

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	£16,907
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,907
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,907

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>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>	N/a
<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 2022.</p> <p>Please see note above</p>	n/a
<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>	n/a
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/a
<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

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: 16, 907	Date Updated: July 2023		
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				Percentage of total allocation: 78%
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:
Engage all pupils in physical activity for 30 minutes+ every day	<p>Teachers to plan opportunities for children to be active in the school day and develop a healthy lifestyle</p> <ul style="list-style-type: none"> - SENSport teaching Year 1 children and FS2 – 1 hour a week timetabled - Lunchtime activities taught by Teaching assistants every day to ALL key stage 1 to practice and apply skills taught - Lunchtime mini leaders to be guided by Teaching assistants- development of own games by the end of the year - Additional opportunities such growing vegetables, digging and climbing in the allotment time, walking on the Five pits trail, using the fit and fun trolley at play and lunchtimes, climbing frames and trye park during playtimes. - Whole school opportunities for children to be active with days such as Whole school Outdoor learning day, National School sports week, Whole school activity day, extra PE sessions delivered by outside agencies e.g. cricket, African dance workshops 	<p>£3920 for SENsport</p> <p>£9188 for teaching assistants</p>	<p>Year 1 and FS2 Development of fundamental skills (SENsport)– Children have developed agility, balance and coordination from structured planning and delivery- sustainability for future years</p> <ul style="list-style-type: none"> - FS2- 96% of children working AT and in GREATER DEPTH in Physical development - Year 1 -90% of children working AT and in GREATER DEPTH in Physical development <p>Year 2 children Children have developed agility, balance and coordination - 94% of children working AT and in GREATER DEPTH in Physical development</p> <p>A range of sports clubs are full every week with mixed ability, age and gender</p> <p>100% of children in KS1 timetabled to participate in physical activities during the</p>	<p>Wake and Shake from September for children in KS1- Teaching assistant required</p> <p>Development of Play leaders at lunch – teacher required</p> <p>Provide opportunities for both Year 1 and Year 2 to have allotment time to promote healthy eating and active lifestyle.</p>

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			school day- daily mile in the afternoons	
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 :	Sustainability and suggested next steps:
Sport focus at lunchtimes, with the aim to increase and maintain pupils' activity level	Active inclusive playground <ul style="list-style-type: none"> - Fit and fun trolley resourced for Key Stage 1 lunchtime - New bibs, whistles, hats for Mini leaders to run activities at lunchtime - Lunchtime activities ran by Teaching assistants every day for Key stage 1 pupils with Year 2 children running activities in Spring and Summer terms 	£549 See KI1	All children are active at lunchtimes through either structured planning and delivery at lunchtimes by a Teaching assistants or accessing the range of PE equipment on offer on the playground. Children have developed agility, balance and coordination and most children working at age related expectations- see results in KI 1 Mini leaders have developed a passion for sport and newfound confidence to deliver sporting activities. These skills will continue and support active lives at their chosen junior school.	Develop mini leaders at lunchtime with Teaching assistants Equip fit and fun trolley with new resources The junior school will receive responsible children to lead structured activities. Y1 children developed skills from participating with the Y2.
Maintain our commitment to providing children with the opportunity to take part in competitive sport/wider range of PE activities.	Join the School partnership to support enrichment of sporting activities within the curriculum.	See KI 5	All children accessed physical activities within the curriculum. Using up to date practices and research based initiatives. New activities undertaken and include family involvement.	New strategies provided to staff and new opportunities for children. Fun activities promote a healthy lifestyle for children as they grow. Families aware, involved/supported to continue at home.
Continue to promote physical activity through newsletters, PE, assemblies and Tapestry.	Raise the profile of sporting activities through sharing of information for all stakeholders.	None	Parents are now aware of where they can access resources about physical activity if they need it.	Parents and children are aware of all that is happening in school and are encouraging and supportive of the school and their teaching of sport.

				To continue working promoting the children's social and emotional literacy through sport.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Development of PE coordinator and staff in teaching active, challenging and competitive PE lessons	<p>Purchase of PE scheme throughout the Federation and roll out of scheme by PE coordinator and Year 2 team for the year</p> <p>To ensure teachers have a good understanding of how to use the scheme to deliver high quality PE lessons to their class</p> <p>- staff meeting time to familiarize with scheme</p> <p>Delivery of sports activity day where Year 1 and 2 staff teach their class using the new scheme, aswell as observing SENsport deliver high quality Football and tennis lessons to their class</p>	£675	Lessons are inclusive, over 90% active, challenging and competitive and therefore enjoyed by pupils. Lessons are now more progressive and inclusive using the scheme. Teachers feel more confident teaching PE. They are more aware of how to support and engage children in sports and children are supported well by the teaching assistants in lessons; they are improving the learning and fitness of all children including the lower attaining, SEND and children who are in receipt of Pupil Premium funding.	<p>All KS1 teaching staff to become confident in using the scheme and teaching of PE.</p> <p>PE Coordinator to offer any training to teachers and teaching assistants-ECT</p>

Increased confidence and knowledge of different sports, in particular Parkour	Parkour course- HA attended with DS from Junior school	£95	Awareness of new and innovative sports and how to incorporate in KS1.	Plan for Parkour in Sports activity day next year
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4%
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:
Children to experience challenging, outdoor and adventurous sporting activities	Climbing wall for all Year 2 children- end of year treat School sports Partnership – events/competitions Teaching assistants delivery of sports at lunchtime broadens the experience of sporting activities- Boccia, tennis, football, fundamental skills etc	£600 See KI 1 and 5	100% of children participated in adventurous sport including SEND, PP children. Increased confidence, communication and teamwork skills. Children developing skills in taking risks. Increased physical activity at lunchtimes, playtimes and lessons. Teaching assistants are more aware of how to support and engage children in sports with differing needs.	All KS1 children and FS2 children to participate in Tai Chi every week next year. Maybe an after school club? Continuation of a range of sporting clubs available after school FS2 balance bike training Purchase of new equipment for the scheme – shed and PD resources for FS and KS1

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 11%
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:
Whole school inclusive participation across a range of track/field/multi- skill events.	Sports afternoon resources- stickers and lines on school field All children, including SEND to participate in two races against children of similar ability on Sports day.	£205	All children to take part in sports afternoon. Opportunities for celebration and recognition of sporting achievements. Chance for pupils to shine. Promotion and learning of Olympic and commonwealth values. Increased SEND and PP children entering competitive sports. Staff to provide support for SEND children to ensure inclusivity. Alterations to races to be made by teachers.	
Bolsover District active schools network for competitions to increase the number of children participating. Pupils take part in new intra/inter sports competitions.	School Sports Partnership - Shirebrook academy – enter competitions Bus to Alfreton Leisure Centre for Infant agility	£1500 £175	Participation in Dance festival- 25% of Year 2 children Participation in Infant agility- 100% Year 2 children Participation in Fun run- 100% of all Key stage 1 children Participation in Multi-skills festival- 100% Year 2 children	Continue to enter competitions throughout the next academic year

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	H Austin
Date:	5.7.23
Governor:	J Moore

Date:	
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