

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 2022/23 | £0 |
| Total amount allocated for 2023/24 | £17,460 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,460 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £17,460 |

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> | |
| <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>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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <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/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: 2023/24 | | 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: |
| | | | | | % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: | |
| 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?: | |
| To continue to create and expand a more active and vibrant lunchtime. To engage children at lunchtimes in physical play. To promote physically active play and support good behaviour, by organising and leading activities and teaching children how to play together effectively. This will include setting up team games, encouraging appropriate use of equipment and promoting fair play, as well as organising and supporting the development of the Mini-Leaders. | Invest in new equipment to use at playtimes. Middays to work hand-in-hand with their sports ambassadors (mini-leaders), leading the lunchtime play and organising games/activities. To support and develop our school teams ready for competitions. Put intervention in place to give less active children a safe opportunity to be active outside of PE lessons. | | Covered in midday salary and equipment funding (see K5) | | |

| <p>Active lessons/ All children to take part in at least 30 mins active time per day (including playtimes).</p> <p>This will be achieved through curriculum planning with subject leaders to ensure children are experiencing physical activity through daily lessons.</p> | <p>New PE lead to organise Physical Literacy workshop with AVSSP.</p> <p>Discussions with subject leaders to implement active lessons.</p> <p>PE lead to continue to send useful links such as SuperMovers BBC active sessions linked to Lit/Maths.</p> <p>Teachers timetabled in active learning sessions within classroom based lessons.</p> <p>Teachers are encouraged to implement physical activity within our 'outdoor learning' curriculum strands.</p> | <p>£125</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> |
| 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><u>Celebration of achievements outside and inside school</u></p> <p>Celebrate a child per class each week for sporting/physical achievements with a certificate to improve children's confidence.</p> | <ul style="list-style-type: none"> • Achievements celebrated in assembly weekly • Purchase sporting certificates and rosette style stickers • Achievements section on newsletter | <p>£50</p> | | |

| | | | | |
|--|--|-------------|--|--|
| <p><u>Ozzy's Obstacle:</u> For younger KS1 students to experience in different sports/skills.</p> <p>We hope this will engage children in driving the importance of 'Physical Education, School Sport and Physical Activity' (PESSPA)</p> | <p>Organise with AVSSP dates and times for Ozzy the Octopus visit. Plan a themed day, timetable a full day of fundamental games, challenges and cross-curricular activities themed around the 2021 Olympic Games. Specifically targeting EYFS & KS1 where we intend to engage and inspire your children through sport and activity.</p> <p>New PE lead to contact AVSSP to arrange 'Ozzy Day' events in Summer Term 2 2024.</p> <p>Ensure teachers track and monitor year group skills practiced on the day.</p> | <p>£550</p> | | |
| <p><u>A whole school house competition tough runner sports day.</u> For all children to have access to an in-school competition. Children to try out equipment and a competition that they have not experienced before. Children to have a sense of team pride and determination to win. A full day focus on sports and exercise. (Links to K4 and K5).</p> | <p>To communicate with AVSSP to arrange a date for the whole school competition. New PE lead to contact AVSSP to arrange 'Tough Runner' events in Summer Term 2024.</p> <p>To encourage children to train and practise for the competition.</p> <p>Due to be taken place in July 2024.</p> | <p>£645</p> | | |

| 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: |
| <p>(K1-5)</p> <p><u>AVSSP Professional Coaches to support teacher/TA knowledge and skills</u></p> <p>PE coaching weekly.</p> <p>Fundamentals KS1 (part of AVSSP package)</p> <p>Staff participate in the teaching with the coach in order to be able to teach the skills themselves.</p> <p>Children participate in high impact physical activity in their PE lessons.</p> <p>Children to be confident within the skills of their year group.</p> <p>A higher number of children to be at expected for physical education.</p> <p>All children are participating in skill based competitions relevant to their key stage.</p> | <p>Affiliate to the AVSSP</p> <p>AVSSP Sports Coach to ensure competitions are recorded and implemented when necessary in PE lessons. (Teachers to record).</p> <p>PE lead to have meeting with RW to organise a timetable for the day and promote individual classes to apply to be mini leaders.</p> <p>Sports Teacher to come into school every Wednesday and deliver 3 infant class and 3 junior class PE Lessons (Supported by the teacher and TA's). A weekly lunch time club for the whole school.</p> <p>Leads meetings with the Sports Ambassadors and mini leaders to develop lunch time active play.</p> | £6,630 | | |

| | | | | |
|--|--|---|--|--|
| <p>Children are encouraged to take leadership or volunteer roles that support physical activity within the school every day.</p> <p><u>Progression of skills</u> Plan and implement a progressive PE scheme across the whole school.</p> | <p>School councillor questionnaire on children’s favourite sports.</p> <p>Long term PE plan in place.</p> <p>Progression of skills mapped out for each unit from EYFS to Year 6.</p> <p>Core skills have been mapped out from EYFS to Year 6.</p> <p>Planning available on share point for all staff to access.</p> <p>Create a form of assessment for teachers to track pupil progress.</p> | | | |
| <p><u>Whole staff CPD & Training – Staff training workshops</u> for your whole school in topics such as Physical Literacy, High quality PE, Health & Fitness (Included in AVSSP Affiliation Fee)</p> <p>Children are taught high quality/ inclusive PE sessions linked to different aspects of curriculum and skills.</p> <p>Teachers are trained in Inclusive PE approaches.</p> | <p>New PE lead to attend Primary PE Conference to support with PE, School Sport & Physical Activity as part of the transition to becoming PE lead.</p> <p>Discussions with subject leadership teachers</p> <p>Play leader to attend Junior Leadership conference provided by AVSSP to further skills and understanding.</p> | <p>covered in the AVSSP Affiliation fee</p> | | |

| 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: |
| <u>New Equipment and Resources</u> | PE lead and AVSSP coach to identify equipment required during break times, lunch times and PE sessions to enhance children's engagement in physical games and sports. | £ | | |
| <u>Competitions</u> Promote and encourage opportunities for all children to attend and participate in competitions. | New PE lead to enter various AVSSP competitions to participate in during the Autumn term. New PE lead to enter Spring competitions and assign staff to attend the competitions. | £950 (covered in the AVSSP Affiliation fee – F5) | | |

| Key indicator 5: Increased participation in competitive 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: |
| <p>AVSSP Affiliation Fee</p> <p>Membership to the partnership allows for children attending all Amber Valley sports festivals and competitions.</p> <p>For children to continue to have equal access to competitions</p> <p>For children to learn the skills and competition rules of a wide range of sporting activities.</p> | <p>AVSSP's Competition programme for 2023/24 to help you provide students with further sporting opportunities and the chance to earn recognition for your school.</p> <p>New PE lead to enter various AVSSP competitions to participate in during the Autumn term. New PE lead to enter Spring competitions and assign staff to attend the competitions.</p> <p>AVSSP Virtual Competitions are approved by Derbyshire School Games and can form part of your data submission for the School Games Mark award, Kitemark award and Sport Premium evidencing.</p> | £950 | | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |