

# 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 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 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	£17780
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17780
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£17780

## 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>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.</p> <p>Please see note above</p>	65%
<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>	65%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	62%
<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>	Yes✓/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: 2022/23	Total fund allocated:	Date Updated:		
<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			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:
<b>Provide opportunities for children to exercise at breakfast club (10-25 children) and at lunchtime – all pupils.</b> <b>Ensure 30 minutes of activity each day for every child at PHP.</b>	<b>Breakfast club to offer outdoor and indoor active experiences for all attendees.</b>	<b>£100</b>	<b>Observations and pupil voice demonstrate that children are active for 20 minutes before the school day.</b>	<b>Embedded and sustainable.</b> <b>Next steps: measure activity levels using pedometers.</b>
	<b>Improve provision of lunchtime active resources and zoning areas for a variety of activities and sports.</b>	<b>£500</b>	<b>Daily observations and pupil voice demonstrates that all children are active for at least 20 minutes during lunchtime.</b>	<b>Embedded and sustainable.</b> <b>Next steps: measure activity levels using pedometers to measure improvements over three terms.</b>
	<b>Children to take part in the lunchtime playmakers leadership program. Children will be trained by specialist coaches to deliver fun and engaging games during lunch times to other children.</b>		<b>Owen Gavin to train all children and staff to continue the scheme and will always be with the children at the lunchtimes the scheme takes place.</b>	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			57%	
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:
<b>Level 4 sports coach introduced to improve outcomes in PE/Games. Focus week 'Pool Hayes is Active' in July 2023. Raise profile of PE/Games/Active lifestyles</b>	<b>All classes complete two hours of PE lessons weekly.</b>  <b>Adding active elements across the curriculum to support other active clubs i.e. gardening club, Albion Ambassadors and further opportunities for children to attend after school active clubs.</b>	<b>£10,150</b>	<b>Observations and pupil interviews. Data analysis every half term to show comparison improvements from previous year.</b> <b>Positive feedback from staff and children – surveys demonstrate improved activity levels and attitudes to healthy, active lifestyles.</b>	<b>Embedded and sustainable. Next steps – using active principles across the curriculum with a focus on well-being (Striver</b>  <b>Focus week is sustainable – using different sport/activity themes annually.</b>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				32%
<b>Intent</b>	<b>Implementation</b>	<b>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:	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:
<b>Additional achievements:</b> <b>An improvement in the quality and diversity of physical activity equipment and areas in conjunction with SEND support and competition activities from The WBA Foundation.</b>	<b>Improve the range and quality of sports equipment.</b>  <b>Further build on curriculum skills (supporting CTs), supporting SEND children and providing them with competition opportunities.</b>	<b>£5592</b>	<b>Equipment will be acquired with a specific need in mind. Audits will inform which equipment is in need of updating.</b>  <b>Children will make good progress through the PE/Games curriculum evidenced via DCPro for each unit.</b>	<b>An improvement in the quality and diversity of physical activity equipment and quality first teaching will enable sustained permanent improvement of curriculum, playtime, lunch-time and after school opportunities.</b>  <b>WBA to continue to support</b>

				<b>UKS2 in 23/24.</b>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 0%
<b>Intent</b>	<b>Implementation</b>		<b>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:	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: <b>An improvement in the quality physical activity/games teaching (Level 4 teaching support) in conjunction with SEND support and the provision of competition activities from The WBA Foundation.</b>	<b>Improve the quality of PE/Games/sport learning and teaching.</b> <b>Further build on curriculum skills (supporting CTs), supporting SEND children and providing them with competition opportunities.</b>	<b>Allocated to Level four salary (K12 – above)</b>	<b>Children will make good progress through the PE/Games curriculum evidenced via DCPro for each unit.</b>	<b>An improvement in the quality and diversity of physical activity equipment and quality first teaching will enable sustained permanent improvement of curriculum, playtime, lunch-time and after school opportunities.</b>  <b>WBA to continue to support UKS2 in 23/24.</b>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 7%
<b>Intent</b>	<b>Implementation</b>		<b>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	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:

consolidate through practice:				
High quality lessons based on Clive Davies Challenge curriculum (based on National Curriculum). Data (DCPro) shows that outcomes for children improve on a termly basis – higher percentage of children compete for school teams.	CPD provided for Level 4 Sports Apprentice to enable him to run competitive teams with support from WBA. Higher percentage of children compete for school teams. Wider diversity of competitive sport that PHP teams are involved in term by term beginning with a girls and boys football team.	£1250	Observations demonstrate good or better lessons outcomes and teachers feedback that their lessons are taught with increased confidence, knowledge and skills. Pupils want to use their skills in competitive sport for the school and are given more opportunities, across 2022/23, to do so (football, dodgeball, netball, sports day).	With the Sports Apprentice trained to lead competitive sport with the support of Creative Sport and Leisure this focus is sustainable.  Next steps – ensure before/after school clubs are in place to train the relevant teams using Ignite Sport for the Sports Coach 23/24.

Signed off by	
Head Teacher:	K. Vaughan
Date:	31/08/23
Subject Leader:	A. Carter
Date:	31/08/23
Governor:	T. Hussain
Date:	31/08/23