

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 2023

Commissioned by



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 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 | £17,610 |
| How much do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,680 |
| Total amount of funding for 2022/23. To be spend and reported on by 31 st July 2023. | £17,680 |

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. 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> | |
| 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 | 44% |
| 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 | 62% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 87% |
| 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: | 2022/2023 | Total fund allocated: | £17,680 | Date Updated: | 18.7.23 |
|--|--|------------------------------|---|---|---|
| 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: 83.5% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: | |
| 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?: | |
| To encourage children to engage in meaningful lunchtime play and activity. | Provide sustainable, durable equipment for use at lunchtime to facilitate play for children on the field and playground across all phases. | £14,753 | Children are actively engaged in meaningful activities during free play at break/lunch time, facilitated by the use of appropriate equipment. | To continue to update PE equipment, ensuring that it is relevant and accessible to all children, for lessons and freetime (break/lunches). | |
| To provide high quality additional PE sessions. | Lunchtime supervisors receive CPD from our PE subject leader to help them keep children active at lunchtime. Sports coaches to work with PE subject leader to ensure NC expectations are being met across the school. | | | Children receive high quality PE lessons (2 hours a week) from our external provider. National Curriculum objectives are being taught. | Continue to work with PE provider to ensure NC objectives are taught and lessons are of high quality. |

| Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: |
|---|---|---|--|
| | | | 1% |
| 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?: |
| To raise the profile of Physical Education for all children in school. | <p>Work with external provider to increase PE profile – observations, action plan, pupil voice.</p> <p>All children to receive 2hours of PE a week provided by external provider.</p> | <p>(External PE provider costs)</p> <p>£165</p> | <p>Children have engaged in break/lunchtime activities as well and have accessible equipment to use.</p> <p>All children receive 2hours of PE a week provided by external provider.</p> |
| | | | <p>Sustainability and suggested next steps:</p> <p>Revisit with support staff – break and lunchtimes (zones on the playground and what these look like).</p> <p>Model structured play to support staff and children.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: |
|---|--|--------------------|---|
| | | | 3.5% |
| 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?: |
| <p>To provide staff with training opportunities.</p> <p>Raise the quality of PE and school sport by catering for children's interests across creativity and personal skills through movement.</p> <p>To involve school support staff in PE lessons and increase their knowledge of how to support in lessons.</p> | <p>Carry out lesson observations and develop an action plans working with our external PE provider.</p> <p>Provide CPD for support staff.</p> <p>PE provider to work with support staff during lessons.</p> <p>PE provider to provide support staff with planning prior to the lesson.</p> | £636 | <p>Staff and children have an understanding of the importance of sport and what it can offer – linking to a healthy, balanced lifestyle.</p> <p>Discussions inform us that pupils enjoy P.E and appreciate the staff supporting in lessons.</p> |
| | | | <p>Sustainability and suggested next steps:</p> <p>To revisit use of support staff in PE lessons and their knowledge – further support they feel is needed.</p> <p>PE provider to ensure planning is given to support staff prior to the PE lesson.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | Percentage of total allocation: |
|---|--|--------------------|--|
| | | | 12% |
| 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?: |
| <p>To ensure that equipment is updated to provide the best experiences for children to participate in a range of activities, both curricular and extra-curricular.</p> <p>To ensure that all children enjoy some form of sport or physical activity.</p> <p>To increase percentage of Year 6s successful swimming 25m.</p> <p>For Years 5&6 to partake in Bikeability</p> | <p>Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity.</p> <p>Clubs including multi-skills, football, rounders, netball running are all on offer to children.</p> <p>Years 3,4,5&6 attend swimming lessons across the academic year.</p> <p>Organise Bikeability for summer term.</p> | <p>£2126</p> | <p>Children access high quality equipment to facilitate progress and enjoyment within PE, allowing the enhancement of skills in a broad range of sports.</p> <p>44% of children are swimming 25m by the end of year 6.</p> <p>Children have learnt cycling and road safety skills.</p> |
| | | | <p>Sustainability and suggested next steps:</p> <p>Continue carrying out inventories, to ensure that PE equipment is accessible for all and fit for purpose.</p> <p>Increase extra-curricular club opportunities.</p> <p>Train at least one member of staff in the 'Support Teacher of School Swimming' qualification.</p> <p>Ensure PP children are taking part.</p> <p>Rebook for 2023-2024.</p> |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|---|--|---|---|
| | | | 0% |
| 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: |
| Creation of inter school competitions across GGA. | Offering each child the opportunity to play a variety of sports at a competitive level. Working with external professionals to organise competitive level sports. | £0 (as part of PE support from external PE provider). | Every child across the school has participated in competitions within their class PE lessons, and so has had the opportunity to compete. To now implement across the school via house competitions, not just in-class. Investigate other local schools (possibly secondary schools too) in order to take part in local intra school competitions. |

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| Signed off by | |
| Head Teacher: | Emma Killick |
| Date: | July 2023 |
| Subject Leader: | Elle Brown |
| Date: | July 2023 |
| Governor: | |
| Date: | |

