

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.





## Details with regard to funding

Please complete the table below.

|  |          |
|--|----------|
| Total amount carried over from 2021/22   | £0       |
| Total amount allocated for 2022/23   | £16,660  |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0       |
| Total amount allocated for 2022/23   | £16,660  |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023          | £ 16,660 |

## Swimming Data

Please report on your Swimming Data below.

|   |        |
|---|--------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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>  | 70%    |
| <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>   | 70%    |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>  | 70%    |
| <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/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: Increase 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 on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do?<br>What has changed?  |   | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> <li>All pupils to be active for a minimum of 60 minutes every day when attending school</li> <li>To include all year groups in a wider range of break time activities</li> <li>Support and encourage pupils to be active outside of school</li> </ul> | <ul style="list-style-type: none"> <li>PALS (year 6 play leaders) trained to lead active playtime</li> <li>Bronze ambassadors trained to lead intra-school activities</li> <li>Provided staff CPD for active wet playtimes</li> <li>Keep PE board updated and share via parentmail opportunities for activities outside of school</li> <li>Purchase loose parts to encourage more physically active playtimes</li> <li>Update playground markings</li> <li>Use JOLF for nurture as well</li> </ul> | £5000 – loose parts   | <ul style="list-style-type: none"> <li>Activities rotated to support higher levels of engagement</li> <li>Pupils encouraged and supported to take part in a range of playtime games</li> <li>Pupils celebrated each other's achievements through the awarding of certificates in assemblies</li> <li>Pupils joining outside clubs through our promotion</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Continue to train and use bronze ambassadors to lead Intra school competitions</li> <li>Continue to use PALS to lead playtime games</li> <li>Continue to maintain interesting games and activities at playtimes</li> <li>Consider employing TA to support playtimes</li> </ul> |  |
| Key indicator 2: 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:          |
|  |  |                       |  |   | 3%                                       |

Created by:



Supported by:



| Intent   | Implementation   |                    | Impact  |   |
|--|--|--------------------|---|---|
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do?<br>What has changed? | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>All pupils to be aware of activities available to them</li> <li>Pupils to have a broader range of strategies to develop physical and mental health</li> </ul> | <ul style="list-style-type: none"> <li>Break time sporting activities and loose parts</li> <li>Newsletters, notice boards and web site promote full range of PESSPA activities on offer</li> </ul> | Loose parts        |   | <ul style="list-style-type: none"> <li>Build pupils' health and wellbeing through regular physical exercise in and out of school</li> <li></li> </ul> |

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement  |   |   |  | Percentage of total allocation:  |
|--|---|---|--|--|
|  |   |   |  | %  |
| Intent   | Implementation  |   | Impact   |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>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"> <li>Support staff to make the best use of the indoor door space for PE lessons</li> <li>Ensure pupils can see and understand the skills they need to learn in order to progress</li> <li>Support staff to deliver effective weekly PE sessions</li> </ul> | <ul style="list-style-type: none"> <li>Time allocated to new PE subject leader for CPD and to develop skills progressions</li> <li>staff CPD with WSWSSP</li> </ul> | £1000 – tennis equipment following CPD<br><br>Get set for PE £660 | <ul style="list-style-type: none"> <li>PE subject lead is able to impact on the provision of PE in the school</li> </ul> | <ul style="list-style-type: none"> <li>Continue to access MSA and third party CPD</li> </ul> |

| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils   |   |                    |  | Percentage of total allocation:  |
|--|---|--------------------|--|--|
| Intent   | Implementation  |                    | Impact   |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>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"> <li>Access to a wide range of sports, sporting and physical activity experiences</li> </ul> Develop equipment to enable children to access the full range of the curriculum | <ul style="list-style-type: none"> <li>Participation in Festivals as well as competitive sports (WSWSSP) including girls football</li> <li>Connect with clubs that can come in an support JOLF, Chichester Falcons</li> </ul> | £155               | <ul style="list-style-type: none"> <li>More pupils participating in festivals and sporting activities, such as Girls</li> </ul> Children had the opportunity to access new sporting activities | <ul style="list-style-type: none"> <li>Develop links to outside clubs</li> </ul> Aim to provide pupils with access to sports outside of the school environment |

| Key indicator 5: Increased participation in competitive sport  |  |                    |  | Percentage of total allocation:          |
|--|--|--------------------|--|--|
| Intent   | Implementation   |                    | Impact   | %  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |

|  |  |   |   |  |
|--|--|---|---|--|
| Ensure the children continue to take part in competitive sport | <ul style="list-style-type: none"> <li>• Access WSWSSP competitive events</li> </ul> Use bronze ambassadors to run intra school competitions | <ul style="list-style-type: none"> <li>• WSWSSP £1,750 for 2022-23</li> </ul> | <ul style="list-style-type: none"> <li>• Children took part in competitive sport as part of intra school and inter school competitions.</li> </ul> Children accessed a wider range of competition e.g. girls football | <ul style="list-style-type: none"> <li>• Continue to develop intra and inter school competitive activities</li> <li>• Develop use of space outdoors for competitive sport</li> </ul> |
|--|--|---|---|--|

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Jacqui Dommett |
| Date:           | 21.07.23       |
| Subject Leader: | Luke Rogers    |
| Date:           | 21.07.23       |
| Governor:       | Ian Forrester  |
| Date:           | 21.07.23       |