

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	£4,612
Total amount allocated for 2021/22	£ £18,360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,612
Total amount allocated for 2022/23	£18,210
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 22,822

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>	N/A
<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 2022.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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

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:		
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: 68.5% (£15,634)	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All Year 2 children, regardless of need, feel safe and confident in the water	<ul style="list-style-type: none"> All children in year 2 will regularly swim as an extension to the typical KS1 PE curriculum. There will be a focus on water skills and water safety. There is a lack of affordable swimming provision in the area. This is a cost-effective way of giving every child a chance to get active and begin to build water confidence. 	Swimming instructor and TA swim support £10,556 Actual Spend £10,527.50	Pupil voice indicates a higher level of water confidence amongst year two children, inclusive of children with additional needs who have been supported by the TA. Swimming data evidence improved water confidence.	Continue to develop a pool program that is adaptable and inclusive, working with outside bodies. Investigate pool use at weekends for specific groups (protected characteristics). Speak to Avenue Junior School to ascertain the level of children's water confidence, independence and ability to follow instruction when transferring to KS2 to ensure we are reducing the transition to swimming in KS2.

<p>Provision of a high-quality sensory circuit to be available to all pupils to support SEMH. This will be available to any pupil as an when needed.</p>	<ul style="list-style-type: none"> Resources for circuit TA training 	<p>£300</p> <p>Actual Spend</p> <p>£278.12</p>	<p>A sensory circuit has been created in an accessible area, available to all.</p> <p>TA attended training and has shared this with other staff.</p> <p>Pupils have improved focus and wellbeing due to being able to have active time between learning tasks.</p>	<p>Build this into timetables, identifying further pupils that could benefit from this provision and ensuring that all staff working with these pupils are trained to use the provision..</p>
<p>Children be physically active during lunchtimes, breaks and free time.</p>	<ul style="list-style-type: none"> Sports Factory three days a week offer lunchtime multi skills activities for all age groups, competitive and non-competitive focus. 	<p>£2,500</p> <p>Actual Spend</p> <p>£ 2,420</p>	<p>Positive pupil feedback. Pupils ask when activities will be taking place.</p> <p>Positive feedback from parents.</p> <p>Improved fitness and levels of skill.</p> <p>Improved behaviour seen during these lunch sessions; this has also impacted on improved pupil wellbeing at lunchtimes.</p>	<p>Sports Factory have also begun to offer an after school multi-skills club once a week. Consider whether this can be expanded to offer places to more pupils.</p>
<p>Encourage children to feel safe outside in the variety of spaces available and encourage them to explore the areas and resources available to be used safely and with confidence.</p>	<ul style="list-style-type: none"> Nurture Lead deployed as a key worker to support creativity and healthy lunchtimes (behaviour/social need) 	<p>£2,400</p> <p>Actual Spend</p> <p>£2,400</p>	<p>This has enabled a group of EYFS children to enjoy positive lunchtimes, develop self-care skills around eating and to extend hours to manage in school all day.</p> <p>This has enabled some KS1 pupils to have successful playtimes and integrate and play effectively with peers.</p>	<p>Continue with this next year to extend these opportunities to further pupils.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p></p>				<p>23% (£5,220.50)</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p></p>	

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:
Develop pupil confidence of cycling and bike safety, encouraging this as an alternative ways method of travel to school.	<ul style="list-style-type: none"> Investigate Bikeability Ready to ride scheme (external provider and TA) Also, Balance bikes option 	TA release time £200 Actual Spend £161	Two members of support staff trained to lead new Bikeability pilot scheme. Training was not available until July 2023. Sessions will start autumn term 2023	Start and monitor Bikeability sessions. Discuss cycling proficiency with Avenue Junior School. Are fewer children needing support? Are more children able to move onto the next level of proficiency.
Experience using a variety of spaces including playground, field and indoor spaces, swimming pool and sports hall.	Use all spaces available for a variety of way so children experience a variety of activities in different spaces.	£1300 Actual Spend £1,450	Year 2 using sports hall weekly. This has allowed increased confidence in a new space. Sports Factory to use sports hall for after school club to reach more pupils. Playground used by all year groups promoting managing safety on a hard play surface. Field used daily by all year groups to support managing movement skills on undulating surface. School Hall used weekly by all year groups for Real PE lessons.	Maintain the regular use of these spaces
Installation of technology to enable full use of the REAL PE teaching platform and resources.	Obtain quotes and book in technician to install appropriate technology.	£3.000 Actual Spend £3,609.50	Increased use of REAL PE resources has supported both children and staff to engage more fully with the program of learning.	Continue to monitor and develop this aspect of PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	6% (£1,393.51)

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>For teachers to feel confident to enhance the current PE program and adapt these to create their own lessons.</p> <p>Bank of high-quality PE lesson plans in place to support teachers to teach high quality PE consistently.</p>	<ul style="list-style-type: none"> Teacher from each year group to form a working party to create lesson plans to go alongside each skill for each year. Release time to be given during the school day. 	<p>£600</p> <p>Actual Spend</p> <p>£585</p>	Full curriculum planned for used by every year group. This has enabled pupils to receive on skills-based lesson and one application of skills lesson each week.	Continue to add further lesson plans and adapt current plans to meet the needs of future cohorts.
Embedding Real PE	<ul style="list-style-type: none"> For PE lead to have non-contact time in order to observe, support and offer feedback to teachers during PE lessons. Identify those staff with a genuine enthusiasm and engagement for PE and encourage those less confident to observe their delivery. 	<p>£600</p> <p>Actual Spend</p> <p>£588.51</p>	<p>Subject leader carried out observations with external professionals.</p> <p>A model lesson was given by an external professional.</p> <p>These activities were followed up with staff CPD. Subsequent observations have shown improved standards of Real PE.</p>	For current subject lead to work alongside second lead to ensure Real PE continues to be embedded and developed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
KS1 Tennis Festival at Heigham Park – Led by National Tennis	<ul style="list-style-type: none"> • Book date in. • Obtain quote • Obtain risk assessment • Evolve / volunteers 	<p>£100</p> <p>Actual spend</p> <p>£0 as this was negotiated for free.</p>	All KS1 pupils took part in this event. This resulted in higher levels of physical and emotional wellbeing. Pupil voice was positive.	Continue to work with the tennis association to hold further events in the future.

Funding for 22/23	£ 22,822
Amount Spent	£22,248.63
Carry forward	£573

Signed off by	
Head Teacher:	Michael Bunting
Date:	21.7.23
Subject Leader:	Denise Mattock
Date:	13.7.23
Governor:	J Thompson
Date:	20/7/23