

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 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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.

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|---|---------------------|
| Total amount carried over from 2021/22 | £10,661 |
| Total amount allocated for 2021/22 | £19,850 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £16,969 |
| Total amount allocated for 2022/23 | £19,190 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £36,159 |
| Total amount carried over from 2022/23 | £4,055 |
| Total amount allocated for 2023/24 | £23,955 (estimated) |

Swimming Data

Please report on your Swimming Data below.

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| 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 | NA |
| 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 2020. Please see note above | NA |
| 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 | NA |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | NA |
| 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? | NA |

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: 22/23 | | Total fund allocated: | Date Updated: 12.07.23 | |
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| 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: 40% |
| Intent | Implementation | | Impact | £14,976 |
| 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: |
| Support gross motor development skills and promote physical activity. (Key indicator 1 and 4) | Purchased equipment to give opportunity for children to be active and developed different movement skills. These are used during outdoor learning. These resources include crawl tunnels, crates and activity cubes. | £806 | Children have engaged in use of this equipment. Children can be observed using these with greater confidence and children are being active when using these. | Continue to make these resources available and model good use of these. Replenish and replace an equipment as necessary. |
| Give children opportunity to take part in gardening based activities bi-weekly as part of their outdoor learning experience. | Purchase equipment to facilitate this. These resources include gardening kits and garden/minibeast explorer kits. | £402 | This has helped to embed physical activity into children's learning experiences. It has inspired children to take further interest in gardening and given them skills to be able to do so. | Continue to offer gardening based opportunities as part of children's outdoor learning experience. Maintain the area and celebrate the outcomes of the gardening with the children as things |

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| | | | | continue to grow. |
| Ensure all children are given regular opportunity to be active and have access to sports resources. | PE leads given time out of class to focus on PE/Sport duties. | £600 | Equipment is well organised and additional sporting events have been organised during this time. PE leads have had time to plan to meet and discuss next steps for engaging children in more physical. Many events have taken places and teachers/lunchtime staff now find it much easier to locate and store the PE equipment needed. | Continue to use time in this way when needed. |
| PE equipment updated throughout school year to support delivering of PE teaching and active lifestyles across the school. | Purchase of PE equipment and storage. | £4,346 | Teachers and MDSA staff have commented how well resourced the school is with sports equipment. Children have access to lots of different equipment to encourage physical play at play times and lunchtimes. | Continue to remind staff to ask for any resources required. PE coordinators to write this message on staffroom board termly. |
| Support the delivery of PE lessons outdoors. | Speaker purchased to allow dance lessons to take part outside. Outdoor storage cover sun sail for playground | £180 | The speaker is regularly used for dance lessons and to support other physical activity in the playground. Children and teachers have been keen to take up this option. | Remind staff of the use of this speaker and where it is kept. Use in future sport events. |
| Promote daily habits of exercise and give children opportunity to be physically active in their classrooms and within brain-breaks. (Key indicator 1) | Jump Start Johnny annual subscription. | £350 | Teachers regularly use these resources to give children timetabled active breaks throughout the day. Children enjoy taking part and they help to refresh and refocus the children ready for learning. | Teachers celebrate the positives of physical activity for keeping our minds and bodies healthy. This is re-enforced in PSHE lessons. |

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| Give opportunity and motivation for children to be physically activity during break and lunch times. (Key Indicator 1) | External providers of Multi Sport courses (Premier Education) | £8,292 | Children have organised break and lunchtime activities in the playground, supervised by the Multi Sport coaches. | Provision to be set up and mirrored at SR. MDSAs given training opportunities. |
| Children to access the full 60 minutes of PE provision | Children now come to school on their PE days in PE uniform and appropriate footwear. | Free | Teachers spend less time changing pupils and children have longer PE sessions. | Purchase spare trainers for each class. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 9% |
| Intent | Implementation | | Impact | £2,214 |
| 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: |
| Year group celebration assemblies every week to ensure the whole school is aware of the importance of PE and Sport and to encourage pupils to aspire to being involved in the assemblies. | Certificates and stickers purchased for celebration assemblies and sports day. | £215 | Children more actively and self competitively engaged in PE sessions and inspired to receive a certificate / sticker in assemblies. | SLT have seen the benefits of the raised profile of PE and Sport in school and will continue to include achievement being celebrated in Year group assemblies. |
| To aid the school's main objective in the improvement plan to raise the profile of disadvantaged pupils | Monitoring the attendance of Pupil Premium pupils in clubs and events Provide each class with 3 sets of PE kit for DA and vulnerable pupils. | £299 | All disadvantaged pupils and families were offered one funded sports club for the duration of one term. 34.2% of DA pupils attended a funded club at School Road site, and 27% at Holland Road site. | For year 2023-2024 increase uptake of funded clubs Ring fence: £6,800 to fund |

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| Motivate and inspire children with a sportsperson centred around inclusion for all - Paralympian. Will Bayley visit | Will Bayley delivered a PowerPoint demonstration and workshop with EYFS, Y1 and Y2 children. | £1,700 | Children were so excited for the event and have talked about this as quoted by one child as their 'best day at school ever'. Children have talked about practising the drills we practised at home and talked about how hard they need to practise to get as good as Will. | Consider booking again in future years. Continue showing footage of Will and other similar athletes to inspire the children Link up with Wills Table tennis club in Kemp Town – Use funding for DA places? |
| To increase the opportunity for physical exercise during the school day for all children. | Staff meeting- deliver staff meeting across the federation- lesson structure, planning and 1/3 of the time allocated to active lessons. Reducing the time children are inactive throughout the school day during lessons. All children partake in the Daily Mile. | N/A | Teachers completed a template of the day to highlight likely periods of inactivity. Ideas shared across the federation to ensure lessons include more physical activity throughout the school day. For example, movement in maths and active phonics. | Continue this provision next year and monitor with 'shallow splashes'. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | 14% |
| Intent | Implementation | | Impact | £3,276 |
| 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: |

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| Provide access to Youth Sport Trust | Purchase of membership | £525 | PE leaders have been able to access review tools to audit PE provision to feed into action plan. Staff have gained access to advice to ensure you receive day to day practical support. Teachers have access this and strengthened delivery of PE lessons. | Promote this resource further among staff. PE leads to attend some online workshops. |
| To ensure access to CPD provision | <p>CPD provided for staff:</p> <p>Spring – CPD support coach for EYFS and Year 2 in Gymnastics and Dance</p> | £1,985 | <p>4 teachers across the Infants had 6 weeks of CPD focused on either Dance or gymnastics.</p> <p>Training focused on revisiting of skills and vocabulary building on these each lesson to fit with our school learning model. Teachers felt more confident and secured their knowledge and pedagogy of teaching PE, enabling children to be challenged and make progress.</p> <p>Teachers are now more confident to take these skills and apply them in other areas of the curriculum.</p> <p>“I really enjoyed working alongside the sports coach. She brought excellent subject knowledge to each lesson and coached me in breaking the lesson down into small steps to ensure the children achieved success. I will use this model next year.”</p> <p>“The coach supported me in adapting dance lessons to fit our topic. This gave me a greater understanding of how to deliver lessons confidently ensuring the children made progress each time and revisited prior learning. Tracy was great at explicitly teaching key vocabulary alongside the unit</p> | <p>Complete 3 x staff voice surveys to gain an understanding of CPD requirements.</p> <p>During Shallow splashes, monitor effectiveness of teaching and progress of children, targeting CPD accordingly.</p> |

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| | | | and this has given me more confidence in this aspect of my teaching moving forwards.” | |
| <p>Purchase new scheme of work in line with Junior School.</p> <p>To ensure staff are confident with teaching PE through the development of planning using a scheme of work (GetSet4PE)</p> | <p>Planning shared and saved for all year groups across the federation in line with the curriculum overview</p> <p>Teachers and pupils should refer to the key skills outlined before, during and after lessons to reflect on what they have learnt</p> | <p>£600</p> <p>Overviews and planning created during subject leader time</p> | <p>School overview implemented clearly and all children receive the same coverage of topics, skills and lessons.</p> <p>Children know and can talk about the key skills they have learnt during lessons.</p> <p>Staff meeting delivered to all staff across the federation to support them with their understanding of our Scheme of Work, including how to adapt it in line with our school learning model and assessment.</p> <p>“Athletics is fun. I have learnt to throw the ball really far.” – Year 2 child.</p> <p>“In gymnastics we have loved performing our routines to the other classes.” – Year 1 child.</p> | <p>Staff voice planned for beginning of academic year (including new staff) to analyse confidence in teaching different sports as well as using GetSet4PE.</p> <p>Shallow splashes to be focused around children’s progress in PE, their knowledge of skills, vocabulary and physical development.</p> |
| Ensure all staff have WHI PE kit | PE kit ordered | £166 | Teachers and staff feel confident in clothing and capable of demonstrating in lessons. Raises the profile of PE and Sport throughout the school. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 36% |
| Intent | Implementation | Impact | | £10,738 |

| 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: |
|--|--|---------------------------|--|--|
| Expose children to a great range of sports and athletes. | Books and resources purchased themed around different sports and sporting figures. | £212 | Books provide positive role models for children to aspire to. Also introduce children to a greater range of sports. | Increase enthusiasm to take part in sporting activity and to try new sports. |
| Offer children the opportunity to access an outdoor classroom. Develop Forest School area at Holland Road | Purchased resources to support the provision of a Forest School such as den building kits. | £1,161 | This is providing new activities and supports children to be physically active. Children and staff have given glowing feedback about their experience of Forest School so far. | Continue to fund resources and support implementation of Forest School for all pupils to access next year. |
| Offer opportunities for children to build on their skill, strength and stamina at play times using the Adventure Trail at SR. | Repairs to Adventure Trail | £9,365 | This will provide extended and new opportunities for children to build on their skill, strength and stamina at play time. | Make sure MDSAs are modelling how to use the trail and support play and games in and around the trail. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|---------------------------|---|--|
| | | | | 0.1% |
| Intent | Implementation | | Impact | £35 |
| 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: |
| To provide a greater range of sports opportunities at playtimes and increase the amount of physical activities on offer | Develop a staffing structure to support this including training for MDSAs. Provide sufficient Resources. Multi-Sport to begin at School Road Autumn 23. | Training for MDSAs | Children will become fitter and the requirements for activity will be met. | Continue to review activities and how many children engage. Are there any groups who don't engage? |
| To raise the profile of competitive sport during sports week and sports days | Sports Days organised for each year group. Certificates, stickers and lollies Secondary school Leaders to support. | £35 | Successful sports days – all children took part in at least 5 events. Liaison with local secondary school - 20 sports leaders from local school supported with delivering and running our sports days. "Massive congratulations to the teachers and other staff involved in the organization of running year Infant sports days!" – Parent "It was a lovely atmosphere at the park with the children being really supportive and encouraging each other". – Parent | Liaise with Wish Park and Brunswick to book in sports days early next year. Liaise with local secondary schools to secure support from sports leaders to ensure the smooth running of events. |

Signed off by

Created by:



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| Head Teacher: | Madeline Southern |
| Date: | 14.07.23 |
| Subject Leader: | Rebecca Berger |
| Date: | 14.07.23 |
| Governor: | Lisa Marshall |
| Date: | 14.07.23 |