

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](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.

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. **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](#).



Details with regard to funding			
Total amount carried over from 2021/22			£8,036
Total amount allocated for 2021/22			£16,872
How much (if any) do you intend to carry over from this total fund into 2022/23?			£8,036
Total amount allocated for 2022/23			£16,891
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.			£8,036
			£24,927
Terms 5-6 2022 - 2023	2x Support Staff Salaries (lunchtimes)	-£2,916	
Terms 1-4 2023 - 2024	2x Support Staff Salaries (lunchtimes)	-£4,083	
Nov 2022	Redwood Coaches	-£1,847	
Jan 2023	Skippy John	-£340	
April – July 2023	Martial Arts (£50 per week)	-£600	
Sept 2022 – July 2023	Equipment	-£5,121	
Terms 5 and 6 2023	Fizzy (Support Staff)	-£1,270	
April – July 2023	Cricket Club (Cricket Coach)	-£202	
			£8548
Curriculum			
We use Complete PE Online Physical Education resource. There are units of work, covering all areas of the Physical Education National Curriculum for EYFS and KS1. We can choose the units that suit us as a school. The units are progressive and sequential, and therefore build on each other. Planning is in place to support high quality teaching and learning. Accompanying the planning are interactive videos which demonstrate age related learning and can be used as a training tool for staff. Learning cards are embedded within the planning, which give additional support for teachers along with extra ideas and adaptations. We use the online curriculum mapping tool to design and create our own bespoke curriculum. It also has an in-built assessment tool, which we are not yet using. We currently track PE on O Track.			
Swimming Data			
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			NA

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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?	NA

Action Plan and Budget Tracking				
Academic Year: 2022/23	Total fund allocated: £17,111		Date Updated: 11.07.23	
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:	
			£10,609 (62%)	
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:
Increase physical activity in the EYFS.	Development of outdoor areas within EYFS. New resources and equipment to support physical development.	£2000	EYFS Lead completed an audit on the outside area using “The EEx Guide to Outdoor Provision”. New equipment was ordered. The children have a wider range of resources to access in the outdoor area and so are keener to undertake physical activities.	There is some new equipment ready for September. EYFS Lead to ensure that this is put out and used. All equipment to be labelled so that the children can put it away themselves. Audit of the bikes and scooters so that we can repair or purchase new ones.
Increase children’s activity during lunch and playtimes.	A whole school visit from Skippy John to promote and develop skipping skills that children can use during lunch and playtimes	£340	Skippy John did a session with each class and a whole school assembly. This promoted skipping and the number of children taking part in skipping activities during playtime has increased.	Book Skippy John to come in again next year as it boosts children’s enthusiasm and starts a ‘craze’ for skipping.
	Teaching Assistants employed at lunchtimes (Terms 5-6 2022 – 2023)	£2916	Teaching Assistants have supported at lunchtimes. This has meant that they have been able to teach and lead games,	Teaching Assistants to continue at lunchtimes. Consider in the next budget (April 2024) how this can be

All children to feel confident in partaking in physical activity	Teaching Assistants employed at lunchtimes (Terms 1-4 2023 – 2024)	£4083	supporting children to be cooperative in their play. The children are playing with the toys and equipment more rather than ‘throwing’ it around.	funded without the Sports Funding.
	TA to run ‘Fizzy’ (4.5 hours per week)	£1270	Children’s confidence in their gross motor skills has increased and they are becoming more independent when completing their obstacle courses. They have also increased in their accuracy when throwing. The TA that is currently doing Fizzy is ‘training’ the TA that will be doing Fizzy in September.	Consider in the next budget (April 2024) if this can be funded without the Sports Funding (perhaps use of Pupil Premium where relevant)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To raise family awareness of and engagement with children’s learning and achievements in physical development	Encourage children to share achievements and bring in certificates from clubs they partake in outside of school.	£0	Certificates have been shared (swimming, football, martial arts, cricket). Inspired children to join clubs.	Continue in September. Ensure that this is promoted to the new cohort of children.
	Promote local activities and clubs via school communications (newsletters, Parent mail etc)	£0	Flyers and leaflets sent out via Parent Mail and in school bookbags	Continue in September. Ensure that this is promoted to the new cohort of children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1847 (11%)
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:
Develop PE lead's knowledge and confidence of the subject area.	PE lead to have subject leader release time	£0	Audited resources / Complete PE used and relevant units uploaded for staff to use.	Develop staff confidence in teaching PE - Staff to complete survey to rate their current confidence in teaching PE. Observation of staff teaching PE completed by PE subject lead. Discussions with staff about their confidence in teaching PE using the 'Complete PE' teaching scheme.
Develop the use of outdoor education to support children's physical development and wellbeing.	Each class to take part in 6 weeks of outdoor education at Redwood. Staff to receive in school training from outdoor education lead.	£1847	The children have really enjoyed going to Redwood and have the freedom to explore and run around in a larger space. The children have developed in confidence and developed their gross motor skills (as well as learning about the world around them)	Contact Redwood so that they can deliver the follow up training regarding outdoor learning in the school setting and local area. Discussion with teachers about what they can bring from the sessions to their teaching and learning in school / local area.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4655 (27%)
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:
Increase the bank of resources available in school to ensure all classes can access the required equipment. Enable children to experience a range of physical activities with a safe school environment.	Purchase identified resources Provide opportunities to experience different physical activities during lunch and playtimes	£3853	Extra equipment for the playground has meant that the children are more physically active for longer. They play a range of games and are developing their skills with bats, balls, hoops etc.. outside of curriculum time.	Audit the use of the equipment that has been ordered and also speak to the children about which they prefer and what else they may like.
	Run a range of extra-curricular activities and clubs for all children	£600	Martial Arts Club for KS1. This has been done by an external provider and has proved to be very popular. 39 children have taken part.	Run Martial Arts Club again next year.
		£202	Cricket Club. This has been run by a TA who is also a coach at the local children's cricket club. Some of the children take part in external cricket clubs and others now want to join them. 27 children have taken part.	Run Cricket Club again next year.

			Dance Club. This was run by a teacher. A range of different dance styles were covered. 17 children took part.	Speak with staff to consider which clubs they would like to offer next academic year. Also look into other opportunities for different clubs that we may be able to run (paid for).
	Arrange a school visit from a professional athlete or dancer	£0	Jaydon Paddock (tumbler) visited the school. He did a circuit with each of the classes and supported them to raise some money through sponsorship. He also did some 'tumbling' for the children in assembly. The children really enjoyed it and it gave them access to something that they would not normally see. We raised £125 for the school.	Arrange a visit from a professional athlete or dance again.
	Make connections with Forest Green Rovers football club to arrange assembly to promote sport to all children.	£0	Contacted but only offer KS2	Look at developing an area in the playground which may be used for football.
	Children to be involved in developing rules for lunch and playtimes to ensure the environment is safe and all children can take part in physical activity.	£0	These were developed at the beginning of the year with the children. The children took ownership of these and have generally stuck to the new rules. It has increased their understanding of respecting the equipment and their level of	Reintroduce these in September and ensure that they are up in the outside display cabinets rather than a classroom window. Consider if there are any other rules that we need to

			responsibility.	develop.
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Key indicator 5: Increased participation in competitive 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:
Develop an annual whole school sports day to enhance understanding of a systematic PE curriculum including competitive elements in the run up to this event.	PE lead to have time to strategically plan and prepare an event designed to have maximum benefit on children's physical skills development. Ensure children are coached and prepared for sports day events through the curriculum. Provide a high level of staff support during sports day to maximise the impact of the day on children's physical development	£0	HH has led PE this year and for the latter part been shadowed by JE (ECT). HH put together Sports Day programme. 3 separate events were held in the school playground (one for each year group). This was very well received by both parents and children. As it was for a year group at a time, and the design of the day, the children doing sports for the vast majority of the time.	Sports to be arranged for next year. Discussion with staff about whether we have a whole school sports day or separate sessions for each year group. Junior school children to be involved to support the children.
Develop connections with cluster schools for sports competition participation	HH to contact other Head Teachers from the local area	£0	Unsuccessful this year.	Contact schools in the larger Stroud area through SAS to see if we can link with another school.

Signed off by	
Head Teacher:	Helen Harper
Date:	11.07.23
Subject Leader:	Helen Harper (Shadowed by Jen Edmonds)
Date:	11.07.23
Governor:	Full Governing Board
Date:	18.07.23