

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 31st 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 allocated for 2022/23	£18,279
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,000

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 2023. Please see note above	83%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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?	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: £18,000		Date Updated: July 2023	
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: 56%
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>To increase opportunities for outdoor learning and alternative physical activity. We want pupils (particularly girls) to be more involved in active breaks to support their understanding of how to keep themselves healthy and active.</p> <p>(This was a change from our original intention of training forest school leaders in the school – this will now be a later addition once OPAL is fully up and running).</p>	<ol style="list-style-type: none"> 1. OPAL – Outdoor Play and Learning Consultancy included All Staff Inset Day training, Parent Workshop & Play Leader Training 2. Develop Play Team Leader role at lunch time to support active play outside – initial costs to support release time. 3. Provide a wider range of play equipment for children to use outside during breaks and lunchtimes. 		£10,000	<p>Children are engaged in den building, dressing up and dancing throughout the lunch time with more to be introduced next academic year such as scooters.</p> <p>Children know that they can engage in active play with others.</p> <p>Girls are more involved in games and dancing. Adults are more aware of how to facilitate active play.</p> <p>Play Team report less inappropriate behaviours at lunch times as children are occupied, and football is not dominating.</p>	<p>There are 5 more days of training to support the play team and then an ongoing cost of £150.00 per annum which will be paid from core budgets.</p> <p>Next steps are to continue the program and increase the level of active play for children – this will lead to an increase of 45 minutes daily of active play opportunities for all children.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
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>Increase children and staff's awareness of the importance of physical activity in the day.</p> <p>Daily Mile with teachers and children discussing the benefits of their active time.</p> <p>Active Breaks in lessons to support mental wellbeing and regulation for all children.</p>	<ol style="list-style-type: none"> 1. Be Proud Assembly on Friday where children can share any success in a sporting activity – home or in school. 2. Weekly assembly on play including how to use equipment, game ideas & instructions and safety ideas. 3. All classes do daily mile during the school day with firm emphasis on it being an active time for all. 4. OT training on active breaks to LSAs and how to use these to support all children in lesson time. 	£1,000	<p>Sport, PE and Active Play is highly promoted across the school and children enjoy sharing their achievements.</p> <p>Children have better understanding of games they can play and are more active outside due to this with less behavioural incidents happening at lunchtime.</p> <p>Daily mile allows children to feel active during the day and more regulated in learning times in class.</p> <p>OT training has supported confidence in LSAs to provide children with active breaks individually, small groups or the whole class.</p>	<p>Assemblies will continue to focus on sport and play to ensure children are engaged in these activities in their own time and understand the benefits to their mental wellbeing.</p> <p>Daily mile will continue.</p> <p>Further OT training for all staff on the benefits of physical and sensory activities that support a child's mental health, wellbeing and ability to regulate their emotions.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
PE lead to offer support and advice for teachers in games and lead staff meetings with coaches to provide expertise and confidence for staff so children are taught well and teachers have good subject knowledge.	<ol style="list-style-type: none"> 1. Tennis Training for PE lead and staff meeting time to train teachers. 2. PE Conference attended by PE Lead – new in role 3. Release time for PE lead to support teachers in PE lessons as required. 4. PE curriculum overview to support teachers further with CPD. 5. Replacement of equipment for PE lessons. 	£3,000	<p>Teacher’s subject knowledge has increased in teaching tennis and other areas of the curriculum.</p> <p>Teachers feel supported by PE Lead to develop their skills in teaching.</p> <p>Children have access to better equipment to use during lessons.</p>	<p>Continue to look at CPD for staff to ensure confidence in PE teaching.</p> <p>Look at new curriculum purchase to support subject knowledge.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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:

To increase the number of sports clubs in the school to support children in learning new sports and consolidate skills from PE lessons	<ol style="list-style-type: none"> 1. Football club for Y5/6 children 2. Netball club for Y5/6 children run by ex-staff member (PE Lead) with support & CPD for one member of current staff. 3. Lunchtime Running Club. 4. Rounders Club for KS2 children in Summer Term. 5. OPAL at lunchtimes to include organized games and dancing opportunities. 	£2,000	Children took part in a number of sporting events during the year which increased their sense of achievement and desire to continue to play sports.	Keep providing clubs and look for new sports to introduce over time such as tag rugby and cricket.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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>To provide opportunities for children to take part in sport competitions across the local area against other schools. This will allow children to learn about sportsmanship & teamwork and understand how games are played professionally.</p> <p>Interhouse Sport Competitions played twice a year so all children have an opportunity to take part in games.</p>	<ol style="list-style-type: none"> 1. Join Basingstoke Schools Partnership 2. Ensure administrative tasks are completed – risk assessments, transport booking, parental contact 3. Transport costs to competitions where needed. 4. Interhouse teacher release time to run competitions 	£2,000	<p>Children are able to take part in a wide range of sporting activities outside of the PE lesson and know how to play a game professionally – such as football, netball & cricket.</p> <p>All children have an opportunity to take part in a competitive sporting activity and understand how sportsmanship and teamwork are</p>	<p>To continue this through local school contacts which provide opportunities to compete against each other.</p> <p>To continue this is part of our school interhouse competition program across the year and increase it to 3x a year.</p>

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Head Teacher:	Rebekah Alsey
Date:	31.07.2023
Subject Leader:	B Lowe
Date:	31/07/2023