

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	£ 4711.51
Total amount allocated for 2021/22	£19620
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4711.51
Total amount allocated for 2022/23	£19540
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£24251.51

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>	82%
<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>	49%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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

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: June 2023		
<p>Key indicator 1: The engagement of all 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>					Percentage of total allocation:	
					22%	
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?:		
Support LSA's in the leading of after-school clubs – football, basketball, tag rugby, netball, cheerleading and dance. Provide planning time each week to ensure after-school clubs are purposeful.	<p>Mr Wedderburn – basketball, tag-rugby, netball & football-120 hours of breakfast club sports. 1 x weekly Year 1, 2x weekly Y3&4, 2 x weekly year 5&6 -32 hours after-school club hours</p> <p>Miss Mills – dance & cheerleading -64 hours after-school club</p> <p>Miss Sanders – dance and cheerleading -32 hours after school club</p> <p>Mr Crossley – football -32 hours after-school club</p> <p>Miss Callahan – football -32 hours after-school club</p> <p>Miss Stenson – netball -7 hours breakfast club</p>		£5190.41	<p>What do pupils now know: Pupils have developed their sportsmanship. Their knowledge of different passes has increased, with the concept of formation and spacing. Children's understanding of different game rules has also improved. In cheerleading and dance, children can identify different formations and name different dance moves/techniques.</p> <p>What can they now do: Children can pass the ball by kicking or throwing, with more accuracy. Children are passing into spaces, speeding up game play. Children can now sustain a match showing both skill and sportsmanship. In dance, children can perform full routines, with different</p>		Regular training for LSA's, led by SL, to continue leading sports clubs

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			<p>formations. In cheerleading, children can learn and perform routine for spectators on sports days.</p> <p>What has changed: The children have been the driving force in deciding what activities they want in our school. Clubs have become more structured, with skills development central to the session.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>1%</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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
-Develop training programme for sports leaders to support in the delivery of lunchtime activities and Sports Day leadership	<ul style="list-style-type: none"> -Send out an application for sports leaders -Order badges -Develop rota for outdoor support 		<p>£213.54</p> <p>What do pupils now know: Children understand the meaning of PESSPA and the different parts of activity that it represents.</p> <p>What can they now do: Pupils can confidently lead games and sessions for younger children during lunchtimes/sports days.</p> <p>What has changed: Pupils are used to support lunchtime activities in order to engage all pupils in 30mins of physical activity each day.</p>	<p>Pair current sports leaders with new applicants to support break/lunchtimes</p> <p>Coaching for LSA's to lead quality physical activity sessions at lunch/break time</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31%
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>Develop the confidence and knowledge of staff when teaching gymnastics</p> <p>Support staff with the ongoing implementation of dance and games, embedded through PD in previous year</p> <p>Support LSA's with planning sporting activities for after-school clubs</p>	<p>-Research and book quality gymnastics CPD for all staff Y1-6-</p> <p>-Invest in new equipment to support staff in the delivery of the curriculum for SEND</p> <p>-Gather staff and pupil voice as a starting point</p> <p>-Organise a timetable for CPD, including time for staff to meet with the coach for feedback and planning support</p> <p>-Subject lead to allocate time each week to meet with coach for feedback</p> <p>-Subject leadership release time for lesson observation and scrutinies x 20 hours</p> <p>-timetable cover for planning time for 6 staff members delivering before and after-school sporting provision – 72 hours in total</p> <p>-develop a bank of resources</p>	£7337.01	<p>What do pupils now know: Pupils understand the importance of developing flexibility and strength in order to master different gymnastic skills. Pupils understand the different preparations to undertake before attempting different rolls/</p> <p>What can they now do: Pupils can sustain strength and flexibility building exercises/poses for longer. Pupils can master different gymnastic skills (forward/backwards roll) with more confidence.</p> <p>What has changed: Gymnastic lessons now have 5 stations : 2 focusing on strength building, 2 focusing on developing flexibility and one working with the teacher on practicing the main skill. Purchasing soft wedges, vaults and</p>	More gym CPD needed for new staff and to continue the development of experienced staff

CPD for new LSA leading before and after school sports	-Timetable 12 x hour sessions with sports lead -Assign cover for sports leader -Develop a programme of support for LSA, including team teach, monitoring and feedback		thicker crash mats has ensured that both SEND and GD have the resources they need to both participate and be challenged effectively.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33%
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:
Plan trips within the local area to signpost sporting activities. Supplement residential to allow 17 PPQ pupils the chance to experience the same as their NPPQ counterparts	-Book Hideout trip for Year 6. Staff to come into school to signpost to other year groups -Book Debdale Y6 watersports trip for 60x children. Team-building exercise at the start of the year -Cover for residential day in lieu for 5 staff members -Identify PPQ children who have expressed an interest in attending the trip.	£7741.60	What do pupils now know: Pupils know understand the importance of water safety. They know how to build a raft and row. Through the residential, pupils know the importance of moving outside of their comfort zone and into the challenge zone. Pupils also now know of different sporting establishments in their local area. What can they now do: Pupils can work successfully as part of a team to complete an active challenge. They can now communicate positively and effectively to share ideas and support others.	Continue to plan trips to local areas, including Man City Work with parents to signpost children to a wider range of local amenities

			What has changed: Children have become regulars both at Hideout and Debdale, engaging in sporting activities outside of school.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:	Sustainability and suggested next steps:
Engage in a wider range of inspire and excel inter and intra competitions.	<ul style="list-style-type: none"> -Work with sports leaders to identify which competitions they would like to take part in -Sign up for competitions on the MPA website -Contact schools to arrange competitions home and away -Pre-book coaches -Complete risk assessments -Book LSA's as first aiders -Book lead staff member to supervise 		£3067.88	<p>Liaise with Sports Games Award staff to apply</p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>What do pupils now know: Pupils now know the difference between inter and intra competitions. They have a better understanding of team tactics and know how to participate in a game showing good sportsmanship.</p> <p>What can they now do: Pupils can represent the school in an array of competitions. Pupils can sustain their stamina to participate in 40mins of exercise. Pupils can work together to democratically vote on which competitions they would like to enter.</p>

			What has changed: The boys have participated in more football competitions than in previous years. 2 girls teams were entered into competitions due to the increase in participants. Both excel and inspire competitions have been entered to allow access for all.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	