

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. **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	£17570.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17570.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17570.00

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 practiced 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	33%
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	50%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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: £1 7570	Date Updated: 13/07/23		
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: 7%	
Intent		Implementation		Impact	
		Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1249.98	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> Pupils have access to physical activity at all breaks, lunchtimes and outside of school hours School offers a range of after school clubs for all ages Staff confidence in providing a explicit physical education lessons Equipment orders/New storage Additional equipment for lunchtimes provided to increase active participation in sports and stored for long jveevity and independent access by the children. Increased physical activity facilities at breakfast and afterschool clubs 		<ul style="list-style-type: none"> Clubs run by staff and outside providers Additional equipment provided at lunchtime and playtime (loose parts play, basketball, football, cricket equipment and hoops/balls) Range of equipment such as balls, hoops, nets, cricket stumps, bats, Activ-8 have run breakfast club to increase opportunities at all times of the day. 		<ul style="list-style-type: none"> Daily use of lunchtime equipment of all ages Monitoring shows, increased use of gym equipment to ensure greater number of children reach expected standard in gym Increase in PPG and SEN children participating in before / after active school clubs Pupil voice shows children enjoy the physical activity lessons and clubs that are on offer We offer 10 active after school clubs ranging from flag football to dancing to multi-skills and basketball. 	<ul style="list-style-type: none"> Athlete visits and interactive activities / workshops with them Consistent approach to having equipment ordered Increase physical activity participation for break times Collaborate with an external sports specialist to enhance lunchtime provision for targeted pupils (those with low self-esteem, poor physical health, SEMH needs). Leading to pupils developing social skills, improved levels of physical fitness and positive self-esteem.

			<ul style="list-style-type: none"> ● Increased amount of children accessing more than 30 minutes of daily activity. ● Timetable of activities for lunchtimes – increasing numbers of pupils taking advantage of the offer – less disruption on the playground 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £222.78	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● Pupils to understand the importance of being active and the impact on their body and mental health ● Independently take accountability for reaching the success criteria in PE lessons <ul style="list-style-type: none"> ● Children understand all the different ways to keep active independently ● Extra notice boards around the school to raise the profile of PE and Sport for chn, all visitors and parents. ● Updated whole school facilities 	<ul style="list-style-type: none"> ● Some cross-curricular links between PE, science, learning for life and other subjects ● Coaches working in conjunction with class teachers to promote best practices and high quality delivery ● Children to identify the changes to the body that are created when completing physical activity ● PE shed taken down and facilities put in place 		<ul style="list-style-type: none"> ● Children can explain activities / sporting achievements throughout the year the school has provided ● Children can link changes to their bodies made during / after PE and can link this to cross curricular subjects such as science / PSHE ● Increased profile of mental health and positive impacts of PE in our PSHE lessons ● Pupil voice shows a love for learning and PE across the school ● Few instances of pupils not bring kit to school and as a result progress and 	<ul style="list-style-type: none"> ● Implement sports leaders for each key phase to support PE as a status - these will be Y5/6 Sports leaders ● Promoting PE/ physical activity to children on behavioral plans / SEN as movement breaks ● Consistent approach to physical activity being used as a 'brain break' during afternoons for Y1 - Y6 ● Consistent approach to individual pupil assessment in PE lessons ● Continue with yearly whole school sports days (KS1 and KS2 at DHS)

		achievement in curriculum PE is good	<ul style="list-style-type: none"> ● Use PESSPA resources at the Heart of School Life ● Sports celebration board to raise the profile and celebrate achievements/inspire
--	--	--------------------------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				79%
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: £13,899.10	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● Staff need to be confident in their delivery of PE. ● Staff have a secure knowledge in how to plan and deliver a wide and varied range of physical activities with clear skills progression across from Reception to Y6. ● Staff need knowledge of vocabulary and skills to feel confident in supporting children. ● Subject leader knowledge increased to be able to support staff at all times across Rec-Y6 with PE ● CPD – training in Flag football for 1 member of staff 	<ul style="list-style-type: none"> ● Activ -8 CPD provided for staff to securely ensure that they can deliver high quality PE opportunities. ● Staff meetings on PE ● Staff and pupils voice survey ● Feedback provided for lesson observations by Head of PE ● Children able to attend Flag Football tournaments at local Private school. ● Children attend a range of events e.g. the legacy games, quad kids, football tournaments. 	<ul style="list-style-type: none"> ● Staff audit shows staff's subject knowledge is supported by Activ-8 CPD ● Staff confident in using Activ-8 planning for 'brain breaks' and movement breaks ● Focus on learning increased due to consistent and enjoyable physical activity. 	<ul style="list-style-type: none"> ● Provide CPD for staff who supervise break and lunchtime to help facilitate a wide range of team games and physical activities during unstructured times. ● Review Activ-8 CPD and work alongside Activ-8 coaches to further support staff. 	

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: £329.85	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Children to have access to a wider range of physical activities at break / lunchtimes Broader range of sporting clubs for children to have access to Children are having a wider range of activities outdoors and indoors Increased opportunities to attend competitions and sporting events locally Focus particularly on those pupils who do not take up additional PE and Sport opportunities <p>Additional achievements:</p>	<ul style="list-style-type: none"> Extra equipment provided for break and lunchtimes Increased sporting clubs for children to take part in Sports day led by Activ-8 and Y9 sports leaders at DHS for KS2. A wide range of children attending sporting events across the local community e.g. cross country. 		<ul style="list-style-type: none"> 75% of all children currently attend at least 1 club 76% of disadvantaged children attend at least 1 club. Provided free of charge. All clubs are subsidized. 	<ul style="list-style-type: none"> Look at uptake of clubs taken by SEN children and aim to increase this Athlete activity days for whole school Continue to provide a wider variety of additional PE equipment Offer a wider range of whole school sporting events and clubs

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> ● To introduce additional competitive sports to engage more pupils ● New and up to date equipment order ● Pupils to understand competitive sport and the impact that this has on developing their life skills ● Ensure all children have opportunities for competitive sport 	<ul style="list-style-type: none"> ● Whole school sports days ● Consistent approaches to equipment orders ● Taking part in events/competitions with local areas / schools 	£1795.00	<ul style="list-style-type: none"> ● Increased sporting achievements being shared in assemblies ● Pupil and staff voice shows increased enjoyment in PE lessons and other sports competitions and events. ● Children can confidently explain the importance of winning and losing, supported by the sporting fair play guidelines ● Most children in the school had competitive sport opportunities 	<ul style="list-style-type: none"> ● Continue with yearly whole school sports day ● Athlete workshops ● Dance competition ● New experience workshops ● Working with outside agencies to raise the profile of sport, including for children with SEN and disability sport ● Girls only sport clubs to increase girls participation in sport at school and attending events/competitions ● Attend a further range of competitions and events to offer opportunities

Signed off by	
Head Teacher:	Charlotte Bull
Date:	13.07.23
Subject Leader:	Emily Wadge
Date:	13.07.23
Governor:	Kerry Jones
Date:	13.07.23