

# 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	£ 6,252
Total amount allocated for 2021/22	£ 20,330
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 10,000
Total amount allocated for 2022/23	£ 19,820
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,620

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	70%
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	45%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	85%
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?	

## 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:
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:
Maximize physical activity during break and lunch times using active play.  Bring in new activities and games to ensure variety and interest at break and lunch.	Ensuring that suitable equipment is provided. Replacing any outdated equipment, whilst investing in new and exciting games to encourage the children's physical activity during break and lunchtimes. Whilst ensuring that there is space for group and team games, also look to target those children who want to play individual games. Investing in hoops, Agility, balance and co-ordination games, giant board games, skipping ropes amongst other exciting activities.	£6,965	With the investment into replacing outdated equipment and increasing the variety of choice, including new games, we have managed to provide and improve the physical activity involvement across the whole school with the use of age-appropriate games and activities. Break and lunchtime mental health champions timetabled to organise equipment and games to encourage active play.	To ensure that we continue to use student voice to invest in further equipment and to ensure that children have a varied choice in activities.  To look at ways to utilize the playground to make improvements to break and lunch structure. Explore strategies to ensure children also have access to more structured games.

Provide additional sporting activities at lunchtimes for a wider group of children to develop new skills and interests	Sports coach to lead a selection of team games focusing on encouraging wider groups of children.	£6,438	Premier sports coach to run daily games activities including girls only options and wider opportunities e.g hockey, handball and basket ball.	To use pupil voice to look at developing a two week programme in order to add in greater opportunities to play new lunch time games which will increase participation.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 105%
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 continue to offer children a range of sporting activities outside of school hours.	To ensure that all children have access to extracurricular activities after school by offering free clubs. Giving children extra access to a range of sports and physical activity outside of the curriculum that they may not have access to outside of school.	£500	By being able to offer a larger variety of clubs we have seen an increase in children taking part with an increase in girls participation.	Aim to increase the percentage of children who take part in after-school clubs further, by looking at new sports, and continuing to utilize the skill sets of staff throughout the school to offer a variety of clubs.
Offer new and exciting activities for children to broaden their experiences.	By getting various teaching staff with different skill sets to offer a range of clubs including, table tennis girls football, basket ball, cross country and girls basket ball.		With clubs such as girls basket ball and football we were able to target specific groups who may not have signed up to a sports club previously. Since the running of this club, we have seen more girls taking part in physical activities throughout break, lunch and after school.	Use pupil voice to find out what types of games and activities the children want to learn.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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 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>Regular CPD and in-house training of PE staff.</p> <p>Look at ways to improve the curriculum and overall, PE coverage and extra-curricular activities.</p> <p>Increased focus on the standard of PE lessons offered in school with regular monitoring and evaluation.</p>	<p>Further development of the PE lead through work with Milton Keynes School sports partnership and Steven Horsley from Stainsby Mill Education for monitoring and evaluation of PE in school.</p> <p>Liaised with staff who also have experience within PE to share and improve ideas to ensure the curriculum is effective.</p> <p>Used a variety of online resources to expand knowledge in areas such as dance and gymnastics.</p> <p>Research and sharing knowledge enabled us to offer a broader range of differentiated activities to ensure all children are making progress.</p>	<p>Leadership Time</p> <p>£960 MKSSP</p> <p>£500 SME</p>	<p>Through the use of PPA and meeting with other staff members, we have been able to improve the quality of teaching, the structure of lessons and adapt to specific classes.</p> <p>We have improved areas of the curriculum such as dance and gymnastics by putting in the time to research and utilize knowledge of staff members.</p>	<p>To investigate external CPD to further improve the quality of teaching and to investigate new sports to offer both in and out of the curriculum.</p> <p>Continue to encourage other staff to engage in PE and promote PE as a positive subject throughout the school.</p> <p>Look at alternative ways to promote health and wellbeing across the school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
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 continue to review and develop the curriculum to ensure all children are developing their skills including a 2 year cycle for some sports</p> <p>To update, restore and replace equipment to maximize the quality of lessons.</p> <p>Offer variety within the curriculum to maintain the interest of all children.</p>	<p>Adapting short term and medium-term plans to ensure that all children are accessing the curriculum.</p> <p>Investment into equipment needed within the curriculum. To ensure that all children have equal access, including variety in sizes of balls, bats, and racquets.</p> <p>Investment into replacing and topping up equipment such as mats, bibs, cones, spots, and balls, hockey sticks, cricket, and tennis.</p>	£1500	<p>We have managed to ensure that all children are taking part in our lessons and are able to develop.</p> <p>The investment into new equipment has enabled more children to effectively participate within PE and access the topics. We can also offer a broader range of development activities which has had a positive effect on children's learning speed.</p> <p>Updating and replacing equipment has ensured that lessons are safe, effective, and structured to enhance the children's learning.</p> <p>Investment into new sports being phased in to ensure that the curriculum has more variety and provides new learning experiences.</p>	<p>Continue to monitor the curriculum to ensure that we cater for all needs and learning abilities.</p> <p>Continuously check and do an inventory of equipment in advance to ensure that we are continuously prepared for future topics.</p> <p>Look at ways to further develop learning opportunities and exciting ways to further engage the children in PE.</p>

To expand and further develop the use of outdoor learning experiences where new skills and opportunities for team building and taking risks in a safe environment.	Further investment in equipment to enhance the physical opportunities in forest school	£6,500	All year groups and targeted groups develop an increased range of skills working outside of the classroom environment. Improved engagement in school resulting in better attendance and punctuality. Children are able to work together effectively in teams on activities and projects using the outdoor environment.	
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Key indicator 5: Increased participation in competitive sport				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:
To ensure that children have access to intra and inter-school competition.  Provide children with opportunities to showcase their skills both within lessons and extracurricular activities.	<p>Entering competitions to give children opportunities to compete in events such as football, dodgeball, athletics and cross country.</p> <p>Offering opportunities for those competing to practice and train within afterschool sessions.</p> <p>Built on the success of the England Women's Euros by hosting girls football fixtures.</p> <p>Ensuring that the sports kit is updated for competitions.</p>	£1025	<p>Entering a variety of competitions has given the children motivation and confidence growth within sport and physical activity.</p> <p>By providing training and practice opportunities we have given the children the best chance of competing and as a result managed to have a successful year in competitions, such as athletics, where many of our children won medals.</p> <p>More girls have been excited to be a</p>	<p>To enter a broader variety of competitions.</p> <p>To have more fixtures and events to maximize the number of children involved.</p> <p>To look at sports that children are interested in and look at offer more opportunities for them to showcase those sports.</p>



			part of the football team and take part in sport throughout the school as a result of promoting girls' sport.	
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Signed off by	
Head Teacher:	J.Edwards
Date:	22/07/23
Subject Leader:	J.Bowskill
Date:	21/07/23
Governor:	Approved by LTSW
Date:	October 2023