

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,860
How much (if any) do you intend to carry over from this total fund into 2023/24? 2024/25	£0
Total amount allocated for 2023/24	£17,860
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£17,860

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 as best you can. 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>	94%
<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>	94%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	73%
<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>	Top-up swimming covered in CSSP membership

Created by:



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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: 2023/24		Total fund allocated: £17,860		Date Updated: 22.07.24	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 37%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
CPD offered to staff regularly during PE sessions by CT (CEPD) and PE lead to improve the quality of PE offered to the children	<ul style="list-style-type: none"> PE timetable produced. Ongoing support from CT and AB (CEPD) 		£6369.83	<ul style="list-style-type: none"> Learning walks show staff have a secure knowledge of how skills in each sport should progress. Knowledge and Skills document has been developed and shared with all staff. Assessment collected and children making more progress in PE lessons. Standards in PE are high and consistent across all sports. 	<ul style="list-style-type: none"> Teacher lesson observation of staff teaching PE conducted by CT and subject lead. Further training needed and any gaps in knowledge will be identified and specific CPD offered.
Swimming training for one member of teaching staff	<ul style="list-style-type: none"> Increase confidence teaching the swimming. Member of staff used to teach a group session for Years 6, 5 and 3. 		£230	<ul style="list-style-type: none"> Improved swimming sessions More specific swimming teaching with increased participation and activity within the lesson 	<ul style="list-style-type: none"> We will continue to train another member of staff next academic year. Trained members of staff will improve the quality of the swimming lessons for all KS2 pupils.

Key indicator 2: The engagement of all 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: 10%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
Increase pupil engagement through weekly enrichment session	<ul style="list-style-type: none"> • Tuesday session for each year group. • Timetabled SENs, Gifted and Talented and Less active sessions. 	£487.50	<ul style="list-style-type: none"> • Specific groups of children targeted. • Increased physical activity of SENs and less active children. • Increased enjoyment of physical activity. • Increased participation in festivals, clubs, competitions and events. 	<ul style="list-style-type: none"> • Track PP in these sessions and their opinion on PE and physical activity.
Dance celebration session for less active and Gifted and Talented pupils	<ul style="list-style-type: none"> • x2 sessions at the end of the academic year for less active and Gifted and Talent pupils 	£60	<ul style="list-style-type: none"> • Increased activity levels in specific groups of children. • Promote 60 active minutes 	<ul style="list-style-type: none"> • Organise regular dance showcases or school-wide performances to celebrate students' achievements and motivate continued participation. • Regularly collect feedback from students, parents, and teachers to understand the impact and areas for improvement. • Use surveys or focus groups to gauge interest in different dance styles or formats and adapt the program accordingly. • Create advanced workshops or mentorship

				opportunities for Gifted and Talented pupils to further hone their skills.
Sports Celebration Sessions	<ul style="list-style-type: none"> • Celebration of the sport. • Promoting 60 active minutes. • Engaging all pupils. • Promote healthy and active lifestyle. 	£297.50	<ul style="list-style-type: none"> • Increased activity levels in specific groups of children. • Promote 60 active minutes • Pupil voice shows an increased enjoyment in the subject. • Appreciation of a healthy and active lifestyle. 	<ul style="list-style-type: none"> • Increase the frequency and variety of sports celebration sessions to cater to a broader range of interests and abilities. • Introduce inclusive sports programs to engage students with different needs and backgrounds. • Host intra-school sports competitions to provide students with goals and opportunities to showcase their talents. • Collect feedback from students, parents, and staff to evaluate the impact of the sessions and identify areas for improvement.
Dance Celebration Sessions	<ul style="list-style-type: none"> • Celebration of the sport. • Promoting 60 active minutes. • Engaging all pupils. • Promote healthy and active lifestyle. 	£200	<ul style="list-style-type: none"> • Increased activity levels in specific groups of children. • Promote 60 active minutes • Pupil voice shows an increased enjoyment in the subject. • Appreciation of a healthy and active lifestyle. 	<ul style="list-style-type: none"> • Organise regular dance showcases or school-wide performances to celebrate students' achievements and motivate continued participation. • Regularly collect feedback from students, parents, and teachers to understand the impact and areas for improvement. • Use surveys or focus groups to gauge interest in

				<p>different dance styles or formats and adapt the program accordingly.</p> <ul style="list-style-type: none"> • Create advanced workshops or mentorship opportunities for Gifted and Talented pupils to further hone their skills.
Equipment for active breaks to support 'Sports Leaders'	<ul style="list-style-type: none"> • Equipment used for active breaks to be used effectively, monitored by 'Sports Leaders' and stored in specific area. 	£755.17	<ul style="list-style-type: none"> • Increased activity levels • Reduced behavior issues at break times. 	<ul style="list-style-type: none"> • Equipment used by all children. • Survey to ascertain any areas of development for 'Sports Leaders'

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Dance Specialist, AB (CEPD) to teach dance unit, whilst providing CPD for staff and to improve the profile of this physical activity.	<ul style="list-style-type: none"> • Dance provision ½ day per week. Working with each class throughout the year. • Staff CPD provided by AB (CPED) and PE lead. • AB (CEPD) to support school performances, incorporating a dance element 	£3,220	<ul style="list-style-type: none"> • High-quality dance support helped to enhance the quality of the performances. • Learning walks and monitoring of children's skills show that standards in dance have improved. 	

<p>Promote living a healthy and active life style through 'Health Week' activities.</p>	<ul style="list-style-type: none"> • Health week encompasses various elements of well-being, encompassing the care of emotional and mental health alongside physical health and the promotion of healthy eating habits. • Children completing activities that promote living a healthy and active lifestyle. • Basic first aid training provided by Mini First Aid 	<p>£620</p> <p>£325</p>	<ul style="list-style-type: none"> • Health week has been shown to boost physical fitness, nurtures well-being awareness, encourages healthy habits, gives basic first aid knowledge and supports mental health. • Pupil voice shows that the children found this week a positive experience and especially enjoyed the first aid training that they received. 	<ul style="list-style-type: none"> • Continue to offer this experience, refining and developing the experience offered to all children.
<p>Promote safe and healthy travel to school through 'Bike it Breakfast'</p>	<ul style="list-style-type: none"> • Children understanding the benefits of walking, scooting or biking to school. • Healthy breakfast options offered to all children and their families. 	<p>£60</p>	<ul style="list-style-type: none"> • This was a positive experience that was access by many members of the school community, including parents 	<ul style="list-style-type: none"> • Continue to offer this experience.
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>24%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>To rejoin CSSP to gain access to great sporting opportunities for all children</p>	<ul style="list-style-type: none"> • Sign up for CSSP membership and sign up for specific events throughout the year and across the Key Stages. • This subscription includes funding for 'Top-up Swimming' programme. 	<p>£600 £1,500 in total but shared half with Key Priority 5</p>	<ul style="list-style-type: none"> • Events attended with 146 (70%) different children taking part in a competition, event or festival. • Events entered for 'A' teams, 'B' teams, festivals, SEND events and 'Gifted and Talented' programme. 	<ul style="list-style-type: none"> • This membership is a yearly cost but also offers CPD to staff, utilized to upskill staff in a variety of sports. • A number of children have accessed sports they would not usually access and some have joined clubs outside of school based on this.
<p>Sports leaders training.</p>	<ul style="list-style-type: none"> • Create opportunities for Sports Leaders to work alongside experienced coaches during school events and sports days. • Allow Sports Leaders to plan and lead sports activities for younger students, providing them with real-world experience. • Organise mini-tournaments, sports days, and lunchtime clubs where Sports Leaders can take on active roles. 	<p>£150</p>	<ul style="list-style-type: none"> • Leadership Skills: Year 6 students develop essential leadership qualities such as communication, responsibility, teamwork, and problem-solving. • Confidence and Self-Esteem: Leading peers and younger students boosts their confidence and self-esteem, positively impacting their overall school experience. • Role Models: Sports Leaders serve as positive role models for their peers, promoting a culture of participation, respect, and sportsmanship. • Engagement: Younger students are more likely to participate in sports activities 	<ul style="list-style-type: none"> • Regular sports events and activities led by Sports Leaders contribute to a vibrant and active school environment.

			<ul style="list-style-type: none"> when led by enthusiastic and relatable older peers. Variety of Activities: Sports Leaders can introduce new and diverse sports activities, increasing overall student engagement in physical exercise. 	
Lunch time Sports Leader (CEPD)	<ul style="list-style-type: none"> A wider variety of lunch time activities offered to all pupil. 	£2745	<ul style="list-style-type: none"> Sports Leaders supported with further training. More children active at lunch times. Increasing the active minutes. 	<ul style="list-style-type: none"> This is ending and improvements have been made to the Sports Leaders programme.
To rejoin CSSA to gain access to great sporting opportunities for all children	<ul style="list-style-type: none"> Sign up for CSSA membership and register for football leagues, netball fixtures and rounders events. 	£112.50 £225 in total but shared half with Key Priority 5	<ul style="list-style-type: none"> CSSA joined. Events attended with 146 (70%) different children taking part in a competition, event or festival. 	<ul style="list-style-type: none"> Yearly membership. A number of children have accessed sports they would not usually access and some have joined clubs outside of school based on this.
To release PE team and other staff to attend a range of sports/activities with the children.	<ul style="list-style-type: none"> Sign up for a variety of events, encompassing a broad range of sports and activities. Timetable staff to be released to attend these events with children 	£765	<ul style="list-style-type: none"> 13 different events attended Staff has been efficiently deployed to contribute to the smooth execution of the event. 	<ul style="list-style-type: none"> The ongoing release of staff for these events persists due to the significant advantages in enhancing children's sporting exposure, enabling them to proudly represent the school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 rejoin CSSP to gain access to great sporting opportunities for all children	Sign up for CSSP membership and sign up for specific events throughout the year and across the Key Stages.	£750 £1,500 in total but shared half with Key Priority 5	<ul style="list-style-type: none"> Events attended with 146 (70%) different children taking part in a competition, event or festival. 	<ul style="list-style-type: none"> This membership is a yearly cost but also offers CPD to staff, utilized to upskill staff in a variety of sports. A number of children have accessed sports they would not usually access and some have joined clubs outside of school based on this.
To rejoin CSSA to gain access to great sporting opportunities for all children	Sign up for CSSA membership and register for football leagues, netball fixtures and rounders events.	£112.50 £225 in total but shared half with Key Priority 5	<ul style="list-style-type: none"> CSSA joined. Events attended with 146 (70%) different children taking part in a competition, event or festival. 	<ul style="list-style-type: none"> Yearly membership. A number of children have accessed sports they would not usually access and some have joined clubs outside of school based on this.

Signed off by	
Head Teacher:	T Rainford
Date:	22.07.24
Subject Leader:	M Hilsden

Date:	22.07.24
Governor:	A Killalee
Date:	22.07.24