

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 31st 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	£0
Total amount allocated for 2021/22	£14,690
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,531.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 16,531

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>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 2023.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes- Intensive catch -up sessions for Year 5 pupils.

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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: £16,531.00		Date Updated: 29/07/2023	
<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: %
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>To provide a greater number and frequency of clubs and opportunities, so that all children engage in a more active and healthier lifestyle.</p>	Offer sports clubs as extra-curricular items and encourage more children to try new / different sports.		£2,000	At least 3 clubs involving physical activity are offered per week from a variety of different providers including teaching staff and volunteers. An increased variety of chn have attended sporting events over the past year.	To ensure clubs are sustainable and accessible to all (think about free places for PP / low-income families). To engage parents in offering a healthier lifestyle.
To ensure that all children starting secondary school can confidently and safely ride a bike .	Bikeability / Cycle Velo		£150		To continue to offer this programme to children in Y5 and those in Y6 who have not met the requirements or have recently moved school. To introduce bikeability to KS1 children to start / emphasise the importance of participating in physical exercise.
To ensure we have all the equipment we need to offer a broad range of sports to all pupils.	Enough equipment to ensure maximum engagement. E.g. One ball between two as a maximum Specific balls for each sport Purchase of new Gymnastic equipment		£7,000	All pupils were given increased opportunity to participate fully in a greater variety of sports.	To continue to monitor and replenish sports equipment as and when needed. To ensure all pupils are shown how to use equipment correctly and safely.

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To give every child the opportunity to become a competent and confident swimmer by the end of Year 6.	Children who have not met the national swimming requirements are offered additional swimming lessons to ensure they reach their full potential before their primary years.	£850	See swimming data above.	To continue to offer this to children who have not met the national swimming requirements.
To provide our KS2 children with outdoor and adventurous activities.	Y5 / Y6 pupils spent two days walking, rock climbing and scrambling on the moor. Led by Encompass, skilled and experienced moor leaders. Y3 / Y4 pupils participated in watersport activity at Meeth Quarry led by Encompass.	£3000	A positive experience for all pupils involved. Many children and staff who attended provided positive feedback. Some children, especially those participating in the watersports commented on how they overcame their fears.	To book a similar programme for next year. Explore making links to other subjects e.g. geography.
To provide the opportunity for the whole school to participate in an adventurous outdoor activity together.	Raise the profile of physical education and outdoor activities for all children.	£1,031	Trip to Bear Trails, Cullompton. All pupils engaged well and provided positive feedback as did many parents / carers.	To explore something similar for the next academic year. To allow all pupils, across key stages to work together to promote physical exercise and team work skills.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
%

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:
Saints South West Coaches provide specialist coaching across a range of sports for all classes across the school. Teachers observe throughout the year as part of their PE CPD.	Discuss planning with teachers, create a PE overview of the sports to be taught throughout the year. To ensure a progression of skills supports the sports.	£5,000	Range of sports taught across the school. Feedback from Saint South West coaches and children. Staff observe and participate in high quality PE lessons and begin to apply skills learnt in their own PE lessons.	To continue to monitor the effectiveness of the coaches from Saint South West. To gauge feedback from children and staff regarding quality of provision.
To ensure all children can develop to their full potential -this includes SEND and Gifted and Talented children.	A range of opportunities for all children to develop their sporting potential. Involvement in competitions for SEND / Unseen children, support as required to	£1,000	Skill progression develop and used within PE lessons. All children have opportunities to compete in competitive & non-	Provide feedback on SEND / unseen children provided by OCRA. Continue to use OCRA to offer children the opportunity to compete.

	ensure SEND does not become a barrier. Opportunities for gifted and talented children to progress in PE.		competitive sports. Increased participation of SEND / unseen chn.	Continue to monitor implementation of PE.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	%

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?
Employed specialist PE teacher to deliver CPD to classroom teachers.	PE specialists (Saint South West coaches) visit school on a weekly basis to work with each class to offer CPD and quality first sports provision.	As Above	See above.
To develop outdoor learning / forest school provision for all pupils.	KS1 / EYFS pupils to participate in weekly forest school / outdoor learning sessions. KS2 pupils to participate in fortnightly forest school / outdoor learning sessions.		Positive feedback from parents / carers and children. Everyone enjoys the opportunity to learn outdoors.
Release time for PE leader for network meetings, planning and support.	PE lead and teaching staff kept abreast of local and national updates and local competitions. PE lead to work with other members of staff across the trust to explore / discuss ways of increasing confidence in delivering PE and sport.	£300	PE lead attended sessions led by DMAT PE lead, fed back appropriate information to rest of staff.
			Sustainability and suggested next steps:
			See above.
			To continue to offer forest school / outdoor learning to all pupils frequently. To explore how to further develop the provision on offer.
			To continue to explore ways to further develop the knowledge and skills of all staff. To explore making links with PE leads outside of the trust.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:

Intent	Implementation	Impact	
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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:
OCRA membership to provide various sporting festivals and sporting competitions across the school. To provide opportunities for all pupils to try new sports and activities, as well as building their passion for current sports and activities.	PE lead to liaise with OCRA to ensure full participation of events available. PE lead to ensure a variety of children across the school attend events, best suited to their level of need and ability. Greater variety of sports on offer during PE lessons. More clubs, led by a range of personnel including teaching staff, specialist sports coaches and volunteers. Trust led outdoor activities days.	£1,200 No funding implications	A greater variety of children have participated in a range of sporting events across the year. Children provide lots of positive feedback after attending events, leading to an increased number choosing to participate in sports they do not normally choose to do. Pupil feedback. Increased participation in clubs on offer.	To continue to access this opportunity. To explore making links with other schools / trusts to offer more sporting opportunities focused on non-competitive sports. Continue to offer. Begin to explore inter-house competitions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>OCRA membership (see above)</p>	<p>PE lead to liaise with OCRA to ensure full participation of events available. PE lead to ensure a variety of children across the school attend events, best suited to their level of need and ability.</p>	<p>£As.Above</p>	<p>A greater variety of children have participated in a range of sporting events across the year. Children provide lots of positive feedback after attending events, leading to an increased number choosing to participate in sports they do not normally choose to do.</p>	<p>To continue to access this opportunity.</p>
<p>Sports day to help cultivate sense of fun and enjoyment with competitive sport.</p>	<p>PE lead to work with sport volunteer (B Neale) to organise, plan and deliver a whole school sports day.</p>	<p>£ No funding implications</p>	<p>PE and sport volunteer organised a high-quality sports day, ensuring all pupils have the opportunity to develop and display their learnt skills.</p>	<p>Unfortunately, poor weather delayed the event to the beginning on Autumn Term 2023. Once this event has been held, PE lead to reflect and plan for next year's event.</p>

Signed off by	
Head Teacher:	C.Davies
Date:	31 st July 2023
Subject Leader:	G.Vallance
Date:	31 st July 2023
Governor:	D.Pestridge
Date:	11 th September 2023