

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 2022/23	£0
Total amount allocated for 2022/23	£19,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£19,560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	17%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	16%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	Yes

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: £19,560	Date Updated: 31.07.2023	
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:
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:
Ensure there is ample opportunity for children to engage in PE/Sport throughout the school day with a view to increase physical activity.	→ Staff and Y6 play leaders promote and lead varied activities during break time and lunchtime. → Increase our after school club offer - organise a varied and inclusive timetable utilising staff as well as external companies/Arches School Sport Partnership. → Provide quality equipment and resources to support teaching PE and increase the profile of sport → Increased communication between Cascade MAT schools to ensure sporting events can continue to be attended.	£1512 (Arches SSP) £2000 (School yard equipment) £2378 - £60pcw (After school activities)	→ Children have attended sporting competitions and activities across the city → Children are engaged in planned activity during the school day → The implementation of designated areas for physical activity at break time and lunchtime has increased the profile of sport in school	→ Further CPD for staff to enable us to continue to provide a quality PE/Sport offer → Assess and drive attendance of our after school clubs and use pupil voice to develop the timetable → Maintain communication with Arches SSP to ensure we are utilising all opportunities where possible

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Raise the profile of PE/Sport within school and throughout the community	→ Purchase quality equipment for the school yard to be used by children during break time and lunchtime → Implement CPD to ensure that staff supervising the yard are able to effectively organise, promote and develop sporting activities → Celebrate PE/Sport success in assemblies → PE/Sporting achievements to be recorded in Learning Journeys → Utilise staff, Arches SSP and other external companies to ensure all children are able to access after school activities as well as engage in sporting competitions and exhibitions → Direct playleaders effectively and ensure they encourage all children to partake in activities	£1512 (Arches SSP) £2000 (Travel & entry costs if applicable) £2000 (School yard equipment) £1500 (Staff CPD) £2378 - £60pcw (After school activities)	→ Families and the wider community are now informed and engaged PE/Sport success	→ Promote the PE/Sport offer regularly with families via Twitter and the school website → Share PE/Sport successes with families via Twitter and the school website → Scrutinise after school activity attendance with a view to explore reasons for non-attendance and target children who do not utilise the offer → Encourage families to inform school of any sporting successes achieved outside of school and celebrate accordingly
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:
Increase the confidence and subject knowledge of teaching staff in order to ensure high quality lessons	→ Organise structured CPD for all teaching staff → Organised for staff to work alongside the PE Lead to increase confidence when delivering lessons → Collaborate with other schools and PE leads within Cascade MAT in order to build and sustain a high quality PE curriculum and lesson delivery	£1500 (Staff CPD)	→ Teaching staff have increased in confidence and are enjoying teaching the PE curriculum → PE planning support has been implemented and is overseen by the PE lead	→ Continued support for teaching staff focusing on developing knowledge and skills for PE → PE Lead to support ECT's to develop subject knowledge and confidence further → Teaching staff will attend further structured CPD with Arches SSP → Internal CPD organised through Staff Meetings and Twilight's

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:
→ Ensuring the curriculum is broad, balanced and flexible → Increase the amount of swimming lessons for KS2 children	→ Continue to develop the curriculum against the competition structure within the city, the Arches SSP offer and the desire and enjoyment of the children within school → Continue with additional swimming sessions	£1500 (Staff CPD) £9670 (Swimming Sessions) £2378 - £60pcw (After school activities)	→ Increase in participation in sport after school → Children have made progress and have an increased ability when partaking in PE/Sport	→ Continue to utilise the Arches SSP package → Continue to evaluate the offer of after school activities and develop inline with popularity and pupil voice → Monitor progress of swimming lessons throughout the year

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:
→ Children have been provided with the opportunity to participate in local sporting competitions and events → We provide opportunities for intra-school competition through our school Sports Days	Utilise the Arches SSP in order for our children to participate in local competitions and events	£1512 (Arches SSP) £2500 (Travel & entry costs if applicable)	→ Pupils experience taking part in external events and representing school → Attendance at competitive events develop important qualities - confidence, teamwork, resilience	→ Ensure all children are able to access and participate in competitive sport → Scrutinise attendance at competitive events with a view to explore reasons for non-attendance and target children who have not yet been offered to compete

Signed off by:	
Head Teacher:	Laura Duckworth
Date:	10.07.2023
Subject Leader:	Alexander Hattersley
Date:	10.07.2023
Governor:	
Date:	