

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£56.28
How much (if any) do you intend to carry over from this total fund into 2022/23?	£56.28
Total amount allocated for 2022/23	£18,060.00
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18,116.28
Total Spent for 2022/23	£10,578.05

## 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?

90%

**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 2023.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

90%

Please see note above

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

88%

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?

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:		Date Updated:	
<b>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</b>					Percentage of total allocation: 9.6%
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:
<ul style="list-style-type: none"> <li>To continue to implement a whole school approach to active lessons including the Daily Mile initiative, brain breaks and ensuring children aren't inactive for long periods of time to further increase pupils daily physical activity.</li> <li>To continue to provide the opportunity for children to participate in more structured physical activity as well as free play during break and lunchtimes within the playground and sports crew members to deliver challenges and activities</li> <li>Promote active travel to school</li> </ul>	<ul style="list-style-type: none"> <li>All teacher and staff working with children to implement daily boost activities through out the day to ensure children are active. Activities to start the lessons to engage the children and ensure they are alert and attentive.</li> <li>CPD for staff with outside providers and by PE coordinator to ensure staff are given new initiatives to implement in their class and have the knowledge to why regular activity in their classrooms will help improve children's physical and mental health.</li> <li>Take part in active travel weeks with the local area and promote with parents.</li> </ul>	£1750	<ul style="list-style-type: none"> <li>All children across school taking part in daily boost activities. All staff actively engaged in implementing daily boosts.</li> <li>Sports crew have delivered their own activities that they created and helped to deliver competition and activities at lunchtimes.</li> <li>Pupils were parking further away who live in different villages so they can walk a small part to school instead of being dropped off at the gates and children who live in the village were making more of an effort to walk or cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain high level of activity across the school day.</li> <li>Maintain a variety of KS1 and KS2 centered activities and break and lunchtimes and use local providers to keep children excited and interested in different activities.</li> </ul>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• A wider range of after school activities offered to increase the engagement and profile of sport and physical activity across the school.</li> <li>• To continue the development of a school sports crew group to provide activities and challenges during break lunch time and help engage all pupils in the uptake of school games competitions.</li> <li>• To build on raising the profile of PESSPA across the whole school with initiatives being implemented by all staff for example Daily Mile, Daily Boost initiatives and challenges and whole school fun runs.</li> <li>• Character trophies to be given out in assembly to celebrate school values through physical activity at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• PE coordinator contacted club links providers and booked specialist coaches as well as staff for the delivery of a wide range of activities to be delivered during school PE lessons and after school clubs.</li> <li>• Pupils to be selected from current year 5/6 cohort to be part of the Sports crew leadership team. PE specialist to provide training to the pupils and support in their delivery of lunchtime activities and competitions</li> <li>• Sports crew board to contain sports team photos, personal challenge scores and competition winners work</li> </ul>	<p>£2360 – transport costs</p> <p>£ 500 kits</p>	<ul style="list-style-type: none"> <li>• 6- week block of clubs for years 2 – 6 to help aid transition and introduce children to a variety of sports and coaches in the local area. From this, children have signed up to different clubs in the local area that they wouldn't have previously considered.</li> <li>• Children in the Sports Crew feel confident to deliver sessions to their peers and take pride in raising the profile of physical activity within the school</li> <li>• Children felt pride in earning trophies in various whole school activities throughout the year and look forward to challenging themselves in a range of different activities in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to evaluate new ideas and keep updating activities so children stay engaged and enthusiastic.</li> <li>• Regular CPD for staff with new ideas to promote PESSPA across all subjects.</li> <li>• Roll out the new children's PE sports kits for competitions.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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:
<ul style="list-style-type: none"> <li>To continue the development of resources and lesson plans using GETSET4PE scheme to support delivery and increase staff knowledge</li> <li>To continue the CPD of school staff to support delivery and confidence and increase opportunities for children</li> </ul>	<ul style="list-style-type: none"> <li>Staff members to attend CPD throughout the year delivered via the SSPAN.</li> <li>Curriculum and assessment revision to be carried out by PE coordinator.</li> <li>Audit of resources to match curriculum planning and be good quality resources to help improve teaching and learning</li> </ul>	<p>£1750 as part of previous years package</p> <p>£4568.05</p>	<ul style="list-style-type: none"> <li>Staff gaining confidence in delivering a structure scheme for PE.</li> <li>Children are being taught two hours of high- quality PE a week.</li> <li>As a school we now have staff trained to deliver forest school sessions across the school to all children and an area that is beginning to provide different opportunities and activities during the forest school sessions.</li> <li>PE specialist has provided training in activity areas such as dance. This training has helped support staff in the delivery of these activity areas and increased their confidence to deliver a high quality PE lesson</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use Get set 4 PE across the whole school and provide CPD too.</li> <li>Use PE specialist to upskill staff only when necessary. For example; new staff or a new initiative.</li> <li>Implement new sports into the curriculum.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• To access a wide range of sporting activities as part of school team in <b>interschool</b> competitions.</li> <li>• To access a wide range of sporting activities as part of school team in <b>intra- school</b> competitions.</li> <li>• A wider range of after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity and to continue to rebuild the club links in the community.</li> <li>• Ensure all children are achieving 25m in swimming by the end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>• PE coordinator to coordinate with school games organizer and implement the requirements for children to access different sporting competitions.</li> <li>• PE coordinator to work with Sports Crew Leaders to deliver different sporting competitions and activities across the school.</li> <li>• PE coordinator to liaise with local providers to ensure a range of activities are on offer for all children.</li> <li>• Provide extra swimming sessions for those who have had lessons within the school but still for various reasons are not making progress.</li> </ul>	£1400	<ul style="list-style-type: none"> <li>• Children across all ages have been able to access a range of different sports competitions, festivals and taster sessions.</li> <li>• Intra-school competitions now set up across the school and delivered by a range of sports leaders. Competition include athletics, dodgeball, football, table tennis, basketball.</li> <li>• Raised profile of PE and competitions throughout the school. Higher uptake of pupils in sporting competitions</li> <li>• Feedback from student voice is very positive from pupils about the variety of activities being delivered during their PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to access sports calendar and coordinate with the school games organizer.</li> <li>• Continual review of activities available to children and purchase any new equipment when necessary. PE coordinator to engage staff with new CPD on offer and take advantage of different buy in schemes available.</li> <li>• PE coordinator to engage staff with new CPD on offer</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%
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:
<ul style="list-style-type: none"> <li>To attend at least 70% of Melton and Belvoir School Sport Partnership events/competitions.</li> <li>To offer more competitive sport opportunities during lunchtimes and after school.</li> </ul>	<ul style="list-style-type: none"> <li>Sports crew leader training was implemented for 40 year 5 and 6 children and have worked to deliver a range of activities across the school.</li> <li>Set up different afterschool clubs to encourage participations</li> </ul>	£ 1750 (part of previous year's 3 year package)  £2,360 – transports costs	<ul style="list-style-type: none"> <li>Children have benefited from attending a range of sports competition and have raised the profile of the school with their success.</li> <li>Positive feedback from pupils via student voice on the number and variety of competitive sporting opportunities that are available to all pupils on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>Review children's participation in competitive sport throughout the year and be mindful to engage children who have not participated in competitive sport.</li> <li>CPD for lunch time staff so they are confident at organising and supporting competitive sporting opportunities for children at lunchtime by the sports crew leaders.</li> <li>Link up with local schools to provide transport to different events in order to minimize costs</li> </ul>

Signed off by	
Head Teacher:	E Barker
Date:	31 <sup>st</sup> July
Subject Leader:	Chris Andrews
Date:	31 <sup>st</sup> July 2023