]</p>	<ul style="list-style-type: none"> Pupils have attended multiple events and competitions outside of school. Pupils participate in competitive sport often in school, during PE lessons and activities set up for lunchtimes. Pupils experience emotions linked to competitive sport, including sportsmanship, dealing with success and loss. 	<ul style="list-style-type: none"> Continue to actively seek external competitions for pupils. Continue to liaise with secondary schools and other organisations to see what is on offer

		[See Key Indicator 2]		
--	--	-----------------------	--	--

Signed off by	
Head Teacher:	Robert Cottrell
Date:	18/07/23
Subject Leader:	Robert Cottrell
Date:	18/07/23
Governor:	Minnie House (Chair)
Date:	18/07/23