

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. **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 2022/23	£18128
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18128
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 18128

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	82%
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	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
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

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: 2023/24		Total fund allocated: £18128	Date Updated: July 2023	
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				Percentage of total allocation: 55% £10 000
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:
- To continue the activities for Active 30, to ensure pupils are active for at least 30 minutes every day. - Introduce OPAL play during break and lunch times to motivate pupils to be active during these times and to develop self and team skills and attributes. - Desired attitudes and behaviours, both learning and general, begin to be evident during play and lunch times with pupil leaders taking responsibility to ensure activities during these times are successful. - All staff to receive CPD on OPAL play to ensure maximum benefit for pupils. This includes building knowledge and confidence of how to give structured support and to guide pupils on identifying their next steps. - To continue to raise profile of the importance of healthy living with parents as well as pupils. - Explore and investigate benefits of a	- Use local area and parks for the physical activity sessions. Routes, times, challenges can be set for each session. - Act on pupil feedback from lunchtime clubs – successes and next steps. - Pupils will begin to naturally demonstrate their preferred intelligence and employ a variety of learning behaviours which they can recognise and articulate for themselves and to others and link these with previous learning from PE lessons. - MDMS understand how to successfully teach core skills. - Pupils are more involved in PE at lunchtimes and can shape the sessions. Creates a calmer lunchtime. - Pupils and parents to understand how a healthy lifestyle impacts all areas of life; wellbeing, fitness and academic achievement. This will be achieved through parent workshops,	£10 000	Years 1 – 6 have timetabled Active 30 activities which include using the facilities of the local area. These are now established. Pupil led clubs and play leader sessions are established which has seen more pupils engaged and active during break and lunch times, resulting in less incidents involving behaviour. The OPAL play project has begun and key staff and pupils have been involved in designing a programme and environment which will benefit our pupils. This work is ongoing. The CPD training of MDMS staff continues so that they understand	The use of outside agencies and their programmes will continue so that good practice is embedded and becomes second nature. CPD of staff, particularly MDMS must continue so that childrens' differing needs and learning styles are understood by all stakeholders. The profile of a healthy lifestyle continues to be a focus and the promotion of this must remain a priority.

healthy lifestyle including wellbeing, food and exercise and how this is beneficial not just to them as individuals but to society as a whole. In contrast, explore how detrimental it is without a healthy lifestyle.	newsletters and research information being shared.		the variety of needs of our pupils and the different ways they can engage them.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 23% £4200
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:
- To ensure planning and implementing outdoor learning is clear, targeted and recorded. - Staff complete CPD on observing and challenging pupils during outdoor learning sessions to ensure development and progress of skills are measurable. - To ensure that the curriculum offers pupils opportunities to develop core skills through expectations and the continued development of floor books to share good practice. - Pupil leadership roles: Forest Leaders for all year groups, Play leaders from Year 4 & 5 and Sports Captains from Year 6. - Through pupil leadership communication skills and active listening are practiced and honed. - Balanceability programme to be offered in EYFS and Key Stage 1.	- Use all staff to observe and evaluate learning during the lesson to aid assessment and future planning. - Outdoor learning sessions to be utilised fully by adopting a 'plan, do and review' style to encourage pupils to think critically. - Use of assessment to inform planning and adapt it where necessary to ensure teaching of core skills, audit of resources, audit of teacher knowledge, tracking of pupils, pupil involvement in assessing and evaluating core skills through self & peer assessment. Subject leader to monitor. - Pupil involvement in assessing their key skills and evidence is recorded. - Communication skills are continually practiced throughout the day in formal and informal situations, thus helping pupils to articulate their learning and next steps. - Structured programme that encourages the fundamental core	£4200	The planning and implementation of PE lessons and outdoor learning is now established. The use of floor books to evidence the learning, assessment and next steps are used by staff and pupils. Through clear communication and labelling of activities and behaviours pupils are beginning to identify and understand their strengths and weaknesses and apply this knowledge during self and peer assessment.	This will remain a focus to encourage all staff to be reflective in their practice, ensuring challenge and consolidation are offered between and during individual sessions.

	skills required not just for school but for an active lifestyle through to adulthood.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7% £1265
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:
- To continue to provide CPD opportunities for all staff members so that they feel confident in delivering a range of activities. - Staff's curriculum knowledge has developed and is applied, ensuring all children are appropriately challenged. - Staff are confident to develop pupil involvement during lessons so pupils can assess and evaluate core skills through self & peer assessment. - Relevant vocabulary and questions are planned for to challenge learning. Learning Behaviour and School Values vocabulary is integrated and regularly used in teaching and feedforward. - Teachers are thinking in a more cross curricular way to use PE as a vehicle for learning in other subjects. - Use of a variety of resources and teaching styles to accommodate different learning styles and	- Encourage all staff to be reflective in their practice, constantly evaluating and assessing their teaching and curriculum being offered. - Medium term plans indicate core skills and progression of skills and knowledge. - Planning for PE is blocked rather than weekly to ensure progression. - Use of a variety of resources and teaching styles to accommodate different learning styles and intelligences, such as; visual, auditory, technology etc. - Revisit and review previous learning and explain how new learning will build on these foundations at the start of each lesson. - Through feedforward and assessment pupils can identify	£1265	The use of planning documents and floor books have enabled staff to ensure relevant vocabulary and questions are incorporated into lessons. Revisiting, evaluating and recapping of previous learning helps pupils to understand and follow their learning journey which informs self and peer assessment. Oracy has been a focus this year with communication skills at the forefront. The use of pupil presentations and demonstrations have been an effective vehicle for this learning. Statements highlighted yellow have been introduced and are	Communication remains key to the development of pupils learning. Staff to continue to link learning cross circularly and to adopt a variety of teaching styles, using resources creatively and communicating the reasons for the learning / activity. This will help pupils lead their own learning and to become lifelong learners.

intelligences. • Pupils display key learning behaviours and can use them effectively ensuring that they are active learners who want to learn. • Pupils are able to communicate their thoughts, progress and next steps accurately and effectively. • Pupils' independent and teamwork skills are developed so that they demonstrate behaviours that they can use for lifelong learning to adopt a lifelong healthy lifestyle.	progress and suggest personal next step targets. • Floor books are completed. • Behaviour blueprint and clear guidelines are shared at the beginning of each lesson so that behaviour and attitudes become embedded and are applied automatically. • This must include an explanation of why and how behaviour influences everyone's safety. • Teachers are thinking in a more cross curricular way to use PE as a vehicle for learning in other subjects. • Use of a variety of resources and teaching styles to accommodate different learning styles and intelligences. • Learning behaviours are clearly evident during lessons and these are noted, labelled and shared with the class so that pupils begin to identify them in themselves and others. • Retrieval of previous learning and skills are threaded throughout the lesson with feedback so pupils begin to understand their learning journey. • Through feedforward and questioning pupils begin to recognise their development and		being used by staff and pupils. However, they need to be embedded so that the impact of this learning continues naturally away the specific lesson or activity and is implemented by pupils independently in a variety of situations.	These areas must continue to allow sufficient time for the learning and behaviours to be internalized.
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	achievements within a block of lessons. - Pupils begin to develop an awareness of how they learn best and take responsibility for their learning. - Support all staff with their offer and delivery of the PE curriculum and Physical Activity sessions. - Encourage all staff to be reflective in their practice, constantly evaluating and assessing their teaching and curriculum being offered.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9% £1600
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: Core physical activity in our school is a varied and broad offer, catering for the wide range of individual skills and preferences of our pupils. This is delivered through outdoor learning activities, including forest school inspired sessions, OPAL play, balanceability and after school enrichment sessions in addition to the PE National Curriculum.	- Enables targeted pupils to partake in sports based activities which they may otherwise have been unable to do. Increases interest in sport and a healthy lifestyle. Pupils can confidently swim 25 metres. - Increases interest in sport and a healthy lifestyle. - Up keep of equipment will enable school to provide a broad and balanced curriculum and after school	£1600	OPAL play, Early Excellence and Balanceability programmes have been introduced with resources purchased. This has allowed a variety of activities to be offered which cater for the differing needs of our pupils. These resources are used throughout the day during lessons and break times. As a result pupil engagement and involvement in physical activity	Continued effort must be made to develop relationships with organisations in our community and with our parents to educate and promote the benefits of being active.

- Ensure at least one offer during the enrichment hour is suitable, appropriate and beneficial for targeted pupils. - To continue to invest in PE equipment especially equipment and resources for OPAL play and Balanceability. - Festival of Sport day organised to introduce pupils to the wide variety of sports available. - Through the introduction, offer and experience of varied physical activities within the local area, pupils are aware of their individual preferences and therefore more likely to sustain physical activity and lead an active lifestyle.	- provision. - Parents invited to participate in Festival of Sport to share opportunities with pupils. - Invite local organisations in to offer taster sessions of a wide variety of activities available to pupils and their family.		has increased.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6% £1000
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:
- Sports Captains to organise inter-house events (4 events). - Individual achievements recognised. - To develop Healthy Schools Competition.	- Increases pupil motivation and develops their understanding of the need for a positive attitude towards sporting competitions. - Achievements of individual pupils are publicly recognised and celebrated to share knowledge and enthusiasm of competitive sport.	£1000	Individual achievements are always recognised and celebrated. Sharing knowledge of the sport or club and these achievements also helps to promote an active lifestyle.	Sports Captains are to organize competitions in term 6. Encouragement of good sportsmanship and positive attitudes remain a priority.

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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Michelle Minchin
Date:	20/07/2023
Governor:	
Date:	