

# 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 2022/23	£0
Total amount allocated for 2022/2023	£19478
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£19,591
Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024.	£ 19,591

## 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.</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 2024.</p> <p>Please see note above</p>	60%
<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>	46%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	65%
<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

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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: 2023/24		Total fund allocated: £ 19591		Date Updated: July 2024					
<p><b>Key indicator 1:</b> 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</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?:					
Lunch and Afterschool clubs- St Michael's PE teachers- Children will increase their exercise time within a day, engage in a particular sport they enjoy and improve their skill.		<ul style="list-style-type: none"> <li>-Ensure our own PE teacher has resources/schemes to gain ideas for games and skill progression for clubs eg: PE passport.</li> <li>-Children are encouraged to attend by their teachers and during assemblies.</li> <li>-Every child from that year group can attend- 1:1 child is supported to attend and have the sessions tailored to them.</li> <li>-Variety of sports on offer that will engage different year groups.</li> <li>-Ensure letters go out to parents with plenty of notice and reminders.</li> <li>-Minimum charge to parents to encourage uptake.</li> <li>-Advertise the clubs during collective worship and by teachers to children.</li> </ul>		£ 14500		<ul style="list-style-type: none"> <li>-Register numbers have stayed consistently high. The high attendance to the sports clubs has meant a greater level of physical activity, stamina and skill progression. These numbers include an increase in pupil premium, SEN and less active children throughout the year.</li> <li>-Sports club leaders are commenting on the improved fitness and technique of their attendees which has led to them planning and hosting competitions where possible. This has kept them engaged and provided them with motivation to improve their skills and encourage further children to attend too when their friends</li> </ul>		Sustainability and suggested next steps:  We also have a large number of adults who volunteer to run clubs. If the PE funding were to end then the school would still be left with adults who volunteer their time to run clubs who help the PE teacher provide a wide variety of clubs. Therefore, this provision will continue.  Next steps: Encourage children to continue to come to the afterschool clubs. Continue to advertise and give parents plenty of warning to sign up to the clubs. Keep the cost of clubs low and accessible to all and provide monetary support for pupil	

<p>Sports interventions- to ensure that children are able to access a heightened amount of core subjects by improving their skills in sports, their concentration and their social skills such as self-esteem and perseverance.</p>	<p>-Clubs to be run by familiar adults so the children want to attend.</p> <p>-Children selected who need to receive intervention support.</p> <p>-Timetable communication with the teacher to see when and what the child likes/dislikes are, what triggers them and what skills they need to improve so the coach can work on these when completing the intervention.</p>	<p>See above the price</p>	<p>report on how the fixtures went and the children are praised.</p> <p>-Heightened amount of work completed.</p> <p>-Calm and more regulated children.</p> <p>-Children have progressed in many areas within the curriculum due to these interventions.</p> <p>-Social skill progression.</p>	<p>premium children via our home support worker to ensure all can attend.</p> <p>Pupil voice to see what clubs' children enjoy and if we should provide any different ones.</p> <p>Interventions have been seen to be successful so the TA's could provide these interventions as part of their day if need be.</p> <p>Next step: Continue to provide sports interventions.</p>
<p>Equipment/replacement of old/lost/damaged equipment to assist with high quality lessons. Ensuring there is enough good quality equipment ensures all children have the optimal amount of time to practice.</p>	<p>-Be in contact with staff members to ensure they notify the PE team of any equipment that is needed to teach their PE passport units if for some reason it has been broken or worn out. Equally to notify us if anything is damaged or broken by their children.</p> <p>-Ask our PE teacher to do regular checks of equipment quality and quantities of items.</p> <p>-Sports equipment annual check.</p>	<p>£ 1500</p>	<p>-Missing, broken and more equipment has been brought from the checks the staff have carried out throughout the year.</p> <p>-The coach also made sure that we had the correct equipment when he completed his checks on a regular basis to keep on top of the equipment provision.</p> <p>-These purchases have been made to ensure high-quality</p>	<p>-The PE passport units will be taught for the foreseeable future and therefore all the equipment we have purchased is relevant to our school and the lessons we teach. The equipment can also be used for various activities such as clubs and will last a long time with being looked after currently and with regular checks from members of the PE team and</p>

<p>PE equipment repair and servicing-health and safety check in order for children to complete sport safely.</p>	<p>-Book in the equipment assessment through the site manager. -Look at the report and replace and fix the relevant equipment.</p>	<p>£ 551</p>	<p>lessons can take place as the majority of the lessons involve the use of equipment. Children are able to practice skills for the maximum about of time with more working equipment which is accurate to the job it needs to do. -Skill development is encouraged by using the correct equipment and by having the equipment to differentiate.</p> <p>This ensures that children are always using safe equipment with the correct guidelines in place.</p>	<p>the servicing and repair checks. Equipment is key to the teaching of quality lessons and progression of skills and therefore other funds would be used to ensure the renewal of equipment is always available. Next step: Continue to purchase the relevant equipment if we do not have it, it becomes damaged or lost or if we need more of a particular piece of equipment.</p> <p>Similarly, to above, this is a necessity so it would form part of the school budget instead.</p> <p>Next step: Monitor which equipment keeps needing repairment and also which keep getting broken and why so the issue can be solved.</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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>

<p>PE passport scheme to provide skill progression and high-quality lessons.</p>	<ul style="list-style-type: none"> <li>-Get feedback from the teachers on the app.</li> <li>-Direct the members of staff to use the app to assess the children so the judgements made are accurate and in line with our expectations and progression.</li> <li>-Encourage them to use the app to build up passports of the children and provide evidence.</li> <li>-Ask teachers if they would like more training on the app to improve their practice whilst using the app.</li> </ul>	<p>£ 499</p>	<ul style="list-style-type: none"> <li>-Teachers are more confident being able to pick up a plan and unit of work they know is high quality and has links to literacy and maths.</li> <li>-Children have more confident teachers who are providing the correct progression of skills and differentiation to their students through quality teaching.</li> <li>-There are plenty of ideas to choose from to provide the children with a broad and varied curriculum.</li> <li>-The children have a clear skill progression they are working through and therefore will be building upon solid PE foundations year on year improving their own PE practice each time with a natural and progressive next step.</li> <li>-Easy to use assessment descriptors to follow for each unit.</li> </ul>	<p>-This scheme continues to help our teachers become progressively better and more confident at their teaching as they are provided with high quality lessons and ideas which are engaging for the children. If the funding were to stop the teachers have now been able to teach all their high-quality units of work all the way through which they can now use in their further practice. We would also look in to using other funds to purchase PE passport as it is such a valuable resource year on year especially for the assessment tracking purposes to track progress and for skill progression. Next step: Pupil voice about PE lessons and staff voice about the scheme.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

<p>PE CPD Subject leads Teaching staff development</p>	<ul style="list-style-type: none"> <li>-Attend the meetings.</li> <li>-Meet as a PE team.</li> <li>-Act upon the targets/goals created during these meeting.</li> <li>-Model units and sessions</li> <li>-Attend training.</li> </ul>	<p>£600</p>	<p>-We were updated on the most relevant health and safety expectations in school and were able to update the teaching staff of keys ideas and thoughts. Staff meeting CPD session undertaken. These included the most up to date information on the teaching of all sports within the primary curriculum and so the teachers have the most up to date knowledge concerning health and safety.</p> <p>-Subject leads are kept up to date with the PE headlines and initiatives-this provided us with future targets to focus on or research into to develop in our school. Intervention sessions have been a priority for us as a school to catch up with all the missed swimming during the last couple of years to ensure we close the gap and get as many children swimming 25 metres confidently as soon as possible.</p> <p>-Providing necessary training to staff means that we have skilled staff now feeling confident about teaching the children to a higher quality as they are able to put the</p>	<p>-Attending these sessions means that the sport leads are knowledgeable and up to date with initiatives so they can confidently put them into place within school to constantly improve the PE provision. We would fund this from other incomings.</p> <p>Next steps: Continue to attend the network sessions and relevant CPD training in order for us to be able to deliver our own CPD and upskill our own staff.</p>
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			<p>training into practice in their PE units. Children are provided with challenge as we demonstrated how the skills progress throughout the year and how to build on skills from previous sessions.</p> <p>-Modelled and upskilled staff in terms of subject knowledge and their support provided to students equals high quality lessons.</p>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Top up swimming- Intervention swimming lessons for weak swimmers to improve the percentage of children leaving year 6 who can swim 25m confidently.</p> <p>Also refer to Key indicator 1 and 2.</p>	<p>-Ask the teachers to record who needs extra intervention in swimming (year 6).</p> <p>-Book these in and assign adults who can take them to the swimming pool for these intervention lessons.</p>		<p>£2,000</p> <p>-The increased time the children have spent in the pool means the swimming teachers have reported good levels of progress. This is the first year of catch up swimming so we have not been able to see the improvement through to the children being in year 6.</p> <p>- Quite a few were able to swim for a good length however just did not have enough time to continue</p>	<p>Swimming lessons are quite expensive with costs rising this year.</p> <p>School budget would have to be assigned to some of the interventions for these to occur.</p> <p>Next step: Continue to attend at a minimum for a term for</p>

			that progress to meet national average. -The children's stamina and fitness have also improved as they also walk to their swimming lessons.	one-year group.
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Key indicator 5: Increased participation in competitive sport				
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:
Tournaments and games- Children can work towards and better themselves. Gives them motivation to improve and do well and represent the school they belong to.	<ul style="list-style-type: none"> <li>-Book the tournaments.</li> <li>-Book the transport for the games and tournaments.</li> <li>-Collect the minibus/book the taxi.</li> <li>-Send out relevant letters to these events.</li> <li>-Write risk assessments for these.</li> </ul>	£150	<ul style="list-style-type: none"> <li>-Children attending and reporting on their successes at these tournaments and games and hearing praise for their achievements provides them with motivation to continue. It also encourages others to attend and join the team.</li> <li>- Throughout the year their skills have progressed as they have had more experience to improve them in real games.</li> </ul>	<p>These will be able to continue as we host quite a few of these now to keep the cost of travel low and so our school can attend. We can do more of this if the funding stopped or we can use funds we gain from sporting events or other funding sources to provide transport for this.</p> <p>Next step: Continue to attend and plan for these.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>F. McMullon</i>
Date:	July 2024
Governor:	
Date:	