

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	£19216.33
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19217.49
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19217.49

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>	23/56 = 41%
<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>	23/56 = 41%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	22/56 = 39%
<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

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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: £19217.49		Date Updated: 20 th July 2023	
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		
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:
1.1- Provided the chance to learn new skills by offering a variety of different clubs and activities to all children in the school.	Employ a trained sports coach to offer after-school clubs. This will give the children the opportunity to increase their physical activity time and active learning opportunities whilst improving their PE skills (using correct techniques) and their fitness levels as a result of increased activity levels.		£5,429.91	After school clubs have been offered to Years FS2 – 6. These have been well attended. The children who have attended these clubs have increased their level of fitness and their skills. The children who have attended have transferred the skills into PE lessons.	Continue to offer sports clubs in order to provide opportunities for the children to learn new skills and compete against others.
1.2 - Improve physical activity at lunch times.	Talk to the children and staff to find out what activities they want to participate in at lunch times. Order the equipment and storage for the resources. This will allow the children to be more engaged with physical activity during lunch times.		£305.47	The children now have equipment out during lunch times. The children are more engaged with physical activity and are developing skills and experiences in different sports and activities.	To monitor the usage of the equipment and the levels on engagement of the children to ensure that as many children are participating in physical activity as possible.
1.3 - Purchase new equipment for the Foundation Unit in order to help the children achieve the basics in agility, balance and coordination whilst achieving their daily physical activity guideline time.	It has been identified that some children were lacking the ability to balance. Order some resources to help the children improve their balance.		£265.50	The equipment purchased is being used by the foundation children. The ability of balancing has improved by the children and all children in F2 have achieved their ELG in gross motor skills.	To continue to monitor the physical skills of the children in Foundation. Be responsive an act accordingly with the new cohort.

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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:
2.1 - Get more children at lunchtime engaged with physical activity.	In Spring 1, the Sports Leaders are to join the sports coach at lunchtime to help engage the children with physical activity. The sports coach will use the equipment and will train and use four leaders per day to help engage their peers.	Cost accounted for in Key indicator 1.2	More children at lunchtime are engaged in physical activity and sport. Sports Leaders' knowledge has improved and are working independently with their peers helping them to be engaged with physical activity.	Next year, a new set of sports leaders will be selected and trained up. They will use their knowledge to interact with their peers to help them become more engaged with Physical activity.
2.2 - Offer more after-school sports clubs and broaden the range of the children who are attending.	It was identified that the F2 had not been offered a sports club. The children were spoken to, and it was acknowledged that they would like to be offered one. An after school F2 sports clubs was offered in Summer Term.	Cost accounted for in Key indicator 1.1	A sports club was offered to F2 and there was a 50% take-up with the club. When talking to the children they enjoy the club. There has also been an improvement in their skills.	Continue to offer clubs sports clubs to all ages from F2 – Year 6.

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:
3.1 - Staff require knowledge regarding supporting the Primary Steps programme. The knowledge can be used to support the Royal Ballet School staff so that the children have the best support they can when learning ballet.	Attend CPD: Royal ballet so that knowledge is gained.	£97.98	Staff members have knowledge of the programme and can support the Royal Ballet Staff. This knowledge is then used to help children who have been selected to attend a further course of tuition.	Providing the Royal Ballet School offers the course next year we will continue to be a part of the project.
3.2 - Teaching assistants help so that all join in with lessons.	Remind the Teaching assistants of what will happen in the lesson before the lesson begins. Discuss any worries that they might have. Teaching assistants to be involved in the lesson, learning through participation whilst being an active role model for the children.	£0	Teaching assistants become more confident in the lessons and their PE knowledge increases. The children become more confident with the PE skills as Teaching Assistant are more engaged and helping with the lessons. Lesson observations have occurred and have seen an improvement with teaching assistant involvement.	Teaching assistants continue to be engaged in PE lessons and help with improving the children's skills. Training will be provided to those who require it.

<p>3.3 - Our sports coach requires additional CPD with teaching of Football.</p>	<p>Mansfield Town Football Club have been into school and ran two after club's sessions for years 3/4 and 5/6. The sports coach has been at each training session and has taken notes that have improved her knowledge.</p>	<p>£780</p>	<p>The children have been engaged in after-school sports clubs which has improved their skills / fitness. There was a big uptake on with all the sessions being full. The profile of PESSPA has been raised across the school too as the children continue to talk about the sessions as it was with the local professional football club.</p> <p>The sports coach observed how the lessons were run and discussed techniques with the football coaches.</p>	<p>Sports Coach will use the skills acquired from the After School sessions will be used in the teaching of football within the school curriculum.</p> <p>We will contact MTFC to organise them coming back next year.</p>
<p>3.4 - Resources to help keep all the new knowledge in order and accessible.</p>	<p>The sports coach has been on different training courses and is offering many different clubs. Resources have been ordered to help keep things tidy, organised and accessible.</p>	<p>£18.32</p>	<p>Folders for After School clubs and training are completed. They are up-to-date and information is easily accessible.</p>	<p>Continue to keep record keeping and information easily in order and easily accessible.</p>
<p>3.5 – Training for all staff on how to correctly use the orienteering course.</p>	<p>Whole school training will be given to all staff, so they know how to use the course and equipment properly and to get the maximum benefits from it.</p>	<p>Cost accounted for in Key indicator 4.5</p>	<p>Training was booked but the company cancelled due to illness. This will be given in September 2023.</p>	<p>Wait for training and monitor the staff's knowledge and confidence.</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:
4.1 - Offer a range of After School clubs so that the children can experience a wider range of sports.	Employ a trained sports coach to offer after-school clubs. This will give the children the opportunity to increase their physical activity time and active learning opportunities whilst improving their PE skills (using correct techniques) and their fitness levels as a result of increased activity levels.	Use the sports coach. Cost accounted for in Key indicator 1.1	After school clubs have been offered to Years FS2 – 6. These have been well attended. The children who have attended these clubs have increased their level of fitness and their skills. The children who have attended have transferred the skills into PE lessons	Continue to provide opportunities for the children to learn new skills and compete against others. Next year, using the information from the Pupil Voice questionnaire to offer the after-school clubs that the children would like.
4.2 - Children take part in a competitive sports day in front of a crowd.	Hold school sports days where the children are split into ability races. This gives all the children the chance to experience a competitive event whilst offering all children the chance to succeed. The children will be rewarded with a sticker and a certificate for participation and placement.	£73.87	The children enjoyed participating in competitive events and enjoyed receiving their stickers and certificates in front of their parents. The rewards encouraged the children to push themselves even more in order to try and win.	Next year we will have another sports day and invite parents. We will look at the layout and timings to see if we can get more races in for all the children.
4.3 - Offer Top up swimming lessons for Year 6 to help them experience and become more confident with swimming.	Additional swimming lessons and transport have been organised for those children who have not met the required standard for swimming.	£1877	The children are becoming more confident with swimming and their enjoyment with the activity is increasing.	Next year, offer top up swimming to the children who have not met the required level of swimming.

4.4 - Purchase equipment and storage so that the children can participate in a greater range of sports and activities.	It has been highlighted that the equipment that is has been being used is not fit for purpose and some have been condemned. Purchase a variety of different equipment and storage to allow the children to experience e a broad range of sporting activities.	£5940.43	Equipment has been purchased and we are now able to offer the children a wider range of sporting activities and clubs. After talking to the children who have attended these club and sporting activities, they explain that they have enjoyed sports that they have never tried before.	Continue to monitor the clubs and the sporting events wanted by the school community. Be responsive and purchase more equipment to be able to offer a wider range of sporting activities and experiences for the children.
4.5 -To improve our Outdoor Adventurous Activities. Get an established orienteering course around school that is accessible for all pupils.	A company has been contacted to install an orienteering course around school. It was booked to be installed but the company cancelled due to illness. This will be installed in September 2023.	£2285.00	A course will be set up and whole school training will be given to all staff, so they know how to use the course and equipment properly and to get the maximum benefits from it. Children will know about Orienteering and how to read a map.	The initial outlay means that the course will be accessible for all the school and can be used at any time in the future. It is cross curricular so can be used in different lessons to make them more active.
4.6 - To broaden the experiences of the year 6 children.	The Mill Adventure Base was contacted and an adventure experience for the year 6 was planned. The activities that the children were to do were ones that the children had never experienced before. These activities included: zip wires, team building, climbing and canoeing.	£1944.00	The year 6 children visited the Mill Adventure base to experience different activities. After the event, the year 6 teachers notice an increase in teamwork in lessons and the children taking more risk with their learning. The children still talk about the Mill as one of their favourite memories of their time at school.	See if the experiences at the Mill would benefit any other classes. If so contact them and book another excursion.
4.7 - Year 3 children are to watch and experience a performance from the Royal Ballet.	A bus company has been contacted and a bus has been hired to transport all the year 3 children who have taken part in the Royal Ballet programme to the venue of the performance. The children watched a professional ballet performance.	£250	The children experienced a professional ballet performance in a theatre. Whilst there, the children really enjoyed the performance and spoke about their experiences. Some children have joined the ballet club that happens outside of school.	If possible, offer some more children the chance to complete the Royal Ballet Programme and experience a live performance of ballet.

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:
5.1 It has been identified that the number of competitions and events has dramatically decreased over the past few years. We aim to get more children involved in competitions and events.	The sports coach has checked with the school games coordinator to see if we are able to participate in the competitions and events. The children are to attend 4 different competitions or events.	£0	A wide range of children participated in a competition or an event. The children received certificates for taking part or winning. The children's success was praised on the school's social media.	Next year look at rejoining the School Games Competition to allow more children to participate in sporting events and competitions.