

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	£0
Total amount allocated for 2021/22	£18599
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18616
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18616

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	69%
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	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not possible to calculate as it hasn't been taught this year

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:		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:
					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?:	
Develop the outside area at Brookside school and install equipment that will increase physical activity and health of children	Install outdoor gym equipment on playground Install tennis court markings		£3074.67	Children are now more active at playtime and take greater risks in their movement, developing their agility, balance and coordination. Children are seen regularly using the outdoor gym equipment. This takes place at the start and end of the day. They also use the equipment at playtimes and lunchtimes. The children understand the importance of staying active and developing their physical well-being. They also understand the impact this has on their mental well-being. Tennis court markings have been used to promote playtime games, children can be seen using them regularly for ball skills.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%1.66
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:
Purchase new, high-quality PE resources to support teaching and learning.	Pe coordinator to audit equipment at the beginning of each school term (three times a year) and liaise with teachers about what they need for their PE lessons. Assess the impact of equipment on learning. This will include speaking with the children, specifically sports organising crew about what needs improving. Communicate with staff teams to ensure that there is appropriate equipment for children to use during play times. This will encourage an active approach to play times across the school	£ 300	PE lessons are well-resourced, and children enjoy them., PE coordinator has listened to requests from teachers and leaders. For example, basketballs and tennis nets have been purchased for KS2 as well as soft balls for KS1. These resources have helped teachers to teach good lessons. These resources have also been used by children at playtimes and in afterschool clubs. Equipment is audited and topped up termly.	PE coordinator to work with staff and leaders to ensure that equipment is updated. PE coordinator to work with primary mentor to consider how equipment can be purchased to offer a wider range of sports opportunities. Equipment to be maintained and repaired when necessary. Consider how equipment is used and purchased to support the needs of children with SEND

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 58.3
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:
Provide teaching staff with a scheme of work for PE that is easy to follow and that has a positive impact on the children's learning.	Renew 'Get Set 4 PE' teaching scheme, to ensure consistency in teaching of PE. Work with staff to ensure they receive adequate training on how to use the scheme of work.	£ 495.00	Teachers are working from Get set 4 PE with confidence. PE coordinator has planned and led CPD about the scheme of work to support staff. Staff responded positively and were able to look at the development of lessons in sports. They could see the progression in teaching and learning from year 1 to year 6. Children enjoy	PE coordinator to lead staff training about integrating vocabulary into lessons. Use the scheme of work to do this. Develop the staff's understanding of how to use the scheme of work to assess their children. This should be a focus area next academic year.

			PE lessons and conversations with them support this. The scheme enables teachers who lacks confidence in PE to teach high quality PE lessons.	
High-quality PE lessons are taught and teachers are mentored by a Primary Mentor from NOSSP. This will raise attainment and progress in children and improve the overall enjoyment levels of children in PE and school sport.	The primary mentor will work with staff to improve their teaching and the children’s learning. PE coordinator to work closely with the mentor to ensure staff are supported. This will also ensure that a consistent approach to PE and sport is taken by all. PE coordinator to work with mentor to ensure children are well prepared for competition and that they have learnt the skills to apply in an inter school setting.	£10,000	Children have made good progress in their learning and have a positive approach to PE and sport. They have shown in intra school competition that they can apply their skills in sports such as: ATHLETICS, cricket and football. Video recordings of dance routines show progression in skills of the children from EYFS to year 6. PE lessons are well-planned and taught by teachers and observations and monitoring by the PE coordinator support this. NOSSP mentor supports teachers to develop their teaching of physical education working on specific units that they find challenging or lack subject knowledge in e.g. dance	New members of teaching staff to work with PE mentor and develop their teaching practice. PE coordinator to liaise with mentor to find new ways of developing teaching and learning. Think about the development of targets for the children and them knowing what they are going to work on in PE. Continue to build links with NOSSP.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2%
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:

Visiting skateboard teacher to share their skills and inspire the children to take up skateboarding and offer them an alternative sport	Liaise with NOSSP and other outside agencies to organise visits from experienced coaches and professionals. Work with the children to help them to understand the importance of setting goals, trying your hardest and experiencing new sports. Encourage children to see the importance of physical activity and competitive sport	£360	Children have shown a keen interest in skateboarding and a number of children have taken up the sport, purchasing their own boards.	PE coordinator to make links with professional clubs/local clubs for a range of sports. This will help them access more opportunities where coaches and players can visit our school and share their expertise.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %2
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:
Children will participate in inter school sport competitions, led by NOSSP. They will learn the rules of competitions and work on specific sports skills in order to apply them in a competitive environment	Select children to take part in inter school competition. Children to work with primary mentor to learn the rules of competitions. This will allow the children to develop their skills and learn how to apply them in a competitive environment.	£300	The house system has encouraged staff to organise inter school sports competitions. The children are motivated to do their best to earn points for their houses. Children have performed well at competitions and this is a result of better preparation. End of unit competitions have given the children opportunities to apply their learning in a competitive scenario. This has also given teachers an assessment opportunity.	PE coordinator to continue working closely with primary mentor to offer opportunities for children to compete in inter school competition. Develop the house system further and involve sports leaders in this.