

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 2022/23	£1,440.03
Total amount allocated for 2023/24	£18,110
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£19,550.03
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£19,904.76

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>	87%
<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>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

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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: 2023/24		Total fund allocated: £19,904.76		Date Updated: 24.7.2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 6%
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:
Provide teaching staff with a scheme of work for PE that is easy to follow and that has a positive impact on the children's learning.	Renew 'Get Set 4 PE' teaching scheme, to ensure consistency in teaching of PE. Work with staff to ensure they receive adequate training on how to use the scheme of work.		£1,188 (for 3 year subscription)	Teachers are working from Get set 4 PE with confidence. PE coordinator has planned and led CPD about the scheme of work to support staff. Staff responded positively and were able to look at the development of lessons in sports. They could see the progression in teaching and learning from year 1 to year 6. Children enjoy PE lessons and conversations with them support this. The scheme enables teachers who lacks confidence in PE to teach high quality PE lessons.	PE coordinator to lead staff training about integrating vocabulary into lessons. Use the scheme of work to do this. Develop the staff's understanding of how to use the scheme of work to assess their children. This should be a focus area next academic year.
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: 1%
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:
Purchase new, high-quality PE resources to support teaching and learning.	Pe coordinator to audit equipment at the beginning of each school term (three times a year) and liaise with teachers about what they need for their PE lessons. Assess the impact of equipment on learning. This will include speaking with the children about what needs improving. Communicate with staff teams to ensure that there is appropriate equipment for children to use during play times. This will encourage an active approach to play times across the school	£187.76	PE lessons are well-resourced, and children enjoy them., PE coordinator has listened to requests from teachers and leaders. For example, gymnastic mats and tennis balls replenished/updated. These resources have helped teachers to teach good lessons. These resources have also been used by children at playtimes and in afterschool clubs. Equipment is audited and topped up termly.	Staff to model how to use equipment to new children in key stages. Equipment to be well maintained and repaired when necessary. Consider ways to develop outdoor equipment further. Consider how to use outdoor equipment in competition/fundraising

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:
				73%
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>High-quality PE lessons are taught and teachers are mentored by a Primary Mentor from NOSSP. This will raise attainment and progress in children and improve the overall enjoyment levels of children in PE and school sport.</p>	<p>The primary mentor will work with staff to improve their teaching and the children's learning. PE coordinator to work closely with the mentor to ensure staff are supported. This will also ensure that a consistent approach to PE and sport is taken by all. PE coordinator to work with mentor to ensure children are well prepared for competition and that they have learnt the skills to apply in an inter school setting.</p> <p>PE networking meetings facilitated by NOSSP to further train subject leader in latest field updates and research.</p>	<p>£9,848.00 (NOSSP)</p> <p>£4,664.00 (Primary Mentorship)</p>	<p>Children have made good progress in their learning and have a positive approach to PE and sport. They have shown in intra school competition that they can apply their skills in sports such as: ATHLETICS, rugby and football. PE lessons are well-planned and taught by teachers. NOSSP mentor supports teachers to develop their teaching of physical education working on specific units that they find challenging or lack subject knowledge in e.g. dance.</p> <p>New PE curriculum to be designed and planned by subject lead with NOSSP mentor support and implemented in 2024/2025 academic year. This curriculum will be based on the principles outlined by the spring PE networking day after discussion with PE leads in primary and secondary settings.</p>	<p>New members of teaching staff to work with PE mentor and develop their teaching practice. PE coordinator to liaise with mentor to find new ways of developing teaching and learning. Think about the development of targets for the children and them knowing what they are going to work on in PE. Continue to build links with NOSSP.</p>
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				20%
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>After-school clubs provided by school staff and external providers.</p> <p>External providers also complete targeted intervention groups with high needs and SEN children.</p> <p>NOSSP staff to run sports during our Golden time on a Friday to offer a large range of sports</p>	<p>Plan a timetable of after-school clubs which includes a broader range of activities for children across the school.</p> <p>Book external providers as needed for after-school clubs, stagger opportunities for children across the school.</p> <p>Organise a timetable for NOSSP staff to work with different classes throughout the year during golden time.</p>	£4,017.00	<p>Premier Education have ran afterschool clubs for both KS1 and KS2. These clubs have provided children with opportunities to participate in a wider variety of sports that are not typically offered in the National Curriculum e.g. archery and golf.</p> <p>Weekly interventions successfully engage targeted groups of children to learn transferrable skills in small groups.</p> <p>NOSSP Staff supported a range of classes during golden times running sports activities, exposing children to sports not taught directly in school.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				73%
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:
Partake in face-to-face competitions organised by NOSSP. Partake in the football league organised between schools.	Work with NOSPP staff for inspiration in different events. Subject lead share upcoming events with staff, then work with staff and organise children for sessions. Staff leading football club to communicate with other schools to organise matches/transport etc Subject lead to ensure that the resources are available for the football league.	(Same as indicator 3)	Children have partaken in a range of competitions, including rugby and cross-country. Intra-school competitions have been used to support who will be involved in the inter-school competitions. The football league took place over the Autumn and Spring term for both boys and girls. This led to opportunities for the year 5 boys, upper key stage 2 'B' boys and girls team to have friendly matches. Intra-school competitions have been used in conjunction with inter-school competitions. Sports day has been planned to offer children a range of sports and opportunities. Children gaining house points with a ceremony at the end of the day.	Continue monitoring and accessing a range of inter-school competitions, including any sport leagues. Plan more intra-school opportunities, including Key Stage opportunities. Ensure a range of opportunities are provided for those less active children

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	