

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 | £0 |
| Total amount allocated for 2021/22 | £26000 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19600 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19600 |

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. 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 | 10 |
| 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 2023. Please see note above | 16% |
| 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 | 16% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 92% |
| 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: |
| | | | | 50.1% |
| 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: |
| Pupils will be as physically active as possible throughout the week. 2 hours are to be timetabled every week per class. | Pupils will be in receipt of 2 hours of timetabled PE every week and the opportunity for a further 45 minutes of structured physical activity every day as facilitated by the PE apprentice and dinner staff. | £12,045 | Pupils have been introduced to a wide variety of sports and understand that physical activity is important to leading a healthy lifestyle. | Try and keep continuity of PE apprentice to raise the profile of physical activity. Train up dinner staff to be playleaders. |
| Well stocked sports equipment to support the delivery of PE sessions during and after school. Continuation of revised scheme of work to increase the quality of provision of EYFS and the school in general. | PE Lead to liaise with staff and order more equipment to specifically be used for the delivery of PE within school. PE lead to audit what equipment is needed. | £1,000 | Lessons are more fluid due to reduced waiting time for equipment within the lesson. EYFS schemes now imbedded for sports that were previously unavailable. Improved provision for after school clubs enabling a wider range of clubs delivered. | Renew Complete PE on a yearly basis. Audit to be undertaken in Autumn 1 and a later date in the year. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 50% |
| 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: |
| Introduction of the outdoor gym to pupils. This will raise the profile of health and fitness in school across KS2. | Gym to be formally introduced to all children in an assembly, with instructions. Gym to be used in PE lessons and timetabled during break and lunchtimes to maximise the use of the equipment therefore raising the profile of living an active and healthy lifestyle. | £12000 | Pupils have access to the gym throughout the week. They all know how to safely use the equipment and how to use it to benefit their bodies and health. | Look into the manufacturers example exercises for each piece of equipment and see if they are fit for purpose for use during breaks and lessons. Keep equipment clean and look after. |
| Embedding PE throughout school and in the curriculum to make sure that PE has a noticeable place in our school. | Display boards Sports day Sports events Sports clubs Sporting visitors Sports apprentice | £1000 | As a result the quality of teaching and learning for Sport and PE has significantly improved and is judged as effective. Children enjoyed celebrating their achievements via school assemblies. We have seen an increase in SEND, PP and girls sporting participation. | Plan in Sports day for next year. Plan for sports leaders to have more responsibilities, such as a club. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 48% |
| 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: |
| Support for all staff through the introduction of the Complete PE scheme of work. | Complete PE brought in as a model for all staff to use when planning for PE, executing their lessons and assessing their classes. Complete PE gives in | £450 | Staff are beginning to use Complete PE more and more. Some staff are a lot more able and will need less support. Others may need follow up support with | Continue to use Complete PE, pass onto new PE lead and maybe complete a staff audit to see who needs further support with it. |

| | depth lesson plans, ideas and allows for ease of assessment after each unit. Expectations are clear and videos can be used to see these. Staff to assess their class once in summer term to have an idea of the ease of assessment in PE ready for the next academic year. | | Complete PE and a little help with the assessment process to make sure they understand the simplicity and ease of it. | |
|---|--|--------------------|--|---|
| Sport apprentice hired to support staff in delivery, preparation and assessment of sport and PE. | Apprentice hired to support the delivery of a high quality, rich and varied curriculum of PE across the school. Apprentice also used to provide before, during and after school clubs to maximise participation and for target groups. | £12,045 | Quality of Teaching across the school, has improve and the quality of provision of sports, events and clubs has improved. PE apprentice has had a positive impact of PE and Sport in the school, building fantastic relationships with the staff and children. | Continue to hire sport apprentice who will graduate to Sports Staff next year. Work out budgeting and continue to support staff with high quality teaching of PE. Continue to build relationship with Progressive Sports. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 46% |
| 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: |

| | | | | |
|--|---|---------|---|--|
| Sports apprentice hired to support in before, lunchtime and after school clubs. Continue to introduce a wide range of sports and physical activities to encourage more pupils to take up more sports and physical activities. To provide more and a broader variety of extra-curricular activities. | Arrange for apprentice to deliver a range of sessions across the school including fitness, Cricket, Basketball, Dance, Netball, Tennis etc... Teaching staff employed to run after school clubs. Sports day to showcase a variety of sports. | £12,045 | Increased opportunity for Pupil premium children to access events and clubs. Attendance for before, lunchtime and after schools clubs are consistently well attended. | Sports apprentice and sports leaders to continue delivering clubs and variety of sports in and out of curriculum taught lessons. |
|--|---|---------|---|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | 1.9% |
| 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: |
| Application for Nottingham School Sport events and Transform Trust events to take place half-termly. | Attend as many competitive fixtures as possible, including Nottingham school sport fixtures and events. Also Trust wide events. – Sport ambassadors – Trust football event (girls and boys) – Central Venue FA league – NSS fun run | £500 | All events were attended and children of differing abilities have gained experience of competitive physical activity and enjoyed a varied range of sports. We have seen an increase in girls participating and pupil premium children. | Continue current affiliations and look to create more connections and affiliations. |

Signed off by

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|-----------------|----------------------------|
| Head Teacher: | Karen Coker |
| Date: | 31 st July 2023 |
| Subject Leader: | Rob McDonald |
| Date: | 31 st July 2023 |
| Governor: | Claire Smith |
| Date: | 31 st July 2023 |