

# 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 31<sup>st</sup> 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	£ 19,752
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19,700.
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19,700

## 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><b>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</b></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><b>N.B.</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>	86%
<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>	72%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	61%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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: 18.07.2023	
<b>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</b>					Percentage of total allocation: 17%
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 ?:	
To increase physical activity and playing in collaboration with other children.	<p>P.E Teaching assistant works at a dinner time to support competitive sport within the MUGA.</p> <p>Sports Crew work alongside the TA to control a range of sporting activities.</p>		<p>£ 3180.00</p> <p>£0</p>	<p>Children are more confident to participate in activities within the MUGA. Increased participating.</p> <p>Y5 F – He puts on different activities and makes it a lot more fun.</p> <p>Y5 M – We get to do more activities than before. We do more exercise than before with Josh being there. Sports leaders help to sort out the different activities and will stop people arguing. They make it more enjoyable.</p>	

To provide children with ideas for active games during break and lunch time.	Children from Year 2 upwards took part in Street games activity. This provided them with a range of physically active games to play during their free time.	225	Reused after sports week in previous year from request of pupils during a pupil voice session.	Could be used again next year in Ks1 to support children with ideas for free play.
To encourage children to be physically active outside of school.	Children were introduced to orienteering by participating in an outdoor scavenger hunt. This taught them skills of using a map and working as part of a team.	1000	Children were able to access and participate more confidently in orienteering during fieldwork week in school.	Re-cap using a map when children transition into their next year group to keep the learning relevant.
To identify and target groups inactive children.	Girls in key stage two who were not involved in physical activity outside of school were invited to join an after-school club to increase physical activity.	£ 0	Children were more confident in their own ability and 34% of children who attended the club have since joined an external club linked to the activity they participated in within school.	Next year, we will target another group of children who have been identified as not accessing 30 mins of physical activity per day.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				29%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?:
Different groups children to participate in competitive sport during lunch times.	Different groups of children access intra school competitions during the lunch period. This is on a rolling Rota throughout the week.		£ 3900	Children can access more inter school competitions and achieve more success in this area. Behaviour has improved on a lunch time as children are engaged in their activity.
				Continue monitoring through the next year to see if it has a similar impact.

Equipment to support curriculum learning.	Equipment purchased to allow children to access curriculum due to lost/broken equipment from previous term.	£ 1642.95	Children are more active and engaged during the lesson as they can access the correct equipment.	
P.E coordinator support in school.	Lis Greenwell to support P.S throughout the year.	450.00	P.S has a clearer understanding of how the P.E curriculum has developed within school over the past year and the next steps to take it forward in the coming year.	Support has now ended due to Lis Greenwell retiring.
To raise the school's profile during inter school sports competitions.	20 x full kits including waterproof over coat. This will allow all children to participate in extra curricular sporting competitions with the correct kit.	£ 1490.00	Children who previously were not able to access inter school competitions due to lack of suitable clothing are now able to attend events.	Kits will be cleaned within school and replaced when required.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Inclusivity training with LUSU Sports. C. Richards and T. Farrell attended.	Attended event at Durham University. Learned how to use a range of equipment to include children of all abilities including children with decreased mobility.	0	Feedback to relevant staff and how to adapt the curriculum to meet children with needs in our setting. Both T.F and C.R have a better understanding of which activities are appropriate for a child in their classes.	Introduce the training to the rest of the school through a CPD session. T.F to support teacher next year with development of P.E curriculum to meet needs.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 42%
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:
Access local sporting venues	267 children visited Billingham Golf club to access driving range, chipping net and putting green. Taught technique by club pro.	£160	In Y6 47 of 73 children across the year group expressed interest in going to the club to play golf again.	Continue local club links with the club next year.
To provide after school clubs for children to engage in physical activity/sport.	Organised through D.F coaching. We now offer (Y3/4 boys and girls' football, 5/6 girls' football and 5/6 dodgeball). Targeted PP and LAC children to offer first places too as they identify within the less active children in school.	£2535.00	Children are now able to participate in a range of sports which will be enhanced and added too based on the increase in sporting ability.	Clubs will be opened up to more year groups to allow a greater pool of children to participate in different sports while in school.
Allow children to experience activities in their local area which are easily accessible to them outside of school time.	142 children visited Billingham Forum to go Ice skating and Clip and Climb.	£937.20	Children showed increased resilience and perseverance	Re-book for next years Sports week.

Children are able to access a range of activities to support with the P.E curriculum. This has supported them in being able to access more after school clubs and inter/intra competitions.	I-wall is used as part of P.E lessons to support the children with a range of skills.	£6204.26		
Children accessed sports at alternative venues. This allowed children to access a wider range of sports.	Transport to various venues.	£ 950	Children are able to access more opportunities.	

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 11%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Children participate in more competitions.	Hire bus to allow children access a range of competitions.	£885.67	Children have been able to access competitions which are further than walking distance away from school.	Continue to provide transport and allow children to participate in as many competitions as possible.



Attend as many of the SSP events as possible to all children to work competitively against either peers.	Stockton Schools Partnership SSSP Provides opportunities for events, CPD, skills festivals. Supports P.E lead with co-ordinator meetings twice per year.	£2000          25,560.08	Children have participating in competitions in: girls and boys football, athletics, quad kids, cross country.	Maintain link with Stockton SSP and access opportunities as they open up in the next academic year.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	