

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 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](http://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  | £ 20190 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £ 0     |
| Total amount allocated for 2022/23  | £ 19590 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 19590 |

## 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 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><b>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</b></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><b>N.B.</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 2022.</p> <p>Please see note above</p>  | %96 |
| <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>  | %85 |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | %96 |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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.

|   |  |                                     |                    |   |   |
|---|--|-------------------------------------|--------------------|---|---|
| <b>Academic Year:</b> 2022/23   |  | <b>Total fund allocated:</b> 19 590 |                    | <b>Date Updated:</b> 7/7/23   |   |
| <b>Key indicator 1:</b> 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:<br>5%   |
| <b>Intent</b>   | <b>Implementation</b>  |                                     | <b>Impact</b>      |   |   |
| 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:  |
| All children use our track to do "Daily Mile"<br>A variety of different sports equipment available at lunchtime and break time<br>2 PE lessons per week<br>We also use Les Mills, Go Noodle and Cosmic yoga as classroom brain breaks | Regular slots in the timetable for the daily mile<br>Budget for replenishing equipment<br>Sports leaders at lunchtime to encourage use of the equipment<br>Complete PE system to help teachers delivery excellent PE   |                                     | £1000              | All children expect and look forward to the daily mile<br>Learn new skills with the available equipment   | Ongoing as money in the budget for equipment and track is maintained.<br>To vary the available equipment appropriate to the season              |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                                     |                    |   | Percentage of total allocation:<br>3%   |
| <b>Intent</b>   | <b>Implementation</b>  |                                     | <b>Impact</b>      |   |   |
| 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:  |
| We want the whole school to be aware of and celebrate PE and our sporting achievements.<br>We want to acknowledge sportsmanship and participation.  | Sports leaders are chosen to go out every lunch time to play with both key stages. They also planned and performed an assembly to show the importance of keeping fit and eating healthily.<br>We have a sports Newsletter that goes out once a month<br>3 PE notice boards<br>Celebration in assembly of achievements and participation.<br>Sports leaders training and assemblies |                                     | £500               | Children are proud to go up in assembly to receive their medals/certificates and look for their names and pictures on the notice board and in the newsletters<br>Over 50 children wanted to be sports leaders this year and we were able to pick 20. We are also starting to implement play buddies in year 5 as a pre cursor to sports leaders in year 6 | Continue to provide certificates for both achievements and participation.<br>To ensure Sports leaders training continues and improves next year |

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |                    |   | Percentage of total allocation:   |
|--|--|--------------------|---|---|
|  |  |                    |   | 7%  |
| <b>Intent</b>  | <b>Implementation</b>  |                    | <b>Impact</b>   |   |
| 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:  |
| Using Complete PE allows teachers to log on and look at the pre planned lessons, there are videos to assist and all drills/games have explanations. All lessons are progressive. | PE Lead has monitored different lessons and helped colleagues learn the system   | £1,340             | Pupils can see clear progression in their skills as staff feel more confident delivering PE   | To continue to use Complete PE and to upskill staff using the new Stanborough Consortium              |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |  |                    |   | Percentage of total allocation:   |
|  |  |                    |   | 45%   |
| <b>Intent</b>  | <b>Implementation</b>  |                    | <b>Impact</b>   |   |
| 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:  |
| All children should experience a wide range of sport delivered through the curriculum, lunch time play and after school clubs.   | <p>In September we will join the Stanborough Consortium which will give us access to more tournaments and festivals for all children and additional coaching from their PE Lead</p> <p>This year we have had a dance workshop for year 4 which was very popular</p> <p>We took part in District Sports, coming 6th out of 11.</p> <p>We have taken part in football, rugby, cricket, athletics and multi sports tournaments.</p> <p>We added more sports equipment to our lunch time area</p> <p>We used Premier sport to deliver high quality after school sports clubs</p> | £8750              | <p>Children were very proud to have the opportunity to wear the team shirt and represent Green Lanes.</p> <p>This year more children were able to access after school clubs</p> | <p>New team kit on order for September</p> <p>New consortium</p> <p>After school clubs continuing</p> |

| Key indicator 5: Increased participation in competitive sport   |  |   |   | Percentage of total allocation:   |
|---|--|---|---|---|
|   |  |   |   | 40%   |
| 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 allow as many children as possible to experience participating in sporting events at different levels  | We have attended as many tournaments as possible to allow more children to participate | £3000 to Onslow Partnership<br>£5000 minibus fees so we can attend events | New spreadsheet can track who has entered what<br>Children could experience the selection process and then working as a team and participating in front of an audience. | New consortium as well as HSSA will allow many more opportunities next academic year. |

|                 |                 |
|-----------------|-----------------|
| Signed off by   |                 |
| Head Teacher:   | Michele Johnson |
| Date:           | 9/7/23          |
| Subject Leader: | Amanda Looney   |
| Date:           | 9/7/23          |
| Governor:       | Dom Long        |
| Date:           | 9/7/23          |