

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](#) 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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 | £18,684 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,850 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £17,850 |

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> | 97% |
| <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> | 97% |
| <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> | 90% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 97% |
| <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> | 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.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------|
| Academic Year: 2022/23 | | Total fund allocated: | | Date Updated: | |
| Key indicator 1: 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 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: |
| Fully utilise the sporting equipment so that it can be accessed by all pupils. | Replenishing sporting equipment – relay batons, multi-coloured balls, footballs, net goals, 4 x small goals, 2 x pop up goals, handballs, tennis balls, bibs. | £1,776 | Children are able to use different equipment on a rota basis. Children are engaged in playtime and are able to participate in different activities. | | Maintain the high quality of the play equipment by storing it effectively. |
| Increase participation of active play at break and lunch time | Planning for Playground changes | £1,500 | All children engaged in active and exciting play from a wider offer of activities. | | |
| 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 | | |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 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: |
| PE coaches to mentor targeted children during lunchtimes | Key children have been identified who need support during lunchtime. The PE coaches focus on multi-sports. | £2,170 | The children have a better understanding of the skills that are involved in specific sports. | PE coaches to keep a record of who they have mentored and monitor their progress. |
| Additional adult in Outdoor Classroom to motivate and engage children in active play | Adult encouraging children to participate in different activities to aid enjoyment (1xLSA every lunchtime) | £2,477 | More children are choosing to be involved in an active play independently and with the adults. | Introduce a variety of different activities and ensure all children are involved. |

| 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: |
| PE lead monitoring PE sessions and using pupil voice. | Observing planet soccer coaches. (Half termly x 1hr) | £332 | PE coaches maintain a high level of teaching throughout all lessons. | Maintain CPD opportunities for staff and PE coaches. |
| 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: |
| Creating specific activity opportunities outside of school time. | Children across KS1 and KS2 participating in extra-curricular, inter-school competition including, cricket, football, rounders, cross country, tennis and District sports. | £1,800 | A wide range of pupils were involved in the different sports this year. | Create opportunities for more unusual sports. |
| Children able to access different fixtures across all Key Stages. | School applied for Active Surrey membership. PE Coach admin time for establish wider range of fixtures. | £1,853 | Children from Aspire, Inspire, Achieve fixtures all attended. | Maintain giving children opportunities in different sports. |
| PE coaches offer training sessions for fixtures before school. | Children given opportunity to attend training sessions 4 weeks prior to fixtures (2 coaches x 0.5hrs total 23 KS2 fixtures) | £670 Included in separate budget | More children attending fixtures and attaining higher places. | Preparation for matches and fixtures resulting in increased confidence and improved teamwork at events. |
| Creating specific activity opportunities outside of school time | Swimming pool implementation | £4,855 | | |
| 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: |
| Promote competitive opportunities for all pupils across school (year 1 – year 6) in intra formats. | Planned and ran a sports carousel day in the Summer term for KS1 and KS2. | £210 | Pupils recognise the wider benefits of participating in sport and consider it an important part of their development. | Continue to audit available staffing for PE, sport and physical activity. |
| | Planned and ran a sports day during the Summer term for KS1 and KS2. | £210 | Pupils understand how to compete and how to work as a team | |
| Ensure that all sports coaches and instructors employed to support after school sports clubs are quality assured. | Full DBS checks, insurance and policy checks to remain rigorously enforced. | Separate budget | The extra-curricular sport provision is of high quality and delivered safely by school and staff and quality assured coaches. | High quality provision in all sports for all. |

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| Signed off by | |
| Head Teacher: | Catherine Grace |
| Date: | 17 th July 2023 |
| Subject Leader: | Ben Davies |
| Date: | 17 th July 2023 |