

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 [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 2021/22 | £0 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £3,812.82 |
| Total amount allocated for 2022/23 | £ 17,730.00 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 13,917.18 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | 34 pupils in the class |
| <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> | <p>91%</p> <p>31/34 pupils</p> |
| <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> | <p>64%</p> <p>25/34</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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> | No |

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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: 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: 29% |
| Intent | Implementation | | Impact |
| To continue to provide opportunities for children to be physically active outside of curriculum PE allocated time. | We continue to participate in the Daily Mile Challenge using it as a brain break opportunity at least once a day | £0 | Children in KS2 continue to participate in daily running/walking using the school track which contributes to part of them obtaining 30 minutes of physical activity |
| | We are continuing our investment in a local sports coach to deliver lunchtime activities as well as provide additional opportunities in our growing extra-curricular PE offer | Multi Mash Sports £4,770 | We continue to employ the services of Multi Mash sports who deliver lunchtime activities for all year groups three days a week. They have also provided three sports clubs a term as part of our extra-curricular programme focusing on all year groups as well as targeting girls getting in to football, following the success of the England women's team in the European Championships. |
| | Children are encouraged to walk, scoot and cycle to school through our involvement in the Junior Travel Ambassadors programme. | £0 | We participate as a whole school in this initiative regularly throughout the year to encourage active travel to school and develop pupil leadership. |
| | | | Offering lunchtime activity three times a week has enabled more children to benefit from participating in regular physical activity. This year children have been able to access activities such as archery, basketball, tennis, dodgeball and athletics. Each session is dedicated to a different set of year groups so that everyone in the school can participate throughout the week. |
| | | | Additional covered bicycle parking areas and scooter pods have been put in place to accommodate the increase in children choosing to cycle and |



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| | | | | scoot to school. |
| | We continue to use of free and prepaid online physical activity programmes to provide children with regular brain breaks and physical activity in the classroom throughout the school day – (5 a day tv, GoNoodle, Cosmic Yoga, Scratch Garden) as well as providing creative active learning opportunities on a regular basis – particularly in EYFS and Year 1. | £230 | Children in EYFS and KS1 continue to participate in these activities daily, increasing the children’s stamina, coordination and physical movement. We have also been focusing on using some of these activities to support the children’s health, well-being and mindfulness. | We will continue to promote the benefits of regular activity /brain breaks in the school day and build on previously delivered active learning training to reduce sedentary learning, esp in KS2 |
| | Play Leader training to be delivered by Alison Osbourn (South Cambs SSP) to Year 5 children Oct 22. All trained play leaders will then work alongside Year 6 leaders with an eventual handover to form part of the lunchtime staff network to support in the delivery of physical activity opportunities for children in lower KS2, KS1 and EYFS. | £200 | We have a growing number of children in Year’s 5 and 6 participating in our play leader programme who support with the daily delivery of organised and structured play activities at lunchtimes. | Continue to organise for play leader training to take place earlier in the year so that leaders can begin doing their role sooner. Provide appropriate equipment and storage to assist leaders in offering a wide variety of activities. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 5% |
| Intent | Implementation | | Impact | |
| Continue to focus with providing whole school events across the academic year to increase participation and awareness in physical activity and school sport. | Our PE leader continues to support the engagement of children in Whole School activities provided by local SSP including skipping week, Friendship Run week, the Santa Run alongside more traditional activities such as sports day. | Events form part of our subscription to the South Cambs SSP. Total cost £900 | Our children really enjoy participating in these events and we see a lot of children continue to participate in these activities at break and lunchtimes following the events. | Include skipping as part of our play leader programme for next year so that children can participate in structured skipping sessions and develop their skills with guidance from older children. Continue to enter the school in |

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| | | | | whole school/class events so that all children can represent the school including the Friendship Games, Friendship Week, Santa Dash and World Skipping Day. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | 34% |
| Intent | Implementation | | Impact | |
| Provide continuing professional development for teaching staff in specified areas of need | This year we have re-engaged with the Primary PE specialist programme. We have had a Primary PE specialist teacher working alongside staff in areas of the PE curriculum where teachers felt that they lacked confidence and wanted to improve their knowledge and delivery of specific aspects of the curriculum. | £5890 | We had 100% positive feedback from staff who accessed teaching support this year. They reported a marked improvement in their confidence in delivering games, gymnastics, swimming and dance which were areas identified as needing improvement. | We will continue to employ the services of a PE specialist teacher for next academic year to further build on teacher's confidence, knowledge and skills. |
| | A new member of our teaching staff took part in an intensive swimming course to support them in the delivery of swimming using our school pool. | £100 | | Following speaking to newer staff they have requested additional support in gymnastics next year. |
| | We have continued to train individuals responsible for delivering the sensory circuits programme for those children with additional needs. | £50 | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 6% |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intent | Implementation | | Impact | |
| To focus on providing additional physical activities for girls and children in KS1 along with new sports. | We started a girl's only football club to encourage more girls to play football off the back of the success of the England Women's football team. | part of multi mash provision (amount state above) | 16 girls from Year 2 to Year 6 regularly participated in our girls football club from September until April. | We will continue to explore new and interesting activities for children to participate in next academic year. We will be moving the KS1 and EYFS stage multisports club to an after school session to see if uptake improves. |
| | We provided a KS1 breakfast club as part of our extra-curricular provision. | Part of the multimash provision | The KS1 multi sports was not as well attended as we would have liked. | |
| | We ran a very successful basketball club in the summer. This is a sport we haven't offered as an extra-curricular activity before. | | Our basketball club was fully subscribed with 18 children participating each week. | |
| | We continued to invest in Balance bike training for EYFS and the Scootability programme for Year 1 which has formed part of their curriculum offer. | £1000 | 97% of EYFS children can now successfully ride a balance bike with control. 100% of Year 1 children are now able to ride a scooter confidently and safely, along with negotiating obstacles. | EYFS and Year 1 staff to build on the delivery of the bikeability and scootability programme by putting on a club for children to further build on their skills. |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| | | | 4% |
| Intent | Implementation | Impact | |
| To continue to build on entries in to School Games events in order to work towards achieving platinum school games status and build on competition opportunities | We have continued to increase entries in the three new themes School Games themed competition: ALL (for all children), TARGETED (skill development for specific children e.g. pupil premium, SEN, BAME etc) and COMPETITIVE (high level competition) including a focus on Year 3 and 4 entries including Dynamos Cricket and Year 3 and 4 football | <p>£690 for travel expenses to and from venues</p> <p>£87.18 on equipment</p> <p>This year we competed in a variety of School Games events including those for Year 3 and 4 children, thus widening opportunities for more children to represent and compete for our school.</p> <p>We successfully achieved the platinum award for sports mark for the first time this year, showing the development we have made in providing competitive opportunities as well as broadening our lunchtime physical activity programme.</p> | To continue to focus on offering children lower down the school the opportunity to take part in competitions to increase participation. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 29-7-23 |
| Subject Leader: | C Jackson |
| Date: | 27-7-23 |
| Governor: |  |
| Date: | 29-7-23 |