

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	£16, 600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16, 600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16, 600

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	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.

A NUMBER OF AREAS OVERLAP WITH EACH OTHER SO IT IS NOT easy TO BREAK DOWN EXPENDITURE INTO THE 5 AREAS – SEE COSTINGS AT END

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>			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:
To raise children’s awareness of the importance of being physically active and what they can do to achieve this.	<ul style="list-style-type: none"> Use of sports coaching twice a week to lead sessions that engage all children in a range of sports and sustained physical activity; Develop playground games at break and lunchtime; Introduce playground leaders to encourage collaborative play and activity; Run Multiskills Club and Kwik Cricket Club and ensure at least 15 children attend; Ensure children are using a range of equipment to play and create a range of physically demanding games; Children able to plan and evidence healthy eating and living; Ensure weekly PHSE is delivered and programme of assemblies develop awareness. 	£	<ul style="list-style-type: none"> 100% of observed PE lessons show excellent engagement and children who are showing stamina and improving skills; 100% of observed playtimes evidence excellent use of equipment, with games being devised as teams; High attendance, above 15, for all clubs from a range of ages, including vulnerable groups; PHSE programme now fully in place– plans of a very high standard with external workshops part of calendar Majority of children making healthy eating choices during both school dinners and packed lunch; DT regularly focuses on healthy eating and food preparation Annual visit from the Life Bus with a rolling programme of lessons; Enrichment opportunities focus on 	<ul style="list-style-type: none"> All strategies to continue – well embedded into school and engagement rate is high; Develop pupil team to timetable/deliver new games on to the playground and to develop leadership/coaching skills; Develop a range of sports teams who play competitively; Continue to develop children’s understanding of healthy living and how they can make their own informed choices; Develop opportunities across federation and local sports academy; Develop healthy eating guidelines for packed lunches; Assign member of staff responsibility for monitoring PE across the school, including pupil voice. Ensure every class spends daily

Created by:



YOUTH SPORT TRUST

Supported by:



			physical, outdoor activity.	session developing physical activity eg. Beam, daily mile.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>To develop the PE curriculum by introducing a range of new skills in order to ensure children make rapid progress both individually and as part of a team.</p> <p>To monitor and assess the impact of PE and sport throughout the school year.</p>	<ul style="list-style-type: none"> • New PE provider to be introduced. • SLT to liaise with coaches to ensure best possible provision; • SLT to monitor a range of PE lessons across the year; • Annual Sports Day; • Introduce new whole school workshops; • Improve monitoring of pupil voice for PE; • Introduce regular outdoor activity days; • Develop the EYFS outdoor area and ensure it is used all the time; • Ensure playtimes are active for all; • Introduce lunch time sports club twice a week; • Playground loaders to create activity days at lunch time. 		<ul style="list-style-type: none"> • 100% of PE lessons observed show good practice and a high level of engagement; • 100% of children taking part in high quality PE lessons twice a week; • Netball matches/tournaments well attended with children keen to take part and step out of their comfort zone – growth mindset; • Excellent involvement in Sports Day, with children keen to have a go at everything; • Gymnastics and yoga firmly embedded; • Extra swimming provided for year 5/6 with survival skills with ability now visibly raised • Year 4/5/6 developing activity sessions for whole school in term 6; • Balance bikes training for EYFS • Forest School fully embedded in to school curriculum. • Outside visitors are invited to provide inspiration. 	<ul style="list-style-type: none"> • Strategically plan prior to next academic year to ensure sustained coverage throughout the year; • Develop outdoor activity days sessions following loss of Forest School lead; • Access areas off-site; • Continue to develop how children engage with EYFS outdoor area using expertise of Hadlow lead – action plan to be devised; • Obtain PTA grant funding to develop playground environment; • Continue with DfE Activity passport as part of home and school learning; • Assign member of staff responsibility for monitoring PE across the school, including pupil voice; • Introduce new swimming awards.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
To ensure all classes receive high quality PE teaching, so that children are able to improve skills and performance both individually and as part of a team.	<ul style="list-style-type: none"> All teachers to observe weekly coaching, including swimming and implement skills and strategies into own teaching practice; SLT to monitor provision through lesson observations and planning scrutiny; Planning to show high quality, relevant activities with clear progression of skills and knowledge. 		<ul style="list-style-type: none"> 100% of lessons observed during informal learning walks show confident teaching and good pupil engagement; Majority of children look forward to PE lessons; Weekly coaching fully embedded and very successful – good coverage and engagement; Coverage and progression is clearly tracked. Yoga and swimming fully embedded into curriculum 	<ul style="list-style-type: none"> Outdoor –activities to be fully embedded with application across the curriculum; Continue with twice weekly coaching and lunch time clubs; Introduce new swimming awards.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>To widen the range of skills developed through the introduction of new sports plus a greater focus on those that have historically been less developed:</p> <ul style="list-style-type: none"> • Tennis; • Swimming; • Gymnastics coaching; • Circus skills; • Skipping; • Golf; • Water rescue; • Dance; • Yoga • Climbing • Adventurous activity • Netball matches against other schools <ul style="list-style-type: none"> • Hockey and cricket tournament 	<ul style="list-style-type: none"> • Contact local providers; • Timetable provision across the year; • Review impact and provision regularly. 		<ul style="list-style-type: none"> • Excellent skills development in gymnastics provided by sports academy; • Pre and post learning assessments show 100% improvement in balance and co-ordination; • Children are keen to try new skills and focus on improving their performance; • Children attend a range of clubs outside of school and show real enthusiasm and determination to achieve; • Children taking part in interventions are assessed regularly and the majority show sustained improvement. 	<ul style="list-style-type: none"> • Devise a rolling programme of additional provision to maximize opportunity; • Assign staff member with responsibility for planning provision in liaison with Hadlow; • Ensure there are more opportunities to take part in competitions.
---	--	--	--	--

Key indicator 5: Increased participation in competitive sport	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:

<p>Children from across KS2 are confident to develop new skills and take part in sporting competitions.</p>	<ul style="list-style-type: none"> • Development of netball team through focused coaching; • Range of children from year 3-6 attending netball club; • Contact local schools to arrange fixtures; • Ensure coaching of team occurs throughout the year; • Attend at least two tournaments and run a collaboration tournament; • Coach older swimmers prior to attendance at local schools swimming gala; • Attend local schools gala if restarted; • Take part in outdoor adventurous activities. 		<ul style="list-style-type: none"> • Children are able to show resilience when competition against each other in school; • Opportunities to compete against other schools are found. • A new overnight stay is attended by Year 3 and Year 5/6 fully engage in their residential week. 	<ul style="list-style-type: none"> • Provide a range of different competitions at lunch times; • Provide/ attend coaching led by local secondary schools; • Develop a football/netball team; • Ensure gala can be attended next year by permanently extending regular swimming for year 4 to 6; • Develop interschool opportunities as part of federation/local academy collaboration.
---	---	--	---	---

Signed off by		PROVISION	ANNUAL EXPENDITURE	PROVISION	ANNUAL EXPENDITURE	PROVISION	ANNUAL EXPENDITURE
Head Teacher:	T Daters	Sports Academy	£6,000	Olympic visitor	£200	Interventions	£100
Date:	12.7.23	Yoga	£1,700	EVC development	£200	Staff release	£500
Subject Leader:	T Daters	Balanceability	£80	Skipping workshop	£300		
Date:		Extra swimming	£500	Forest School outdoor activity	£4000		
Governor:		Residential	£750	Outdoor environment improvement	£1000		
Date:		Transport including training	£700	Clubs subsidy	£500		
						TOTAL	£16,530