

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 2021/22 | £0 |
| Total amount allocated for 2021/22 | £19,670 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £19,660 |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023 | £19,660 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|----------------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.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>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 2023.</p> <p>Please see note above</p> | 48% |
| <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> | 41% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 48% |
| <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/ No |

We contacted many pools but no pool space was available.

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: £19,660 | | Date Updated: 21.07.23 | |
|--|--|-------------------------------|---|--|--|
| Key indicator 1: Increase 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 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: |
| Staff to become more confident in delivering physical education in all lessons | Regularly including physical activity in cross curricular lessons; build PE CPD into termly cpd calendar | £1000 | Staff & Children use evaluation strategies to determine assessment for learning. | Implementation of PE in subjects in all year groups to ensure children are active – curriculum mapping by subject leaders. | |
| Increase confidence of independently teaching PE/After school clubs. 271 children taking part in sporting after school clubs where leadership skills are taught | Staff meeting time (Training on PE Curriculum – Physical Education, School Sport and Physical Activity) PE lead supports teaching | £1000 | Peer/Self evaluation during lessons. Increased confidence in teaching PE (questionnaires) | Sport & Health Officer and PE coordinator to Support teaching & learning next academic year | |
| Work alongside City PASS Team to support training of Soccer 2000 coaches in effective characteristics of teaching & learning | PASS leads & Subject coordinator/s work with coaches – attend staff meetings. Leadership conference | | Improved teaching & learning providing a better quality of education. | Further cpd on teaching of PE(Level 2 Multi Skills Training). Increased staff involvement in PE including inter-school competition. Termly Child engagement observations. | Move to Outstanding Teaching. |

| | | | | |
|---|---|-------|---|---|
| Termly lesson observations of staff. | PE Coordinator/ Sports and health officer to work alongside staff in delivering lessons | | Monitoring of lessons identifies profile of Good Teaching. | Assessment to be tracked through Insight. |
| Renew ASA qualification for x swim staff and train new staff. | Renew ASA qualification for x swim staff | £1000 | Increased confidence in water. Greater number of children to swim 25m by the end of year 6. (Pool time limited by Bert Williams Leisure Centre) | Extracurricular activity tracker to be implemented. |
| Become a more inclusive school | Partner up more able with SEND in PE lessons, Apply for inclusion quality mark. | | | |
| Implementation of tracker system (shared with staff via Microsoft Teams | Network meetings with other schools (Half Termly) | | | |

| | |
|--|--------------------------------------|
| 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 | Percentage of total allocation: % |
|--|--------------------------------------|

| 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: |

| | | | | |
|---|--|--------------|---|--|
| <ul style="list-style-type: none"> - Getting less active children more active. (Evidence from Health Related Behaviour Survey) | <ul style="list-style-type: none"> - Work with less active pupils in intervention sessions. - Focused sessions during break/lunchtimes - Cool Kidz - Healthy cooking lessons (educated on balanced diet/hygiene. - Extracurricular clubs - Holiday Clubs - Unified events - National sports week Parent sessions - Sports Day | <p>£3100</p> | <ul style="list-style-type: none"> - Improved results in active sessions (Evidence in impact reports on school website) - Coaching company provides after school clubs; 5 after school club each week from reception to year 4, other teachers cover year 5,6 with physical after school clubs for both girls and boys ensuring each class over a week has at least one active 30 minute session. | <p>Continue to work with less active children to promote lifelong participation. Continue to promote girls' sports. Promote inclusion and SEND sports Promoting lifelong participation in sports eg links with local sports clubs Continue Soccer 2000 workshops for targeted families. Use of community and sports health officer to educate children, focusing on active lifestyles and healthy eating</p> |
| <ul style="list-style-type: none"> - Increase girls' participation in sports | <ul style="list-style-type: none"> - Active literacy - Interventions with School Sport & Community Health Officer (SSCHO) - Inter-school competitions – League winners football Runners up in 9 a side final. Athletics Champion in long jump and sprint. Area cross country champions - Inter-house competitions -Parent workshops - Bikeability | <p>£7356</p> | <ul style="list-style-type: none"> - Participation of girls in clubs and sports teams (108/213 places available for girls taken up– 51% An increase of 14% on the previous year). | <p>Continue to provide swimming provision for KS2 children.</p> |
| <p>Increase participation in SEND Sports – Inter-house competitions/LF interventions/Extra-Curricular clubs/Unified events</p> | <ul style="list-style-type: none"> - Links from PASS Team (ConnectED) sent to parents via school website/facebook for online learning. - SEND – Athlete visit - Commonwealth games workshops | <p>£80</p> | <ul style="list-style-type: none"> - 271 places taken in extra curricular provision - Number of hits/likes on websites (Evidence through data on website) - 99 parents attended workshops (Up from just 23 last year.) - 48% of children could confidently swim 25m by the end of year 6. Some swim teaching lost due to pool space being split among schools. | <p>Implement WOW walk to school tracker back in school.</p> |
| <ul style="list-style-type: none"> - To involve parents/families in the physical education of their | <ul style="list-style-type: none"> - Soccer 2000 workshops | <p>£7804</p> | <ul style="list-style-type: none"> - Children came runners up | |

| | | | | |
|--|--|--------------|--|--|
| <p>children</p> <ul style="list-style-type: none"> - To allow children the opportunity to compete against other schools. <p>To develop children's confidence in water in weekly swimming sessions (KS2)</p> | <ul style="list-style-type: none"> - Interhouse competitions (Football, Hockey, Athletics , Multi Skills, Rounders) - WOW walk to school. After School Clubs -Commonwealth Games workshops/roadshows -Interschool competitions -Weekly swimming lessons for all KS2 children at 2 venues. | <p>£3906</p> | <p>in city girls football championships, Won the mixed and girls football leagues, runners up in year 3/4 football tournament, Runners up in girls football championships, 3rd in hockey, successes at athletics championships.</p> <p>Retained Gold in school games mark for 3rd time in a row.</p> | |
|--|--|--------------|--|--|

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: % |
|---|---|---------------------------|--|--|
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> | <p>Sustainability and suggested next steps:</p> |
| <ul style="list-style-type: none"> - Increase competitiveness in a range of sports over a sustained period of time - Celebrate sporting successes and values. - Raise the profile of girls' sport. - Raise the profile of SEND sports | <ul style="list-style-type: none"> - Enhance quality of Extra-curricular club provision - Raise profile of sports through implementation of Sporting Values - Monitor participation of numbers in clubs (60% of children involved to date) | | <ul style="list-style-type: none"> - Improved outcomes in inter-school competitions (Runners up in city girls football championships, Won the mixed and girls football leagues, runners up in year 3/4 football tournament, Runners up in | <ul style="list-style-type: none"> - Use of role models; digital ambassadors (22); peer mentors (15) and school council (10) to help train/inspire younger pupils - Further increase involvement in sports |

| | | | | |
|--|--|---|--|--|
| <ul style="list-style-type: none"> - Regain Schools' Gold accreditation in Games Mark - To involve parents/families in the physical education of their children - Staff well-being committee continued. Meet half termly. - Provide children with opportunities to represent their school regardless of ability. - Provide extracurricular provision, including new sports for children to experience. - Reduce obesity through 'Healthy Group' <p>Through Health and sports officers healthy groups 37 children participated in those groups.</p> | <ul style="list-style-type: none"> - Participation in inter and intra school sport. 11 inter school competition/festivals, whole school for sports day, parent workshops, bikeability - Soccer 2000/Sports week workshops. - Medals/Certificates/Rewards - Achievement assemblies. - Healthy intervention groups - 5 star families | <p>£2,000</p> <p>£1,000</p> <p>£500</p> | <p>girls football championships, 3rd in hockey, successes at athletics championships.</p> <ul style="list-style-type: none"> - End of Term + Year Sports assembly to celebrate success and demonstrate sporting values. - Promoted girls winners for Girls Sports Awards - Achieved Gold Mark status - Questionnaires for parents - Parent workshops (99 parents attended in 1 week) | <p>clubs by entering more teams (multi skills) and more events (rounders)</p> <ul style="list-style-type: none"> - Continue to raise profile in other areas (SEND sport) to increase involvement. (Continue SEND after school sports Club) - Promoting lifelong participation in sports (Interhouse competitions, variety of sports clubs) - Become more active through initiatives such as WOW walk to school) |
| <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> | <p>Sustainability and suggested next steps:</p> |

| | | | | |
|--|---|------------------------|--|---|
| <p>Additional achievements:</p> <p>Evaluation of curriculum at the end of each academic year to improve the outcomes of PE in school.</p> <p>Provide a range of provision linked to sports and competitions and physical activity</p> <p>Survey Pupil and Parent voice</p> <p>Improve Outdoor Learning opportunities across school</p> <p>Continue to create links with sports clubs</p> <p>Residential to Wales, Kingswood, Weston Park visit</p> | <p>Work closely with Soccer 2000 coaches to discuss successes and improvements for next year. (Regular lesson feedback with teachers through lesson tracker and end of year evaluation with PE coordinator)</p> <p>Staff involvement</p> <p>Through health related behaviour survey/School council/Sports leader/digital ambassadors. Children to have weekly lessons in outdoor education.</p> <p>Equipment</p> <p>Share information with pupils about out of school sports clubs in football, hockey, athletics, dance.</p> <p>Residential to allow pupils to personally develop and participate in sports they have little or no access to in school</p> | <p>£600</p> <p>£50</p> | <p>All children receive not only broad and balanced curriculum (See curriculum plan) but enrichment</p> <p>Photo/Video evidence (website and padlet)</p> <p>Introduction of online tracker/Insight</p> | <p>Evaluate success or improvements needed. (Timing of topics/ Which sports worked well/which sports didn't?)</p> <p>Promote lifelong enjoyment/participation in at least 1 sport/participated in a club. (Improving life skills)</p> <p>Sport & Health Officer coordinate next academic year</p> <p>Increase staff in outdoor learning opportunities.</p> <p>Improve links with local organisations.</p> |
|--|---|------------------------|--|---|

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

Created by:



Supported by:



| | | | | % |
|---|---|--------------------|---|---|
| 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>To enter as many competitions as possible.</p> <p>To train pupils to the required level to compete in inter-school competitions.</p> <p>Sustaining progress and activeness with new initiatives (Starting sport clubs and competition lower down the school).</p> <p>To continue to enter unified and SEND events.</p> <p>Use inter-house competitions as a opportunity for competition.</p> | <p>Enter competitions through WASPS website and enter a variety of competitions.</p> <p>Extra-curricular and lunchtime clubs to promote sports and to encourage participation.</p> <p>Continuing clubs that have started this year to provide consistency and interest.</p> <p>Links to external local sports clubs.</p> <p>Provide opportunity to SEND through unified events.</p> <p>Continue to provide inter house competitions across school to different year groups, with a variety of sports.</p> | | <p>Providing opportunities for as many children as possible to take part in sporting competitions.</p> <p>Assessment to be tracked on Insight, assessment PE tracker to run alongside.</p> <p>Exposure to different sports and opportunities through competition.</p> <p>Opportunities for all to participate in competitive sports.</p> <p>Internal competitions within school to promote and give children the experience of competition across school.</p> | <p>Providing links to external clubs.</p> <p>Continue to provide opportunities for children/pupils to represent the school during competitive events.</p> <p>Restart WOW walk to school tracker, to continue with competitiveness across school using this app.</p> |

Signed off by: A Harris

| | |
|-----------------|----------|
| Head Teacher: | G.Gentle |
| Date: | 21.07.23 |
| Subject Leader: | A Harris |
| Date: | 21/07/23 |
| Governor: | |
| Date: | |