

# 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.





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 2,692.00
Total amount allocated for 2021/22	£ 23,372.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£18,970.00
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 21,622.00

## 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>	45%
<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>	25%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	25%

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?

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:		
<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			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:
<u>Purchase equipment for PE, Fit for Learning, lunch time activities and Sports Day.</u> <ul style="list-style-type: none"> <li>Enables staff to deliver a more precise lesson with the aid of resources.</li> <li>Creates calmer lunchtimes with fewer arguments or fights.</li> <li>Increases pupil participation in activities.</li> <li>Increases interest in sport and a healthy lifestyle.</li> <li>Motivates children to perform better during Sports Day.</li> <li>Prepares children for their daily learning.</li> <li>Contributes towards the engagement of all pupils in regular physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Regular checks of the PE cupboard to check for wear and tear and replacements needed.</li> <li>Regular checks with the staff to ask for any equipment needed.</li> </ul>	£1500	<u>Evidence and Impact</u> <ul style="list-style-type: none"> <li>Enables range of sports and activities to be taught.</li> <li>Lessons not cancelled/adjusted due to poor quality or quantity of equipment.</li> <li>Sports day run to its best potential.</li> </ul>	<ul style="list-style-type: none"> <li>Continue regular checks of the PE cupboard will keep resources sustainable for the foreseeable future.</li> <li>Re-iterate need for staff to inform me of broken/damaged equipment.</li> </ul>

<ul style="list-style-type: none"> <li>Provides a broad experience of a range of sports and activities.</li> </ul> <p><b><u>Train lunch time play leaders and upskill lunchtime staff</u></b></p> <ul style="list-style-type: none"> <li>All children will have the opportunity to take part in lunch time activities.</li> <li>Aids towards increasing pupil participation in competitive sport.</li> <li>Contributes towards the engagement of all pupils in regular physical activity.</li> <li>Children will spend their lunch time being physically active.</li> <li>The less active children are engaged in activities that they enjoy and are being encouraged to be physically active.</li> <li>Identified groups of children are being provided for.</li> <li>Provides a broad experience of a range of sports and activities.</li> <li>Increases pupil motivation.</li> <li>Raises standard of pupil performance.</li> <li>Raises the profile of PE across the School.</li> </ul>	<ul style="list-style-type: none"> <li>Regular discussions with the leader over the implementation of lunch time activities.</li> <li>Regular contact and checking how the groups are going.</li> <li>Ask the children who would like to take part.</li> </ul>	<p>£2000</p>	<ul style="list-style-type: none"> <li>Sports leader said sessions were well attended and enjoyed.</li> </ul> <p>Children say they enjoy the additional sports sessions across lunchtime</p> <ul style="list-style-type: none"> <li>Provides specific areas for uninterrupted activities.</li> </ul> <p>Improved behaviour across lunchtimes</p>	<ul style="list-style-type: none"> <li>Lunch time activities sustainable for another year.</li> <li>Look into ways of making it more accessible for the less active children.</li> </ul>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
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>Children to see PE and sport as embedded throughout the school to continue to improve their physical and mental wellbeing.</p>	<p>PE Coordinators to ensure the following are maintained:</p> <ul style="list-style-type: none"> <li>• Work towards Gold Award</li> <li>• Quality PE lessons delivered by staff - supported by coaches</li> <li>• Intra Competitions organised within school</li> </ul> <p>All KS2 pupils take part in Physical Foundations 'The Healthy Lifestyle Programme'</p> <ul style="list-style-type: none"> <li>• School newsletter updated with PE/sports news</li> <li>• Reward pupils who involve themselves in sporting activity beyond the curriculum offer</li> </ul>	<p>£7750.00</p>	<p><b>Evidence and Impact</b></p> <ul style="list-style-type: none"> <li>• Competitions are prepared for.</li> <li>• Newsletters are written and published on the app.</li> <li>• Gold award</li> <li>• Children and staff aware of sporting achievements</li> <li>• Increased enthusiasm towards and willingness to participate in sporting events</li> <li>• PE deep dive reflects growing confidence in teaching of PE</li> </ul>	<ul style="list-style-type: none"> <li>• PE to continue to be embedded as an integral part of the curriculum at Sidmouth PS.</li> <li>• Continue to raise the profile of sporting tournaments and PE participation</li> </ul>
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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>Percentage of total allocation: %</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><b><u>Hire in coaches to work alongside staff</u></b></p> <ul style="list-style-type: none"> <li>• Provides a broad experience of a range of sports and activities</li> <li>• The football coaching sessions allow for children to access an often expensive sport with a qualified coach.</li> <li>• Huge self-esteem boost for the</li> </ul>	<ul style="list-style-type: none"> <li>• Find out from cluster schools - any coaches that may be of interest to us.</li> <li>• Liaise with the coaches we currently use and arrange coaching sessions.</li> <li>• Liaise with teachers,</li> </ul>	<p>£7000.</p>	<p><b><u>Evidence and Impact</u></b></p> <ul style="list-style-type: none"> <li>• Every class has worked with 2/3 external providers this year.</li> <li>• Every class teacher has worked with a PE coach developing staff CPD.</li> <li>• Over 62% of the pupils in</li> </ul>	<ul style="list-style-type: none"> <li>• Skills learnt for the children will be carried forward to next year.</li> <li>• Skills learnt for the teachers are sustainable and used with their next classes.</li> <li>• Benefit from professional expertise.</li> </ul>

<p>capable children - particularly if they do not shine academically</p> <ul style="list-style-type: none"> <li>• The teachers enhance their own sports skills knowledge and can take this forward with them to future classes</li> <li>• The school is securing links for the children with local clubs and opening up opportunities for them to join more after school clubs</li> <li>• Increases pupil motivation</li> <li>• Raises standard of pupil performance.</li> </ul> <p><b><u>PE Lead attending CPD</u></b></p> <ul style="list-style-type: none"> <li>• Enables PE lead to access views of others</li> <li>• Stay across the latest innovations and ideas for subject leadership</li> <li>• Potential for networking</li> </ul>	<p>coaches and admin to organise lessons.</p> <ul style="list-style-type: none"> <li>• Promote local clubs via school website and arbor.</li> </ul> <ul style="list-style-type: none"> <li>• Look out for CPD Courses.</li> <li>• Ask for recommendations from cluster colleagues.</li> <li>• Request time off to attend courses.</li> <li>• Worked closely with physical foundations.</li> </ul>		<p>the school have had access to an external coach/instructor as part of an after school club.</p> <ul style="list-style-type: none"> <li>• Children challenging themselves with new activities.</li> </ul> <p><b><u>Evidence and Impact</u></b></p> <ul style="list-style-type: none"> <li>• PE lead more prepared for Deep Dive.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and maintaining links with local clubs/individuals/Companies.</li> </ul> <ul style="list-style-type: none"> <li>• Improves practice of PE lead.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation:</p>
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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</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>



consolidate through practice:				
<p><b><u>Buy in inspirational workshops and coaches.</u></b></p> <ul style="list-style-type: none"> <li>•Creates excitement for children</li> <li>•Source of inspiration</li> <li>•Increased awareness of lesser known sports/activities</li> <li>•Children able to access something they couldn't otherwise</li> </ul>	<ul style="list-style-type: none"> <li>•Review companies.</li> <li>•Respond to adverts/offers</li> <li>•Look for local links</li> <li>•Book workshops in.</li> <li>•Work closely with children's university.</li> <li>• Took part in Hulls got to dance.</li> </ul>	£500.00	<p><b><u>Evidence and Impact</u></b></p> <ul style="list-style-type: none"> <li>• Enormously enthusiastic feedback from children and parents.</li> <li>• Accessible for all abilities.</li> <li>• Allowed them to experience something they would normally only see on a screen.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to look for interesting opportunities.</li> <li>•Ask for recommendation in cluster meetings.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<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:

<p><b><u>Pay for competitions/events (and travel)</u></b></p> <ul style="list-style-type: none"> <li>•Increases pupil motivation</li> <li>•Enhances our inclusive provision</li> <li>•Enhances a positive attitude and engagement in and towards competition</li> <li>•Raises the profile of PE across the school</li> <li>•Allows all pupils to attend competitions</li> </ul>	<ul style="list-style-type: none"> <li>•Go through the list of competitions from school games (Hull active).</li> <li>•Ensure all year groups have a competition to take part in.</li> <li>•Ensure a range of sporting types are entered.</li> <li>•Enter inclusive competitions/events.</li> <li>•Provide staff with information regarding how to undertake Competitions.</li> </ul>	<p>£2000.00</p>	<p><b><u>Evidence and Impact</u></b></p> <ul style="list-style-type: none"> <li>•Over 60% of the KS2 pupils in school have participated in External competition/events</li> </ul> <p><b>Evidence and Impact</b></p> <ul style="list-style-type: none"> <li>•Whole school participation in sports day.</li> <li>•80% of children have undertaken mini competition within afterschool sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>•Ensure all competitions are costed for next year.</li> <li>•Consider placing more emphasis on need for contributions from parents.</li> <li>•Liaise with other schools with regards to sharing transport.</li> </ul>
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Head Teacher:	Sara Moore
Date:	21/07/23
Subject Leader:	Scarlett Collins and Georgia White
Date:	21/07/23
Governor:	Chris Lambert
Date:	21/07/23