

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	£19000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19000

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 practiced 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>	96%
<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>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<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>	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:		
<p>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</p>			Percentage of total allocation:	
			25%	
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>Ensure all PE provision and teaching reinforces Fundamental Movement Knowledge throughout the academy.</p> <p>Build upon an increased range of activities during break and lunchtimes. Alongside extensive provision of extra-curricular clubs which promotes exercise, physical health and fundamental movement knowledge.</p> <p>Increase brain breaks and team builders throughout the school day to promote both cognitive and bodily regulation within classrooms.</p>	<p>Staff training throughout the year on FMK and delivering PE journeys and POP tasks.</p> <p>Teaching and Learning Evaluation (Autumn Term) linked to previous CPD and staff development opportunities.</p> <p>Paired Team Teaching and lesson drop-ins to help upskill teachers, advance curriculum delivery and ensuring pupils are active and engaged throughout PE lessons and other areas of the curriculum.</p> <p>Develop more partnerships (Kickstarters, SSP and Climb4).</p>	£4750	<p>Teachers are delivering far more PE journeys and covering a wider range of the PE curriculum than previously taught with a growing subject knowledge and confidence (Teacher voice/T+L Evaluation).</p> <p>Pupils are seeing PE as a subject in which they learn and are taught, not just something they do (Pupil Voice/T+L Evaluation).</p> <p>More Partnerships are being developed to grow the schools extra-curricular and enrichment offer as well as promote more opportunities for continued physical engagement beyond school.</p>	<p>Continue building upon in-house CPD offer with E Lead Teacher.</p> <p>Increase paired teaching with teachers and PE Lead throughout the year to ensure effective and responsive teaching in PE lessons.</p> <p>Regular Pupil and Staff Voice exercises to respond to any concerns or queries in a expeditious fashion.</p> <p>Build upon initiated partnerships and develop throughout the next academic year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
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>Ensure PE curriculum is taught in a progressive manner across the academy with an emphasis on Fundamental Movement Knowledge and a deeper understanding of Knowledge Categories to build PE schema.</p> <p>Monitor use of Curriculum document with a focus upon modelling PE Journeys for staff and how to include relevant Fundamental Movement Knowledge linked to POP Tasks in CPD delivery.</p> <p>Further events to be attended in conjunction with the SSP.</p>	<p>Conduct a full Teaching and Learning Evaluation of PE provision based on CPD and curriculum intent.</p> <p>Further CPD opportunities and staff training (external and internal) offered to raise standard of teaching and develop subject knowledge.</p> <p>Regular planning meetings taken up by staff with PE Lead teacher.</p> <p>Partnership with AfPE to ensure latest research informs practice. More events across school taking place linked to PE and Physical Health.</p>	£3950	<p>All teachers can now articulate the process of a PE journey and this is something echoed by the children as they recall what movements, tactics, practices and outcomes they have worked upon and improved on throughout the year (T+L Evaluation).</p> <p>All teachers have taken part in either internal/external CPD opportunities ran by the PE Lead or in conjunction with the local SSP. Teaching confidence has improved as has teachers' assessment of PE.</p> <p>Increased attendance at local events.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to push PE subject knowledge and teaching effectiveness within the curriculum through the Physical Health School Improvement Team.</p> <p>Membership to SSP/AfPE to be renewed and further opportunities to staff (CPD) and pupils (Events and clubs) to be offered.</p> <p>PE Lead Teacher to review the Government's new Sport and Physical Activity Action Plan.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

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what they need to learn and to consolidate through practice:			changed?	
All staff to receive training and further development on PE journeys, Knowledge Categories, Fundamental Movement Knowledge and POP Tasks. Staff to receive additional support on brain breaks, Travel Tracker, Daily Mile, Active Playtime Games and Ideas as well as in class BUSS interventions. Additional training for staff from external sources (AfPE/SSP) and bespoke PE Journey and Assessment support from PE Team and Lead Teacher. BUSS Supervision to be offered to staff with the responsibility of the delivery of BUSS sessions to target families.	Research PE CPD and practice further. Develop a CPD Plan and deliver year round CPD for staff. Include external sources and expertise when necessary. Liaise with SSP, AfPE, NE Lincs Council and wider professionals to understand the variety of different initiatives available to develop staff. Support staff and highlight further actions through check-ins and staff voice activities. Arrange further training and support from BUSS and Sarah Lloyd. Partner with YA Care Team Lead and organise Supervision of BUSS.	£2900	Through our partnerships all staff have been upskilled in PE teaching and subject knowledge of physical movement and health. Specifically, within the relationship to our wider school curriculum and teaching pedagogies. Membership with an increasing variety of organisations and partners have further helped us develop our offer and inform our practice with evidence and the latest research from the field of PESS. Many children have benefited directly from BUSS interventions and all staff utilise the underpinning principles of BUSS in classrooms and lessons.	Build upon our staff's subject knowledge and growing confidence with more staff led staff meetings and guided lessons (sharing of best practice). Renew all memberships and consolidate mutually beneficial partnerships to help maintain our current PE offer. Discuss with staff the continued delivery of BUSS interventions to pupils and families and revisit how we can further embed those principles into the PE curriculum and teaching practice.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Extra-curricular clubs to provide a wide range of opportunities to all pupils.</p> <p>Additional achievements:</p> <ul style="list-style-type: none"> - Bikeability provision - Provide additional EYF resources for staff as well as internal training - Forest Schools provision - Empathy Heroes and Young Leaders - Active Play Ground Game of the Month - Skipping and Dance Festival (Annie Club and YA Skippers) - KS2 Get Glowing Participation <p>Sports Days and Physical Activity Week to promote and inform range of different sports and activities.</p>	<p>Develop Club offer through Staff and Pupil Voice. Purchase additional resources required to deliver a wider range of provision</p> <p>Timetable of clubs to ensure resources, spaces and staffing are able to maximise provision.</p> <p>Book Bikeability with SSP.</p> <p>Letter and information provided to both parents and participants.</p> <p>Forest School resources to be provided (additional).</p> <p>Active Play times and game usage monitored throughout each term.</p>	<p>£3350</p>	<p>This year we have seen pupils from YA attend an increased amount of clubs and internal/external events.</p> <p>Active playtimes have seen more adult and child lead games and alongside our Glo-mocracy councilors we have added additional equipment to the playgrounds for active play to occur (Pupil Voice).</p> <p>All phases of the academy from nursery to KS2 facilitated a series of Sports Days in which Y6 were also Sports Leaders.</p>	<p>Build upon our increasing extra-curricular and enrichment offer next year by altering the way we deliver the provision and communicate it to families.</p> <p>Sports Days to be adjusted slightly to offer increased opportunities to pupils and their families during said events.</p> <p>Ensure more external and internal events are held, including a girls' football team.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 21%
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>PE Lead to deliver a variety of sessions to support staff in understanding how to effectively use different equipment and pedagogy approaches when teaching a range of areas from across the PE curriculum.</p> <p>Additional staff voice and check-in meetings related to PE Journeys and wider CPD and how it relates to different sports, games and physical activities. Thus ensuring coverage of a wide range of opportunities.</p> <p>Purchase of equipment to be present and available to use in school related to both break, lunch times and lesson physical activity provision.</p> <p>Create more opportunities and attend more SSP supported events to allow children interaction, competition and development of skills alongside other schools and pupils.</p>	<p>Develop Personal Challenge document and share with staff. Ensure challenges are attempted and understood by pupils. Provide opportunities during curriculum time and lunch breaks to complete individual challenges.</p> <p>Create staff voice questionnaires. Administer and analyse them reporting back to SLT and wider teaching teams. Analyse curriculum coverage documents to ensure opportunities are offered.</p> <p>Plan and deliver successful Sports Days across the whole academy. Participation, engagement and challenge are the main aims. Order and organise, then distribute across the academy and monitor effective usage while sharing best practice across teaching teams.</p>	<p>£3950</p>	<p>More internal events were held linked to personal challenges this year which was a developed part of the curriculum. Children regularly talked about improving and getting closer to their own PE targets.</p> <p>Sports days were well received and pupils and families talked about enjoying these events and wanting more opportunities to engage in these types of activities.</p> <p>All pupils and teachers have used a range of newly purchased equipment this year – covering a range of sports and physical activities.</p>	<p>Increase club offer and competitions and events attended by the children.</p> <p>Continue to resource the curriculum and other active opportunities effectively.</p> <p>Membership and partnership with a range of external organisations beyond the SSP to be pursued.</p>
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Signed off by	
Head Teacher:	Hannah Albery
Date:	21/07/2023
Subject Leader:	Alex Pickerden
Date:	21/07/2023
Governor:	Rebecca Freeman

Date:	21/07/2023
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