

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

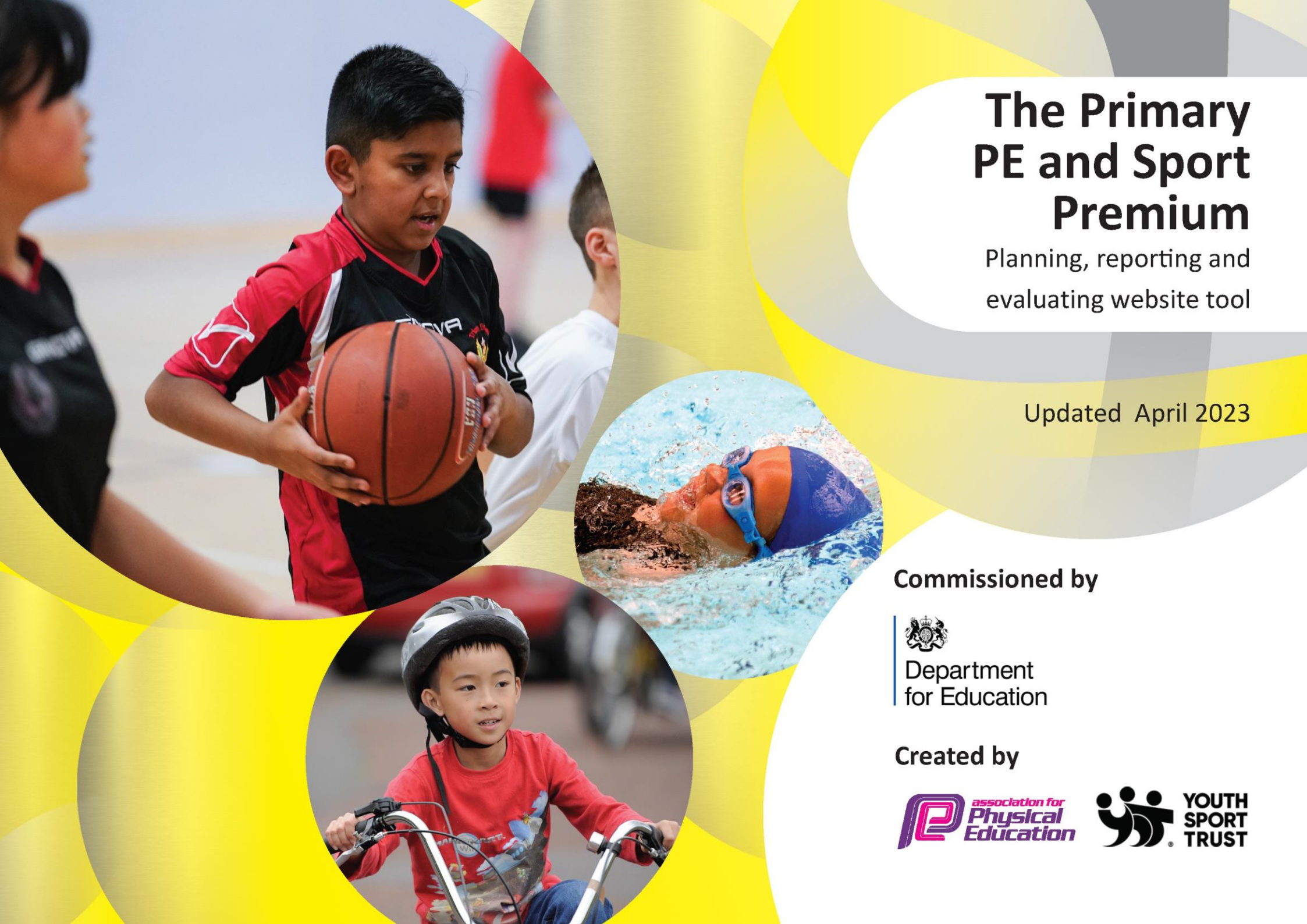
Updated April 2023

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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- 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.

sustainable improvements
Physical Activity (PESSPA)
sport premium to:



Schools are required to [publish details](#) of how they spend this funding, including any under-spend from

Details with regard to funding

Please complete the table below.

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](#).

Swimming Data

Please report on your Swimming Data below.

Total amount carried over from 2021/22	£1,796.29
Total amount allocated for 2021/22	£19,060.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1,796.29
Total amount allocated for 2022/23	£19,060.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£710.87

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.

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	
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 2022. Please see note above	Class 1 – 48.15% Class 2 – 32.71%
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	Class 1 – 55.56% Class 2 – 35.71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Class 1 – 96.30% Class 2 – 100%
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?	No

Academic Year: 2022/2023	Total fund allocated: 19,060.00	Date Updated: 07/07/2023	
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:
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?
Increase level of activity during lunchtimes.	Lunchtime staff to attend training offered through Forge package. Training of play leaders to lead active games during lunchtime.	£3,000 Forge Package	Two members of school staff attended lunchtime training. One member of staff (Margret) sets up a variety of activities on the front yard for KS2 children to access. The other member of staff (Danika) works with the play leaders on running engaging games on the back yard for the younger children. A proportion of children take up the opportunities offered.
Increase level of opportunity in after school clubs.	Offer a wide range of after school clubs for children to choose from. Delivery to be from staff and the use of external coaches.	Forge package SUFC £5,616 Wildcats £1350	Children have accessed football, girls football, yoga, dance, street dance, athletics, hockey and cricket. Registers have been
			Two members of staff trained on delivering lunchtime activities are to remain with school next year. Play leaders can continue to lead in Y6 and share knowledge with interested children in Y5 for potential new leaders.
			With the funding continuing the PE can continue to offer a variety of after school clubs for children to take part in. Some members of staff have

Target the least active children and offer an opportunity a different way of being physically active and not necessarily through sport.	Survey parents to find out which children engage with clubs outside of school hours. Identify reasons why some children don't take part in physical activity outside of school. Discuss with staff which children show the least interest in being physical during the school day.	Yoga £450	kept to assess groups of children attending.	volunteered their own time for half a term to run a club which can be discussed for the next academic year.
		Dazzle Dance £285		
		SUFC package		
			Three groups of body and mind sessions have been run by SUFC during the morning session. Children have been ready for the sessions and engaged. Yoga and body strengthening have been the focus along with discussions around making healthy lifestyle choices. Children have responded positively and have told Elliot that they have enjoyed the sessions.	This was a new incentive developed this year. With the funding continuing it is something that will be done again and the focus can move to more closely assess impact made on these children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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	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:

and to consolidate through practice:				
TA staff to be present in at least one PE lesson per week to engage, support and challenge all children. Children to have access to class resources to be used a break times. Use of Get Set 4 PE for High Quality PE lessons.	Most TA's worked alongside a specialist PE coach last year on how they can make an impact on PE lessons. TA's have been asked to continue to support one PE lesson per week. To also continue to learn from specialist coaches that work with children. Children are encouraged to be active during break times by classes having their own skipping rope box and extra equipment in class wet play boxes that encourage children to be moving. Get Set 4 PE resources used to plan High Quality engaging lessons.	Forge specialist coach £1,000 TA salary £5,455	Children have access to more staff during lessons for support. Resources are obtained more efficiently and set up ready for lessons. Increased number of children being active during break time's especially wet breaks. Staff have access to planning to help with structure and delivery of PE lessons.	Continue to have TA staff supporting one lesson of PE per week. Use them to take photos and upload to PE folder so that PE lead has access to evidence of PE lessons. Replenish stock in some class boxes. Access to Get Set is paid for, for another two years. PE kit still poses a challenge in that some children don't have one or forget to bring one to school.

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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 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:
All staff to be using Get Set 4 PE online resource to teach high quality PE lessons.	Get Set 4 PE purchases last year and has now been in use for 12months. Staff use the planning to deliver indoor and outdoor PE lessons.		Most children are actively engaged in their PE curriculum. Increased staff confidence in delivering PE while using the scheme. Curriculum is progressive and targets key skills required each year.	The scheme was purchased with 3 years access. Staff to be encouraged to add more photos to the school system for PE lead to monitor. PE lead to monitor lessons next year to check scheme is being used effectively. Develop assessment in PE.
Use of external coaches and sports packages to deliver CPD during	External coaches to be planned in with newer members of staff/ECT's as a priority. Newer	FORGE SUFC	Children respond and perform well for external coaches. New staff/ECT's feel more confident in delivering PE sessions. Some staff	With the funding continuing PE lead to identify new members of staff for the new academic year. Find out what

curriculum time for staff especially those new to school.	members of staff to share what CPD they feel would benefit their teaching of PE.	TENNIS	have continued to use skills and games shared once CPD has finished.	they feel they need support with and liase with external coaches.
PE lead to work on developing the curriculum so that it is engaging and progressive.	Develop the curriculum to include skills from Get Set 4 PE and the School Games Competition calendar.		Teaching staff to know in advance what is to be taught during the year and competitions shared early so that children and staff can be well prepared.	
Purchase of new PE equipment to compliment curriculum, restock and replace old and overused equipment.	Audit and re order new stock to ensure the quality of PE lessons can continue.	£2,000	More engaging lessons with the right equipment and enough of it to enhance to quality of lessons.	Staff and children to be informed when the new equipment arrives. Each class to choose Sports leaders to be responsible auditing equipment before and after sessions.
CPD opportunities are regularly shared with staff throughout the year.	Share with staff when CPD opportunities are available.	Forge and other contacts	Reception teacher has signed up for a 10 week block of tennis coaching to start in September.	A member of early years to have tennis skills knowledge and own equipment to use when teaching Reception children.

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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:
Broad range of after school clubs planned for over the year.	Children to have access to a wide variety of afterschool clubs. Forge SUFC, Wildcats, Yoga, Dance		An increased number of children accessing clubs.	Without disruption of building work children to have the opportunity to experiences clubs all year round.
A whole week of activities is planned for during National School Sports Week, where children can experience a range of activities and where possible a link to an outside club is made.	Children to spend a week experiencing a wide range of activities; Yoga - £210	£860	All children actively engaged and motivated over the week by trying new sports. Some children to go on to events, family days or clubs that run at external grounds clubs.	Experiences to continue to be offered to children each year to keep raising awareness of community clubs and try new sports/activities.

	Boogie Bounce - £260 Football – SUFC/Wildcats Rugby – Ruggereds £180/Sheffield Eagles £50 Zumba - £120 Tennis Ultimate frisbee Excel dance Archery - £210 Cricket Boxercise		All information/leaflets to be handed out to promote external clubs/festivals/events.	
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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:

Year groups to experience a trip to a sporting venues to take part in competition.	School Games Competition calendar to be shared with staff and each year group informed which competition they must enter and take a group of children to. Competition to be planned into the overall curriculum.	Forge package. SFSS entry form £100.00 Football taxis £44.90 Minibus football £59.90 Minibus to EIS £163.62	Children have attended Football league tournaments, cricket tournaments and Sports Hall Athletics.	Purchase of Forge package next year will allow increased access to competition. More year groups are to attend sporting venues and competitions next year. This will be planned into the curriculum overview.
Increased access for SEND children to enter festivals and competitions.	SEND opportunities to be shared with pastoral team.		SEND children have attended a team building day and colour run. All children fully participated.	Continue to offer SEND children extended opportunities.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Helen Barker
Date:	07/07/2023
Governor:	
Date:	