

# 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](http://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 31<sup>st</sup> 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	£19,010
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,660
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18,660

## 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>Yes- 39/40 Year 5 children took part in swimming lessons in Summer Term 2023.</p> <p>22 of those children were able to swim 25m in front crawl by the end of the course of swimming lessons, which is 56%, with around 11 children successfully swimming a variety of strokes.</p> <p>The 9 children who were not able to swim 25m successfully were predominantly non-swimmers to begin with and will take part in swimming lessons in Year 6 to develop ability and confidence.</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 2023. Please see note above</p>	<p>79%</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>28%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>85%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p><del>Yes</del>/No</p>

## 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><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:	
			16%	
Intent	Implementation	Funding allocate:	Impact	Sustainability and suggested next steps:
<p><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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>		<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	
<p>Use of sports coach at after school provision to allow for increase in physical activity offer, especially PPM children. Additional extra-curricular sports/dance club available 4 times a week (paid for by parents/funded for PPM not included within funding allocation)</p>	<p>Sports Coach employed after school 1 session per week – costs allocated 50/50 between PE and PPM funding (total cost £1,900)</p>	<p>£950</p>	<p>WRAP children seeing an increase in physical activity</p> <p>All pupils having opportunity to access sports/dance coach each term</p>	<p>Continue with sports provision for after school care</p> <p>Ensure continued variation of sports/dance clubs</p>
<p>LSA and Teachers to provide structured sports every day at lunchtime.</p>	<p>Structured play continued- including dodgeball/ football/ zumba/dance/cricket. Allocate 50% of costs of one dedicated LSA per day to plan and deliver</p>	<p>£1,710</p>	<p>Increased involvement of all pupils in physical activity at lunch and break and greater experience of different physical activities</p> <p>Leadership development and increased confidence amongst Play-leaders</p>	<p>Continue with structured play at lunchtimes</p>
<p>Additional sports equipment purchased for playtimes and lunchtimes. Introduction of Play-leaders from Year 6 to lead and supports pay activities with younger year groups during lunchtimes</p>	<p>Equipment to support aerobic activity and improve co-ordination and balance</p>	<p>£453</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: <b>70%</b>
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
PE taught x 2 per week and PE Deep Dive completed by PE Leader/ pupil voice.				Continue with PE lessons x 2 per week
Children to develop resilience and empathy- whole school PROUD principles through use of Commando Joe Character Development Programme- for all KS2 pupils (second year of this) also supports pupil wellbeing- uses physical activities to raise self-esteem and team work.	Commando Joe programme in place weekly for KS2	£10,998	Pupil voice/ staff feedback have seen levels of resilience improve/ more respectful team work and increase in sportsmanship	Continue with Commando Joe programme for second year.
Support being advocates for change through charity sponsored walk and sportsmanship focus at sports day			Increase in sportsmanship	
Active Travel & operation of school walk bus to increase activity, cut emissions and encourage community partnership	Staff time to organise and operate Walking Bus. Assume 50% of staff time is allocated to PE funding	£2,160	Up to 45 pupils participate each day. Total distance 0.75km	
Bikeability for Year 5 pupils- also linked to less emissions	Bikeability completed in June 2023 – staff time to manage			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>Upskill PE coordinator to share good practice with members of staff including teachers and LSAs.</p> <p>Through the use of external coaches, teachers are able to learn new teaching techniques and strategies to teach the skills required.</p>	<p>PE Leader attended a number of co-ordinator meetings with local sports partnership</p> <p>Bucks County Cricket Club representative took 3 sessions with Year 5/6 classes, with a focus on basic batting and bowling techniques. Teachers were present, to recognise strategies to teach the skills and suggestions on how to support and challenge pupils. The coach was also able to signpost pupils towards extra curricular opportunities, particularly girls.</p> <p>A coach from Great Brickhill Tennis Club took 6 sessions with Y5/6 as it was recognised that their tennis skills were not at the expected standard. Teachers and LSAs were present and were able to learn new teaching strategies for the elements of tennis and how to structure a lesson.</p> <p>PE Leader also completed an LTA course to provide support to other members of staff teaching the sport.</p>	<p>£600</p> <p>Free</p> <p>Funding allocated through LTA</p>	<p>PE Leader able to support staff with skills developed in PE teaching sessions at meetings and achieve Gold Schools Games Mark, through promoting positive activity levels in school.</p> <p>Clear PE progressive curriculum in place</p>	<p>Recognise areas where teachers have low confidence when teaching (potentially gymnastics/dance) and research suitable CPD in this area.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>Additional achievements: PPM funded places – netball and dance – financial contribution accounted for within PPM funding</p> <p>PPM funding Coach hire for local multi-skills festivals for Yr 2, Yr 4 and Yr 6 to enable participation for all</p> <p>Engaging girls in sport</p>	<p>All of Y2, majority of Y4 and all of Y6 were able to attend multi-skill festivals, allowing for all children, regardless of sporting background, to participate in sport.</p> <p>All girls participated in training session with MK Dons Women’s team with coach</p>	£795	<p>Increased numbers of pupils taking part in broader sports. e.g. 100% of Y6 took part in Y6 Transition games due to transport being provided</p> <p>Girls have more confidence when playing football and actively participate in lunchtime football, which had previously been predominantly boys.</p>	Continue to fund transport to attend wider sports events

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Continued membership of Sports Partnership and Festivals  Sports Day in school went ahead with inter school competition  Field 2 teams where possible to allow for participation as well as performance.	Attended range of sports festivals across KS2 including girls football, rounders and cricket  Ran school football team	£1600	Won Football League for inter school Y6 football Achieved first place in District Athletics Year 2 non-competitive football tournament completed and won fair-play award Ensured PPM/SEN involve in all festivals- see tracking document	Continue with sports partnership and continue to track that SEN and PPM also attend. Look at more KS1 Festivals this year

Signed off by	
Head Teacher:	Ruth Lewin
Date:	31.8.23
Subject Leader:	Ella Whitehead
Date:	31.8.23
Governor:	Marcus Feinhols
Date:	