

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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,110
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18,110

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 2023.</p> <p>Please see note above</p>	100%
<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>	94%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94%
<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:	
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					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:
<ul style="list-style-type: none"> Further increase the percentage of children participating in Sport beyond the school day. For all children to have the opportunity to access free extra-curricular activities. To widen the choice of different types of physical activities available to children. For children to have opportunities to compete against their peers and other schools. To enable children to challenge themselves to achieve personal goals. For all children to access beyond the 2hours of PE expected each week. To increase access to competitive events for children with physical disabilities or other 	<ul style="list-style-type: none"> Maintain the number of extra-curricular activities during breaktimes, before school and after school, including Speed Stacking, Contemporary Dance, Outdoor Play, Fitness, Yoga and Cheerleading. Staff continue to lead activities during unstructured times such as break and lunch times. Wide range of school staff lead additional opportunities. Range of activities which target less children who are typically less active and vulnerable groups – e.g. those with disabilities and health conditions. Provide access to inclusion activities and increase range of opportunities available to all 	<ul style="list-style-type: none"> £9,000 	<ul style="list-style-type: none"> Increased number of children accessing and enjoying sporting activity, including those who have not previously attended. All clubs very popular and well attended. High number of children attending each club. New Girls' football team established and competing in local lead. Range of activities changed in response to children's voice through School Council consultation. Children are also extremely active during break and lunchtimes with a wide range of large and small equipment on offer. Children able to compete at 		<ul style="list-style-type: none"> Continue to develop further opportunities for children to access a wide range of sports, including those suited to children with physical challenges. To train new Sports Leaders to support younger children in accessing games during unstructured times. Continue to promote and encourage active games during breaktimes.

<p>barriers to access.</p> <ul style="list-style-type: none"> To encourage additional exercise outside organised activities – for example, through promoting walking to school events. To increase the number of children choosing to participate in physical activity during unstructured times such as breaktimes. 	<p>children.</p> <ul style="list-style-type: none"> Activities linked to school travel plan, encouraging walking, cycling and scooting. Teach skills in skipping and hula hooping, and table tennis and provide equipment for use at breaktimes. 		<p>a range of levels and challenge their own limitations.</p> <ul style="list-style-type: none"> Children successful in accessing a range of activities irrespective of physical disabilities or challenges. Participation in inclusion games at local and county level. Significant increase in amount of children actively physically travelling to school maintained - evidenced by school survey and school meeting requirements for bronze travel plan. Significant increase in number of children involved in active games such as skipping during breaktimes. 	
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<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>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> Further develop PE Subject Lead role in working with colleagues to facilitate new clubs and identify new opportunities as well as to further raise the profile of PESSPA with all Key Stages. Active engagement of all children in the participation of sporting activities. 	<ul style="list-style-type: none"> PE continue to be part of the School Development Plan. Non-contact time available to subject leader to enable management and leadership of subject. Timetable Sports Coach to work with teachers in PE lessons to deliver joint lessons. Continue to provide a wide, rich and varied programme of events as part of the whole school curriculum. Monitor delivery of curriculum to evaluate skills progression, knowledge of technical vocabulary associated with PE and planning to ensure full coverage, beyond statutory requirements. 	<p>£3,000</p>	<ul style="list-style-type: none"> Sport and PE have a very high profile in the school with all children having access to a very wide range of activities in school, and in collaboration with other schools through the Sports partnerships. Competitive sports, fitness and dance are accessed by all children. PE leaders and other school staff have access to a wide range of training opportunities to further develop the range and breadth of sport covered, including a full training programme. Good practice is shared across schools through networking meetings with local schools. Profile within school and wide school community high – feedback of key stakeholders extremely positive. Leadership distributed, including capacity to support staff in developing and leading clubs. 	<ul style="list-style-type: none"> Continue to provide training opportunities to Sports Leader to further strengthen leadership capacity. Continue to monitor access by year group and characteristics of cohorts.
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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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<ul style="list-style-type: none"> Increased opportunities for school based and external training opportunities to enhance and broaden skills of staff. Include opportunities for staff to learn new skills and broaden and deepen skills of staff. Sports Leader to train staff in new sports and activities to address needs of children with limited mobility. 	<ul style="list-style-type: none"> Staff have training needs met through internal and external training opportunities. Staff knowledge and expertise shared through regular meetings and cross phase working. Staff have opportunities to pursue their own areas of interest, tailored to match with needs of children. Support programme for staff initiating new clubs and activities. Training for staff in meeting needs of children with physical disabilities. 	<p>£1,500</p>	<ul style="list-style-type: none"> Termly CPD opportunities for staff in various sporting topics. Teaching Staff and a number of support staff competent in teaching all aspects of Sport and PE. Support from partnership SEND teacher to help with inclusive opportunities and engagement of pupils with specific challenges/impairments Sports Leader competent in teaching Sport and PE, and has introduced new sports into the school. Staff have brought interests and skills to introduce new clubs. Staff know where to access advice and support from. Staff have a high level of skills and confidence in teaching skills and sports and in leading clubs. Increased differentiation and focus on specific skills within PE lessons due to additional staffing with Sports Coach. 	<ul style="list-style-type: none"> Continue to keep staff development as a high profile area of training to ensure new and existing staff continue to develop their own knowledge, skills and understanding. Continue to build banks of resources and wide range of schemes of work available to all staff.

			<ul style="list-style-type: none"> Further development of staff knowledge and expertise in delivering high quality teaching through training opportunities. 	
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:
<ul style="list-style-type: none"> Further increase the range of sports taught within PE lessons and as extra- curricular activities. Increase opportunities for children to access different sporting activities within Sports Partnership. 	<ul style="list-style-type: none"> Train staff in different Sports/activities/skills provision. Further develop links with clubs and external organisations to provide clubs and activities. Continue to build resource banks for new sports introduced. 	£1,110	<ul style="list-style-type: none"> Children participate in a very wide range of activities offered by Stevenage Sporting Futures Team competitions which offer delivery in sports such as Lacrosse, Cricket, Tag Rugby, Golf, Rounders, rowing as well as a dance festival. The school belongs to local leagues, and a Rural Schools partnership, which provides a range of opportunities open to all. Additional sports teams established including a girls' football team. Opportunities to attend the 	<ul style="list-style-type: none"> Continue to identify new sports and activities which are accessible for all pupils Introduce girls and mixed football teams, in upper KS2.

			Key Stage 1 and Key Stage 2 Mini Olympics	
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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:
<ul style="list-style-type: none"> Continue to access a wide range of competitive sports through Stevenage Sporting Futures and local partnerships. 	<ul style="list-style-type: none"> Map competitions over the year to ensure capacity of school staff to support attendance at all identified events. Change Sports Day to include all key stages in range of activities. Identify opportunities for children with health issues or disabilities to compete with those from other schools. Increase number of opportunities available for children to represent the school at sporting events. 	£3,500	<ul style="list-style-type: none"> All children accessing increased opportunities involving pupils from other schools and specialist teaching. Increased opportunities for all children to compete, and for talented pupils in sport and PE. Almost every child in KS2 participates in an extracurricular sports club More children are able to attend sporting events and fixtures due to additional staffing, including Speed 	<ul style="list-style-type: none"> Continue to liaise with other schools to offer wide range of competitive opportunities at different levels of skills and abilities, including 'friendly' games.

	<ul style="list-style-type: none"> • Maintain increased range of inter-house Sports Competitions. 		<p>Stacking, Golfing and Curling.</p> <ul style="list-style-type: none"> • Specialist coaching has supported children competing in events above school level. • Additional access to a wider range of opportunities for children with medical conditions and disabilities. • Participation in events including tournaments and opportunities to perform in dance festivals • Access to a broad range of sports. 	
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Signed off by	
Head Teacher:	Liz Pollard
Date:	26.7.23
Subject Leader:	Alex Mason
Date:	26.7.23
Governor:	Kevin Browne
Date:	26.7.23