

# 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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 16790
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 016790

## 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><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></p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/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:		
<b>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</b>			Percentage of total allocation:	
			%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase physical fitness, improve mental readiness in a morning and provide opportunities for children to access physical activities during non active part of day.	<ul style="list-style-type: none"> <li>All teachers to do 5/10 mins wake up/go noodle/yoga/aerobics session etc for specific points in day when children are less active.</li> </ul>	No cost	Regulated a number of children with identified SEMH needs. Children more ready to learn and able to concentrate Children with behaviour needs are motivated by the additional physical activities provided.	Look at timetables for next year to increase this for twice a day ( 1 for increase heart rate in a morning and then a second 'brain break' at another point in the day)
Provide opportunities for children to take part in structured sporting activities at lunchtime	<ul style="list-style-type: none"> <li>PE specialist coach employed 3 lunchtimes a week to provide structured games/skills.</li> <li>Additional lunchtime supervisors/LSA (play leaders) deliver structured games/skills</li> <li>Resources allocated for specific playtime and lunchtime use to promote physical play</li> <li>D.Bennett (Sports leader from JMAT) make visits to provide CPD training for SMSA</li> </ul>	£6750  £3900  £465  JMAT costs £1660	Zones introduced Quiet areas, construction and role play. 2 football afternoons 1 skills based afternoon. Behavior incidents reduced on days when these activities were up and running.	Improve on this for next year. DB to support JC for training Y2s to become play leaders.  Do a pupil voice to gain feedback on what children would like to see/want.  Invest in music element for lunchtime.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Continue to promote a positive awareness of sport and physical activities to encourage an increase in participation in leading an active healthy lifestyle.	<ul style="list-style-type: none"> <li>Continue with Sporting Value assembly every half term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies</li> <li>Post assembly slides on school social media sites so parents are aware of our of school sporting values</li> <li>Update Sporting value assembly display each half term.</li> <li>Provide DB with sample of sporting achievements in school to share amounts the wider JMAT community.</li> </ul>	£335 for JB additional hours.	<ul style="list-style-type: none"> <li>-Profile of sporting values is raised. Teachers referring to values across PE lessons.</li> <li>-In addition to the impact on physical skill and ability children demonstrate improved sporting values e.g. determination, teamwork</li> <li>-Sports day success of all children showing resilience and enjoying themselves even when coming last in races.</li> <li>-Wider community aware of sporting success at KPI.</li> <li>-KS1 children came to school in kits on PE days – ensured all children could always participate in PE lessons.</li> </ul>	<p>Introduce SMSA nominating children for award. SMSA training for awareness surrounding sporting values. Whole score promotion of sporting values. (Hands, heart and head assessment tool)</p> <p>Look at trialing an active start in the summer term to improve punctuality.</p>
Ensure PE continues to be a central focus throughout school	<ul style="list-style-type: none"> <li>Research into CPD</li> <li>promotion of clubs</li> <li>collecting and sharing of resources/schemes</li> <li>upkeep of all resources and PE spaces (including imoves)</li> <li>up keep of registers</li> <li>meeting/liasing with outside sporting colleagues (DB from JMAT)</li> <li>Monitoring of quality of provision of PE and lunchtime</li> </ul>	<p>Cover cost for PE leader £1475</p> <p>£495 (imoves scheme of work)</p> <p>£1500 (replenish PE cupboard resources)</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?:
Improve the quality of PE lessons through increasing staff subject knowledge	<ul style="list-style-type: none"> <li>-Staff to use object control PE resources</li> <li>-Team teach lessons alongside Bryn.</li> </ul>		Comes out of Cover cost for PE leader £1475	<p>Long term plans tweaked and more detail added to overview as year progressed.</p> <p>Staffing issues again impacted frequency of team taught lessons alongside Bryn.</p>
Increase level of participation of all children in PE lessons and provide an increased level of support/skill development/encouragement for lower achievers	<ul style="list-style-type: none"> <li>• During team taught sessions lower achievers to be identified quickly.</li> </ul>		(comes out of £6045 Get Active South Yorkshire)	<p>All staff wear PE clothes when teaching to ensure that children aware of the importance of PE</p>
				<p>Sustainability and suggested next steps:</p> <p>Look into other schemes of work to enhance resources already used or improve what is already to being used.</p> <p>Look at timetabling for next year to ensure that teaching staff are available to team teach alongside Bryn each week.</p> <p>Look at assessment document 'hands, head and heart'.</p> <p>Staff audit on CPD needs.</p> <p>Team teach element to be prioritized for 23/24</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:
Provide opportunities for a wider range of activities both within and outside the curriculum in order to get more pupils involved. Ensure access for all children.	<ul style="list-style-type: none"> <li>2 weekly afterschool clubs run by PE coach.</li> </ul>	comes out of £6750 Get Active South Yorkshire)	<p>Aut A Football 20 Multi sports 18</p> <p>Aut B Dance 10 Multi sports/dodgeball 15</p> <p>Spring A Multi sports - 6 Gymnastics – 17</p> <p>Spring B Dodgeball 8 children</p> <p>Summer A Dance + Gymnastics – 15 children</p> <p>Summer B Dance 7 Football 15 children</p> <p>Clubs offered to all children in school regardless of need.</p>	<p>Uptake for some term's clubs meant clubs with low numbers had to be cancelled.</p> <p>Next steps for next year to ask for feedback on reasons for this.</p> <p>Break down of results of this year to look for patterns of gender, year group, pp/SEND in order to target for coming year to understand if our offer is meeting the requirements of all children.</p>

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:
Increase motivation and participation of all children during sports day	Sports day over at Astro turf pitches to allow greater access for parents and raise status of the day.	Cost of extra LSA support £75	Sports day success. Large turn out of parents. All children taking part.  Parents took part in races.	Continue for next year.
Increase amount of competitive sport opportunities for pupils.	Participate in appropriate festivals with local schools as part of Wales cluster	Cost of extra LSA support £135	Summer term Y2 multi sports – cancelled Y1 multi sports – 10 children  Y2 ten base rounders 47 children attended. Y1 ten base rounders – 28 children attended.	Staffing changes at High school to enable a full year's offer for 23/24  Consider attendance of specific year groups/classes due to increased mixed class set up.

Signed off by	
Head Teacher:	R.Idell
Date:	11.07.23
Subject Leader:	J.Clay
Date:	11.07.23
Governor:	

Created by:



Supported by:



Date:	
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