

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	£17660 + £8584
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17660
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17660

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? 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. Please see note above	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

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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:	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:	
			4%	
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>Improvement in the physical, social, emotional and mental health and wellbeing of children</p> <p>To develop a positive interest and attitude towards physical activity.</p> <p>For children to choose to be active in their break times.</p> <p>PE equipment maintenance</p>	<p>Lunch time clubs for KS2 girls and boys</p> <p>Break and lunch time equipment.</p>	<p>£250</p> <p>Equipment</p> <p>£400</p>	<p>Lunch time clubs are in place x2 football. Girls are encouraged to participate and as such, their confidence has increased and there has been a greater uptake in girl's football.</p> <p>MDAs rota made for adult-led games which has increased participation in KS1 in physical activity at lunch times.</p> <p>New break and lunch time equipment meant that more children are interested in participating in physical activities.</p> <p>New playground climbing frame installation and new gym equipment have been a popular</p>	<p>Timetable the lunchtime club provision for next year. Aim to increase the amount of lunch time clubs on offer from 2 to 4.</p> <p>Timetabling of afterschool provision. Varying the physical activity on offer throughout the year.</p> <p>Development of sports teams- football, rounders, netball, hockey.</p>

			addition to our playground meaning that the younger children have climbing equipment that is suitable for their age and the older children have gym equipment to increase their physical exercise.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 43%
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>SEN children taking part in a daily exercise which forms part of the school routine and aims to reduce anxiety and stress.</p> <p>To engage all children in regular physical activity, including PE lessons, sports clubs, physical activities</p>	<p>SCS Gym trail sessions to be run weekly for children identified with gross and fine motor skills needs</p> <p>Gross motor Skills equipment</p> <p>SCS specialist sports coaches to work alongside teachers to upskill and strengthen teaching quality.</p>	<p>£7500 coaching</p> <p>£1000</p>	<p>Gym trial running all term. SEN children taking part to improve their fine and gross motor skills. Pupil progress in P.E. shows that they have improved their gross motor skills and fine motor skills have improved-this can be seen in their writing and ability to perform intricate tasks. Pupil perception show that they enjoy the sessions and can speak about how it has helped them to improve.</p> <p>SCS specialist sports coaches have been used to coach teachers (through observing lessons) and team-teaching. Coaches are providing a range of sports, including archery and boxing. Consequently,</p>	<p>Continued team teaching with specialist sports coaches for all teachers. This will move towards our school teachers leading more of the lesson and receiving feedback from the coaches. Where teachers are new to the school or are ECTs, specialist coaches will teaching more of the lesson with teachers observing and reflecting upon good practice before trying in own lessons.</p>

			monitoring shows improved teaching and learning of P.E.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
3%

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:
Get Set For PE objectives and planning scheme	<p>Clear plan on which year groups will be covering what sports. A progression of skills will take place throughout the school.</p> <p>Subject leader to attend training to explore ways to improve the quality of PE in the school in line with the PESSPA recommendations</p>	£550 curriculum planning subscription	<p>Teachers confident in using resources to plan and deliver their own lessons. These build upon the lessons provided by the specialist coaches. There is a varied scheme of work which ensures a breadth of curriculum.</p> <p>Resources give clarity in sequence of learning and progression of skills.</p> <p>Monitoring shows that plans are being used effectively and specialist coaches lessons support the implementation of the scheme of learning, building upon skills in logical and systematic way.</p> <p>Staff report that the scheme of learning and support from working with external providers has improved their own knowledge and confidence of the teaching of PE.</p>	<p>Staff to complete evaluation form at beginning and end of academic year.</p> <p>Subject leader to attend further training to explore the quality of PE in line with PESSPA recommendations.</p> <p>Continue to subscribe to PE scheme and continue to use specialist coaches to provide coaching for CPD of delivery of teaching and learning of PE.</p> <p>Ensure that new teachers have CPD PE scheme and are coached by</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
Additional achievements: Children have the opportunity to take part in new sports and participate in new competitions SCS to offer afterschool clubs	Archery Boxing Football Out & About club	£1000 £1971 £239	Children have been exposed to different sports and have greater confidence to try new skills. Boxing has increased girls confidence as well as improving children's self-control. Afterschool clubs on offer x2 per week.	Increase afterschool sports clubs and build a competitive sports team to represent school in leagues. Improve attendance at local competition by working with NWEESP.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27%
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 Coordinator to liaise with teachers and book children into local events.</p>	<p>PE Coordinator to keep a track of number of children taking part in competitive sports.</p> <ul style="list-style-type: none"> • PE Coordinator to attend meetings to keep up to date on North West Essex School Sports Partnership information. • Put all PE events onto school calendar so all school staff are aware of upcoming events. • PE coordinator to liaise with the office staff to organise transport. • PE coordinator to communicate with adults going to sporting events so they know the timings. 	<p>£750 sports partnership subscription</p>	<p>Children, from across year groups, have taken part in sporting fixtures this year. There have been for mixed genders and girls only to increase girls involvement in competitive sport. All-inclusive sporting events have been attended. Community bus was used to transport children which has meant that there has been more events attended this year. Some events attended include: boys football, girls football, mixed football and tag rugby (mixed gender).</p>	<p>NWESSP subscription will provide access to a broad range of sporting festivals and competitions for the academic year.</p> <p>Attend a number of competitions and festivals across key stages, sports and abilities.</p> <p>Maintain good links with local schools so friendly matches can take place.</p> <p>Teachers will have access to CPD to enable them to develop their skills across the subject.</p> <p>Improve opportunities for sporting fixtures for KS1 and SEN children.</p>
<p>Transport to Sporting Fixtures & lessons</p>	<p>3 Minibus per half term</p>	<p>£4000</p>		

Signed off by	
Head Teacher:	Mrs H Cagney
Date:	July 23
Subject Leader:	Mrs H Cagney
Date:	July 23
Governor:	
Date:	July 23