

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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£21000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 21000

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	91%
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	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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?	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:	
<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: %
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>Promote a whole school approach to PE and School Sport -providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school.</p> <p>Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes and extra-curricular clubs), in addition to their PE lessons.</p>	<ul style="list-style-type: none"> - Broad range of extra-curricular clubs offered 4 days per week. - Big Moves Fundamental Movement intervention offered to EYFS to identify pupils needs and provide early support and interventions. - Pupils identified as least active/low confidence/SEND are offered an active break/lunch club. These are held in addition to after school clubs. - External club links created. Sports ambassadors and sports leaders engaged and effectively deployed. Selected children (Sports Ambassadors and play leaders) are given training and regular support to take up leadership roles. Children are trained in how to effectively arrange and deliver interesting an engaging break/lunch time activity. -Pupils are used in the promotion and implementation of 'active lunchtimes. 	<p>After school clubs £5400</p> <p>Lunchtime clubs £4680</p> <p>Breaktime clubs £2160</p> <p>Big Moves and other PE interventions £3760</p> <p>Playground equipment</p>	<p>Large number of children took part in extra-curricular clubs. On average 68% of children were participating in afterschool clubs. This including 27% of PP and 28% of SEND children.</p> <p>Morning sensory club was offered to KS2 children including PP, SEND and disadvantaged children daily (5x15min/week)</p> <p>Big Moves club was offered to KS1 children including PP, SEND and disadvantaged children daily (5x15min/week)</p> <p>Vast majority of children were observed to spend their playtime and lunch break in active way due to having large number of sports</p>	<p>SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will continue to deliver staff PE training and workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p> <p>25,7% - To continue to provide wide range of after school clubs to all in KS1 and KS2 children.</p> <p>22,3% - To continue to offer active lunch time, to promote active 30min a day and more.</p> <p>10,3% - To organize mini games, competitive and non-competitive activities to all children.</p> <p>17,9% - Big moves timetabled as a weekly activity for EYFS children.</p>	

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	- LSL SSP virtual competitions led by sports ambassadors. Children work within their year group only. -Purchase of traditional games additional equipment for KS1 and KS2 playgrounds.	£1000	equipment available. There are both, structured and unstructured sports activities offered daily to all children on the playgrounds and fields.	4,76% - To provide children with playground equipment to promote an active play.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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:
PESSPA used as a tool to improve behavior, build relationships, and raise aspirations. Providing targeted activities or support to involve and encourage the least active.	- Individual PE reward system 'Sports Cards' which rewards pupils for specific behaviors demonstrated, (passion, determination, self-belief, respect, teamwork and honesty), or improved effort/behavior over a series of lessons. -Prize draws at end of each week for all 'Sports Stars' are entered into for chance to win a sport prizes (small sports equipment to enable children for independent practice and further improvement of their skills) - Pupils rewarded for showing positive behaviors/improvement in overall learning behaviors. -Large numbers of Sports Ambassadors (to work within their own year group only to reduce risk of covid spreading) . -Opportunities for all pupils to become leaders, leading parts of lessons -Playground Leaders used to make lunch time more active. Sports and wellbeing week to promote	Sports Ambassadors fund £150 Pupils awards (sport raffle prizes) £600 Sports Week	During this academic year, sports ambassadors organized 6 intraschool competition for KS2 children including football, hockey, dodgeball, basketball, athletics, table tennis. Children were motivated by receiving "sports card" – a reward for displaying positive sports behaviors. Children awarded with a small sports motivational price during weekly "sports cards raffle". Childrens sports successes were celebrated during weekly celebration assemblies. Children had been motivated and inspired during sports taster	0,71% - To make a calendar of regular intra school sporting events engaging large number of students. 2,87% - to award children for displaying sports values in their daily school life. 4.28% - To organize sports

	healthy and active lifestyle. Healthy mind & healthy body.	£800	sessions from local sports clubs. Children took part in: Martial Arts, Basketball, Volleyball, Football, Dance, Hockey, Tennis.	week filled with array of sporting opportunities for all children.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%

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:
Continue to improve quality of teaching and learning in PE for all staff. Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support	- Skills audit completed -PE team and all non-specialist staff teaching PE And appropriate training arranged - PE specialist teacher to work alongside sports coaches and HLTAs to develop knowledge and individual needs of staff. -Continue to use PE assessments- insight tracking -Key skills review for EYFS, KS1, KS2	£300	Sports coaches provided with an ongoing cpd opportunities via regular team meetings, team teach sessions and external courses. Staff member attended a gymnastics training.	1,43% - to upskill staff members to increase their confidence in high standard PE delivery

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

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>Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p>	<p>All children provided with a wide range of sports within PE provision. Sports ambassadors performed pupils survey to identify what sport children would like to see in PE offer.</p> <ul style="list-style-type: none"> - Purchase of equipment specific to a new sport chosen via pupil's voice. -Team building unit taught to all pupils in KS2 and inclusive sports taught to KS1 pupils. -Health and fitness unit taught. - Break/lunch club offer for disadvantaged children. <p>Big Moves (physical skills intervention),</p> <ul style="list-style-type: none"> - Club links in community (local football, cricket, tennis, and other clubs) - Sign posting pupils and their families to local clubs, community groups providing more information of where they can access (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organizations. 	<p>Equipment for most demanded sport of children's choice (volleyball) £600</p> <p>Purchase of additional specific equipment to be used by disadvantaged children (dodgeball) £200</p>	<p>Volleyball added to PE curriculum map. Children understand rules of the game and enjoy playing volleyball. Volleyball equipment were available and used by children during PE, playtime, and lunch breaks. External volleyball coach was invited to enrich volleyball experience.</p> <p>Number of inclusive variations of dodgeball games were taught and played during PE, sensory circuit, playtime, lunch break. This attracted large number of children including PP, SEND and disadvantaged.</p> <p>During a sports week, a local sports clubs promote their sports and invited children to take up sports beyond school hours.</p>	<p>2.85% - to perform a survey of children sports interests.</p> <p>0,95% - specialized equipment provided to make PE activities accessible to all children.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation		Impact	
<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:</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>Continue to enter a range of sporting competitions, events, and festivals applicable to pupils of all abilities: To rebuild leagues and out of school competitions.</p>	<p>-Subscription to LSL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. - Range of Virtual competitions offered by LSL SSP allowing more children to take part in competitive sport -Organization of intra school competitions and sports tournament, -Continuing successful records within girl's participation in competitive sports -Arrange a transport for disadvantaged children to/from interschool events.</p>	<p>LSL SSP £1050 Transport - £300</p>	<p>Children entered large number of interschool competition including a non-competitive sports festivals and inclusive events. Children participated in intraschool competition including non-competitive personal challenges organized by Sports Ambassadors. Mini bus and taxi were arranged to enable all children to access out of school competition.</p>	<p>5% - to continue to provide interschool competitive and non-competitive sporting opportunities available to all children. 1,43% - To promote inclusion in competitive sports.</p>
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Signed off by	
Head Teacher:	Michael Beck
Date:	11/07/23
Subject Leader:	Lukasz Kostecki
Date:	11/07/2023
Governor:	A Peterson
Date:	12/07/23

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