

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£18,350
Total amount allocated for 2021/22	£17,720
How much (if any) do you intend to carry over from this total fund into 2022/23?	£749
Total amount allocated for 2022/23	£17, 615.26
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,364.26

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>	37%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63%
<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>	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: 2022/23		Total fund allocated:		Date Updated:	
<p>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</p>					
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?
Sports coach		All pupils will receive weekly PE sessions with either class teacher and/or Sports Teacher. The focus of these lessons will be to increase fitness, heartrate, activity and ensure high levels of participation from all students.		£7,215	All pupils will have had periods of increased physical activity. Promote the enjoyment of sport. Sports coaches are strong role models for all children modelling the impact of regular physical activity.
Yoga and dance		All pupils will have access to a specialist coach.		£3,810	Pupils will develop breathing and movement techniques to support emotional regulation. Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Our yoga sessions help bring holistic well-being to children through yoga, play and mindfulness.
					Sustainability and suggested next steps:
					Create a model to ensure their sessions target specific needs of the class and develop staff CPD
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<p>Encourage more children (along with their parents) to participate in active travel to school to take advantage of additional opportunity during the day to exercise</p> <p>Raise awareness of the best places to take part in sport and physical activity outside of school.</p>	<p>Utilise newsletters, social media and the school website to share with parents what children are doing in PE, what competitions and extra-curricular clubs are on offer at your school.</p>		<p>Pupils understand (where possible) how PESSPA can make a positive difference to their confidence, self-esteem, behavior and attitudes.</p>	<p>Continue to sign post and make links in the community.</p>
<p>Melbury Mile</p>	<p>Pupils to complete 3 miles a week during brain breaks. A token will then be added to the token system.</p>		<p>Pupils are engaging in physical activity to contribute to the 30mins or more daily target.</p>	<p>Re-launch in the new academic year with new pupils and staff. Review new time tables with phase leaders to signpost time.</p>
<p>Development of the playground and new sports court. Through the introduction of sports ambassadors.</p>	<p>Active playtimes and lunch times</p>		<p>Pupils will have access to a larger space and more equipment to promote enjoyment and participation in physical activity. This is also used and modelled by our sports coach.</p>	<p>Work with lunch time staff on safe use of equipment and competitive sports.</p>
<p>Make sure your colleagues and teaching staff have access to sufficient kit, equipment and resources.</p>	<p>New sports benches</p>	<p>£639.98</p>	<p>Promote an active and healthy lifestyle.</p>	<p>Review effectiveness and coverage with subject and curriculum leaders.</p>
<p>To increase awareness amongst both children and staff about the importance of mental health and well-being.</p>	<p>Healthy half term</p>			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Melbury Mile token system</p> <p>Football matches</p> <p>Develop good communication and teamwork skills</p>	<p>Use display boards and visuals around the school to explain the curriculum areas to children, teaching staff and visitors as well as celebrate the work going on in extra-curricular clubs and competition</p> <p>Corridor display with the latest fixtures/ result and player of the match.</p> <p>Sports coaches. Sports Day After school sports clubs</p>	<p>£11,025 (combined, as detailed earlier)</p>	<p>Target some of these aspirational experiences at girls - due to levels of participation for girls once reaching secondary school decreasing.</p> <p>Whole school Melbury mile token counter and charts on classroom doors.</p> <p>Photographs. Pupil voice.</p> <p>Photographs. Pupil voice.</p>	<p>Use the school website, the newsletter, and the twitter account to promote PESSPA much more.</p> <p>Inform colleagues and teaching staff what we will be investing our premium in this year, to outline the goals for PESSPA for the year ahead.</p> <p>Encourage teachers to use physically active learning in other subject areas and provide support, guidance links to resources where necessary to help make this possible.</p> <p>Try to engage teaching staff in extra-curricular clubs – can they support or lead one of their own.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
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?:
Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Sports coaches</p> <p>Development of a progression of skills document</p> <p>Resources and equipment is regularly audited to ensure suitable availability for high quality teaching and learning during PE lessons</p>	£11,025 (combined, as detailed earlier)	<p>Staff questionnaires</p> <p>Staff voice and feedback</p> <p>Increase in teacher and pupil confidence with participation in dance sessions run by professional. Children respond well to this, learning new, exciting and up to date dances and skills. Maximum engagement due to the skill of the professional. Opportunities for teacher CPD.</p> <p>As a result of effective teaching and responsive assessment, all pupils make progress from their starting point.</p> <p>Staff feel confident teaching a range of sports/ activities and are able to provide high quality PE lessons.</p> <p>Staff feel supported and able to seek support from subject leader as and when necessary.</p>
			<p>Sustainability and suggested next steps:</p> <p>Monitor PE planning</p> <p>PE drop ins and discussions with staff</p> <p>Attend PE subject leader networks with colleagues at other schools to encourage sharing good practice.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Additional achievements:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Yoga /Dance</p> <p>Cricket</p> <p>Outdoor adventures -Pupils to have forest schools sessions, a climbing wall and archery.</p> <p>Sports and climbing tower in foundation unit</p>	<p>£3810</p> <p>£5201.28</p>	<p>To target pupils with the realisation of opportunities in sport through further education.</p> <p>To target pupils with the realisation of opportunities in sport through further education.</p> <p>To target some of these aspirational experiences at girls - due to levels of participation for girls once reaching secondary school decreasing.</p> <p>Work with Trent Bridge cricket club to offer experiences and coaching to children who wouldn't normally have the opportunity/ aspiration.</p> <p>Children will be more active at lunch and playtime. This will support the 30 minutes of exercise expected of children for each day.</p>	<p>Additional achievements:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Hand out flyers to sign post children to where they can continue cricket sessions</p>

Key indicator 5: Increased participation in competitive sport				
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:
Increased participation in competitive sport Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events,	School football matches with other schools Sports day Activity day Targeting specific groups.		Increased participation in competitive sport. Pupil voice. Photographs	Ensure that competitions are attended next year and support pupils with sharing, winning and losing gracefully.