

# 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	£19,520
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	<b>£19 840</b>
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	<b>£19 840 (actual spent £20 736)</b>

## 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><b>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</b></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><b>N.B.</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>	68%
<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>	55%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	7%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b> Planned spend for July 2023 however pool refurbishment incomplete

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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: £19 840		Date Updated: 05/07/2023	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation: 43%
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?:		
For children to be exposed to a variety of ways in which they can keep fit.	Run a CPD Skip2bfit workshop and purchase Skip2bfit skipping ropes for children to use during Skip2bfit activities. Use Skip2bfit as part of a school wide activity during lunchtimes to give all children opportunity to undertake 30 minutes of physical activity a day.	£600	Children are now more engaged with keeping fit and are inspired to exercise 30 minutes a day. There is a big uptake of children who take part in the daily mile at break times with an adult and a big proportion of the children take part in Skip2bfit activities during lunchtime. Children regularly ask to take the skipping ropes outside as they are determined to complete more skips and improve on their last score.	School wide use of Skip2bfit on a regular basis and as learning breaks.  Employ a level 4 sports apprentice which will provide more support and expertise during PE lessons for staff and for the children. Schedule clubs run by the apprentice to allow for a wider range of clubs to take place and this will give more children access to a club.	
To encourage children to travel to school in ways that support them being physically active at the start of the day.	Children in year 2 to take part in Scooterbility.	£0	Children in year 2 took part in Scooterbility to encourage more movement/exercise when travelling to school and build up their confidence. Travel survey suggests that majority of the school walk, bike or scoot to school.	Arrange Bikeability/scooterbility for other year groups to promote safe cycling/scooting and to provide children with confidence.	
PE apprentice to support the running of playground activity leaders to ensure children have a variety of sports/activities to do during lunchtimes.	Appointment of PE apprentice and ensure availability to work in play scheme, breakfast club and after school club to support physical activities during this time. Clear timetable for playground activity leaders to ensure the offering of a range of sports during lunchtimes	£7760	PE apprentice appointed and she supported PALs in running a basketball club that enabled children across KS1 and KS2 to try a new sport. Having an extra adult to support at lunchtimes ensured that there was more equipment out that the children learned how to use	Continue running lunchtime activities with the support of a level 4 sports coach.	

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			safely. PE apprentice ran sports games during the time she worked in extended services which provided children with more opportunity for physical activity.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 13%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Develop the outdoor area in early years foundation stage to support physical development and gross motor skills.	Buy new climbing frame structure for early years playground.	£2700	59 out of 60 children achieved the early learning goal for physical development. Children in reception and nursery are confident in key skills needed to support their physical development in balance, coordination and agility.	To continue use of outdoor space to support children's early physical development.
Teachers to find opportunities for physical activity for all learners throughout the day, not just in PE lessons. Teachers to embed physical activity as an integral part of the learners' daily routine.	Climbing frame structures to be used regularly during playtime and lunchtimes to support learners from across the school with their aerobic abilities, motor skills, physical development and build on their muscle strength.	£0	Children across the school have access to two climbing frames during playtimes and lunchtimes which is supervised by staff. Children across all year groups play on both structures regularly. Daily guided lunchtime sports games are available for all children to take part in.	To develop a timetable for children to use the play structure to ensure fair access for all children. To continue to run daily guided sports games for children during lunchtimes.
Share PE curriculum intent with staff and Howe Dell community to promote physical literacy.	Write PE curriculum intent and share this on the website.	£0	PE is gaining a higher profile across the school and the intent for PE is clear for all members of staff. The intent is shown on the website.	Ensure new staff read the PE curriculum intent and aim to deliver PE in this way.
Share sports and PE achievements within the school.	Share children's sporting achievements in school celebration assemblies and newsletters. Create a display board and use this to celebrate the success in sporting events and School Games sporting values can be displayed.	£0	Children who has taken part in football matches, district sport and cricket events have been celebrated in assemblies and in the newsletter. Children have also shared their successes outside of school in assemblies and shown their sport on stage for the school to watch.	Continue celebrating children's sporting achievements on display board, assemblies and newsletters.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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 teachers understand the skills that they are teaching to the children during PE lessons.	Teacher to use Get Set PE when they are teaching PE. Create progression of skills map across the school so teachers can see how skills are transferable between various PE units and across EYFS, KS1 and KS2. Link this to Get Set PE progression of skills map.	£650	Teachers are clear about the progression of skills across the school and how they link across the various PE units. Staff have visited early years to see how physical development happens in the early years foundation stage. Children receive a broad range of physical activity through the curriculum, with staff more confident in the delivery of PE.	Hold more training/INSET days to instill confidence in staff when teaching specific PE units. Monitor the teaching of PE lessons across the school.
For expectations of the teaching and learning of PE to be clear to members of staff, pupils and parents.	Write/update PE Policy so expectations of staff and pupils are clear when teaching and taking part in PE lessons.	Leadership release time	Teachers and parents/carers are clear on the expectations of the teaching PE across the school.	Update and review the policy.
Staff to develop their skills and knowledge of teaching PE.	Onslow Partnership to continue- PE coach teaches alongside teachers once a week to deliver PE lessons across the school. Hold gymnastics workshop for staff across the school to boost confidence in specialist units.	£3000	Teachers are team teaching with Onslow PE coach and becoming more confident in teaching PE. There was a good amount of staff that attended the gymnastics workshop which increased confidence in teaching this unit. One class also took part in the workshop and it was beneficial for teachers to see how to interact and support the children during these lessons.	Continue effective partnership with Onslow and continue team teaching PE lessons. Use team teaching with sports apprentice to increase subject knowledge during PE lessons for both the teacher and the sports apprentice.

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?:	Sustainability and suggested next steps:
Children to have access to a broader range of clubs after school.	Organise a badminton club with Badminton Sports Coach. Target this towards vulnerable children and subsidize this. Dance club to be undertaken and clubs run by Onslow Sports contact.	£300	Badminton club run by England Badminton Coach for the Spring Term. 10 children across year 3 and year 4 took part and some of these children decided to take part in his club outside of school and competed in an event outside of school. Children in year 1, 2 and 3 attended dance club for the year which has increased their confidence. Children in year 5 and 6 took part in football, tag rugby and athletics club. Children have increased confidence and have been able to find a sport that they are engaged in and suits their ability.	Level 4 sports apprentice to run clubs to increase offer of sports clubs within and across the school. To run sports clubs during lunchtime or before school to increase participation and allow more children the opportunity to attend due to timings being more effective.
For swimming to be an embedded part of the curriculum.	Fully subsidize swimming for vulnerable learners. Provide top up swimming for year 6s before they leave school.	£1600	Children in year 3 have been swimming for 2 terms and 50% of these children are now confident swimmers. Year 5 went swimming in the autumn term. All children, including vulnerable learners, took part each week.	Children in year 3, year 5 and year 6 to be offered swimming this year. Subsidize vulnerable learners.
Have a wider range of resources so that children have access to a well-equipped and engaging PE curriculum.	Take an inventory of PE equipment and restock what is needed.	£500	Equipment was replenished and children have access to items needed for all PE lessons which reduces sharing and increases participation. Children have access to a range of equipment during playtimes and lunchtimes which is also used by PALS to run effective clubs for	Ensure use of gymnastics equipment is being used effectively.

Sports day to include a range of sporting activities.	Organise a sports day with a variety of different events to ensure all children can try a range of sporting activities.		children across the school.  The children were fully engaged during sports day and had 20 minutes each in 6 different activities. There was a range of sporting events for the children to take part in which enabled various skills and techniques to be used. Children had the opportunity to practice these events.	Annual event to be added into the diary.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Laise with the School Games coordinator to establish upcoming events and aim to represent Howe Dell at these events.	Coordinate going to sporting events across the year and placing these in the calendar. Put in fixtures for the football team's matches. PE release time to ensure this organisation and attendance for events.	£2632	Children in year 5 and year 6 were in the boys and girls football league and attended matches throughout the year. Children were proud to be part of the football team and regularly took part in training. Children in year 5 and 6 were part of a cricket tournament. They were celebrated in assembly and in the newsletter and showed excellent sportsmanship and competitiveness. Children across KS2 took part in District Athletics and came 5 <sup>th</sup> overall.	To use PPA member of staff to provide cover for PE coordinator to take children to more competitive events ensuring the inclusion of SEND in these events.
Children to take part in a range of sporting competitions with increased confidence.	Ask Onslow PE coach to support getting the children ready for the competitions by running sports clubs leading up to the event.	£3000 (see above)	Children took part in a cricket club, athletics club and football club to support them in getting ready for certain sporting events. This increased their confidence and allowed them to ask questions, understand the rules and have fun.	To use PE apprentice to support/run clubs in the lead up to competitive events to give the children more confidence when competing.

Increase parental engagement and sporting event attendance by asking parents/carers to take children to the events that are otherwise inaccessible.	Ask parents for support when sending out permission letters for children to attend sporting events. Encourage lift sharing so that more children have access to the events and can attend.	£0	There was a big show of support for the District Sports events and all of the children were able to attend. Parents were happy for the child to attend competitions so also took them to the cricket and football competitions throughout the year.	To make use of the Onslow Partnership by using their school mini bus to help get children to events.
Create a competitive Sports Day.	Organise children into teams named after athletes, score points to the winning team member and have a celebration of this in assembly and the newsletter.	£100	Children were extremely enthused to be taking part in sports day and showed excellent team spirit and sportsmanship. The parental engagement and feedback was excellent. Children raced in ability groups to ensure all children had a fair chance of winning and so they were not deterred by setbacks. Children participated in 6 different sporting events.	Organise a similar style of sports day. Give children opportunities throughout the year to engage in activities to promote the team spirit of their school team.

Signed off by	
Head Teacher:	Tracy Prickett
Date:	10/07/2023
Subject Leader:	Lois Lock
Date:	05/07/2023
Governor:	FGB meeting (all Govenors)
Date:	14/07/2023