

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 | £ |
| Total amount allocated for 2021/22 | £ |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ |
| Total amount allocated for 2022/23 | £ |
| 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.

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

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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: 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: |
| Further develop a curriculum which promotes a healthy active lifestyle to encourage more children to regularly participate in physical activity | <ul style="list-style-type: none"> -Curriculum map updated to widen range of sports that children are exposed to -Sports ambassadors to promote active play on the playground -Sports ambassadors support EYFS, Y1-3 and Y4-6 Sports Days -Variety of after-school clubs provided and target specific children and year groups where previous participation has been lower -Planned implementation of increased outdoor activities including fieldwork in geography that promotes physical activity -Further embed 'Sheriff's Challenge' to increase active participation from F2-Y6 | | £ | <p>All children now experience a wider range of sports through PE lessons PE lessons delivered through effective planning either from previous sport's specialist or local sport's specialist.</p> <p>Sport's ambassadors supported increased physical activity at lunchtimes. Their feedback is more children are participating in activities</p> <p>14 new children targeted that accessed a sports club that did not access one last year. 6 children declined</p> <p>Children now accessing some lessons outside promoting active learning</p> | <p>New sport's specialist to work with PE Lead to look at curriculum provision for next year to either increase length of PE sessions or to implement an additional PE session termly.</p> <p>Appoint new sports ambassadors to attend Sports Ambassador conference to coach and guide ambassadors to be more effective sporting role models</p> <p>Continue to offer free clubs targeting identified children from the provision tracker who have not accessed a sporting club this year.</p> <p>From appointment of new sport's specialist, reintroduce Fun Fit programme and EYFS Gross</p> |

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| | of running a mile 3 x week | | All classes running for approximately 15 minutes 3 x week and number of laps completed has improved throughout the year | motor/fine skills targeted sessions to improve co-ordination Increase 'Sherriff's Challenge' to daily participation |
|--|----------------------------|--|---|--|

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: |
| Begin to develop the whole child through the school PE approach, school sport and physical activity. | <ul style="list-style-type: none"> -Update curriculum map and LTP and share with staff -More spare kit purchased for children to use or the office call the parents/carers -Review and update sports section on the website -Continue to award sports person award at Y6 Leavers and shields for mini marathon winners (boys and girls) -Weekly certificates in assembly linked to Personal Best challenges completed with sports ambassadors at lunchtimes -Rejoin football league for boys' football | £ | <ul style="list-style-type: none"> Increased staff confidence and understanding of what and how to teach PE curriculum More children than ever now participating in PE lessons. Child now only do not participate unless they have a medical reason Website update limited this year due to sport's specialist leaving Children recognise the importance of sporting achievements and perseverance through weekly and end-of-year-6 awards given More children playing football in a professional setting which shows increased awareness of a real sporting pitch and teamwork, | <ul style="list-style-type: none"> Monitor and offer support to teachers' delivery PE through sport's specialist role Monitor spare kit and replenish as necessary Update sport section of the website with new sport's specialist to share more sporting challenges with parents Continue and adapt if needed Re-join league and continue to research/ look at starting a girls' league within the family of schools |

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| | <ul style="list-style-type: none"> -Continue to develop the girls football team and organise matches -Deliver Sports Day for all children through staff and sports ambassadors (stickers and medals) -Coaching for sports ambassadors through regular meetings with PE Lead to help with effective delivery of sporting activities on playground at lunchtime -PE resource areas | | <p>perseverance and resilience</p> <p>Positive feedback from children and parents regarding Sports Day as all children could participate.</p> <p>Positive feedback from ambassadors and pupils regarding activities they complete with positive participation</p> <p>Resources more easily accessible for teachers to use during PE lessons and for children to use at play times and lunch times</p> | <p>Continue next year as format worked well</p> <p>Research into attendance at the sports ambassador conference</p> <p>Termly audit of resources and reorder as necessary</p> |
|--|--|--|---|---|

| 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: |
| Improve progress and achievement of all pupils in PE by increasing staff knowledge, skills and confidence | <ul style="list-style-type: none"> -Planning provided for all staff from previous sport's specialist that includes ways to support and challenge all learners. -Gymnastics and dance planning sourced from local sport's specialist for staff to adapt. -CPD for PE Lead through PE Networks through Nottingham Schools Trust | £ | <p>Increased staff confidence in delivery in PE as comprehensive planning provided as a starting point.</p> <p>New PE Lead aware of any new developments and initiatives as well as any relevant risk assessments.</p> | <p>Review staff delivery of taught PE lessons – PE Lead</p> <p>Newly appointed sport's specialist to teach alongside staff through modelling, coaching and team-teaching to improve staff knowledge, skills and confidence.</p> <p>Staff questionnaire to be completed so support can be tailored to each need</p> |

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| | | | | Continuation of attendance at PE networks for CPD for PE Lead/sport's specialist |
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| 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: |
| Increase the range of activities offered outside of the curriculum to increase pupil participation and engagement | <p>Develop new links with outside providers to offer new clubs for the children to access: Karate, dance, urban hockey</p> <p>Residential in Y2, Y4 and Y6 offering physical activities including archery, rock climbing, canoeing etc.</p> <p>Variety of PE equipment purchased to broaden range of activities at playtimes</p> <p>Deliver Sports Day for all children</p> | £ | <p>New clubs oversubscribed. 65 children attended the new clubs. Feedback from the pupils was that they enjoyed the sessions.</p> <p>Positive feedback from pupils where some experienced activities they had not completed before</p> <p>See key indicator 2</p> <p>See key indicator 2</p> | <p>Research into introducing Bikeability scheme into year 6</p> <p>Research into each year group providing sporting opportunities for all year groups to attend in curriculum time</p> <p>Organise a whole school healthy week to introduce children to new sports, develop links to local clubs and to include sporting role models to share their stories</p> |

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| Key indicator 5: Increased participation in competitive sport | Percentage of total allocation: |
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| 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: |
| Introduce additional, inclusive competitive sporting opportunities for all children to participate | <p>Re-join football league for boys football and compete in competitive matches</p> <p>All children to complete 'sheriff's challenge' and run the daily mile three times a week</p> <p>Further develop weekly personal best challenges at lunchtimes, led by the sports ambassadors, to promote perseverance and improvement</p> | £ | <p>See key indicator 2</p> <p>See key indicator 1</p> <p>See key indicator 2</p> | <p>Introduce a half-termly award in Sheriff's Challenge for most improved class and most laps completed overall to promote awarding perseverance and resilience.</p> <p>Newly appointed sport's specialist to reintroduce sporting competitions through family of local schools and Nottingham Schools Trust</p> |

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| Signed off by | |
| Head Teacher: | Natasha Kelly |
| Date: | |
| Subject Leader: | Coleen Broderick/Amy Bowyer |
| Date: | |
| Governor: | |
| Date: | |