

# 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

Please complete the table below.

|   |        |
|---|--------|
| Total amount carried over from 2021/22  | £0     |
| Total amount allocated for 2021/22  | £0     |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0     |
| Total amount allocated for 2022/23  | £18280 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £18280 |

## 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 practiced 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 meters?</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 2022.</p> <p>Please see note above</p>   | 90%    |
| <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>   | 90%    |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 80%    |
| <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:  |  |
|--|--|-----------------------|--------------------|--|--|
| <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>  |  |                       |                    |  | Percentage of total allocation:  |
|  |  |                       |                    |  | 5%   |
| 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 pupils consistently make healthy lifestyle choices.  | Work alongside PSHE coordinator to ensure that children are taught the importance of healthy lifestyle throughout the school.  |                       | £0                 | Knowledge checks and knowledge recalls occurring in every class regarding health and importance of making healthy lifestyle choices.                                 | Continue to develop a spiral curriculum to embed positive choices and knowledge on benefits of health lifestyle choices.   |
| All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school   | Play squad with equipment to encourage active plays across whole school.   |                       | £683.75            | Observed active break and lunch times. Children in KS1 & EYFS views positive around lunchtimes due to older physically active role models and facilitators of games. | Continue to train up new play squad – current Y6's leaving so Y5's to be trained and implemented next academic year.   |
| There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:<br>- has a huge impact on the cognitive function of the brain including retention and recall<br>- improves leaning behaviors such as concentration levels and focus<br>- supports pupils to develop better self-belief and self-image<br>- contributes to whole child development | Mugger time table to ensure all children getting chance to play invasion games at lunchtimes and break time. Designated staff to referee games to encourage all children to be involved at lunchtimes. |                       | £0                 | Increased amount of children using the 'Mugger' at lunchtime and break times to be active.   | Continue with timetable to enable children of different ages to access the space to play invasion games at lunchtimes.<br>Possibly change activity more frequently to target other children to become active at playtime and lunchtimes. |
| Being active is the key - active children achieve more academically.   |  |                       |                    |  |  |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |   |   | Percentage of total allocation:  |
|--|---|---|---|--|
|  |   |   |   | 15%  |
| 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:   |
| <p>There is a recognition that:</p> <ul style="list-style-type: none"> <li>- Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain!</li> <li>- PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning.</li> <li>- PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills.</li> <li>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</li> <li>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</li> </ul> | <p>Continue to develop and define a clear vision statement which is included in the school's aims that recognizes the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to. PE lead to work along side curriculum lead in order to finalize and clarify a clear sequence and planned learning to meet the needs of our specific children at St Peters.</p> <p>Updates via Well schools Partnership to ensure school are up to date with important new and upcoming documents and notices. Share good practice with other Sports Leads in the area.</p> <p>Ensure PE, sport and physical activity is visible in the school allowing all children to attend a sports day. KS2 to partake in a sports afternoon playing rounders – mixed teams across key stage and tournament inclusive of all.</p> <p>Celebrate PE, sport and physical activity opportunities alongside the personal skills too to promotes mastery learning and ensure life skills are deep rooted in the learning pupils are exposed to. Use whole school participation of physical activity a priority – e.g. workshops to promote and motivate children and staff.</p> | <p>TLR<br/>£2273</p> <p>Half of fees (other half in key indicator 5)<br/>£700</p> <p>£0</p> <p>£0</p> | <p>Documentation of PE vision statement and methodical analysis of PE currently taking place at St Peters. New curriculum overview in the process of being developed collaboratively. Taking into consideration views of children, staff and parents.</p> <p>Sport lead able to attend 2/3 PE leader network meetings and implemented some of the new strategies within school – new upcoming curriculum.</p> <p>Sports day 5<sup>th</sup> July with whole school. (1<sup>st</sup> time whole school competed together) Successful sports day and sports afternoon for KS2. – KS2 teachers then used set up for PM to inform further rounder sessions with their year groups.</p> <p>Celebrations of sport in each collective worship. Including intra school competitions.</p> | <p>Continue to develop documentations surrounding the impact, intention and vision of PE at St Peter's.</p> <p>Roll out to staff and support increased raised awareness of sport for whole school improvement.</p> <p>Look into Sporting Influence subject leader support to ensure staff and subject lead are in line with Sports staff coming into school. This would enable good links to be shared with new schools.</p> <p>Next year adapt sports day with views of teaching staff and students from this year.</p> <p>Look into creating further opportunities for whole school sport to happen collaboratively.</p> <p>Develop this idea further and encourage children to bring in sporting achievements from outside of school to celebrate children's successes.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |   |   | Percentage of total allocation:  |
|--|--|---|---|--|
|  |  |   |   | 68%  |
| 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:   |
| <p>To ensure that:</p> <ul style="list-style-type: none"> <li>- All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding.</li> <li>- Teaching and learning styles are matched to lesson content and to encourage all pupils to participate.</li> <li>- Assessment involves pupils fully and identifies and celebrates their achievements</li> <li>- The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills.</li> </ul> <p>All pupils receive two hours or more of timetabled high-quality PE.</p> <ul style="list-style-type: none"> <li>- Questionnaires are used to monitor pupil and staff attitudes towards progression in PE</li> </ul> | <p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE. Continue to support staff with the use of a research based curriculum (REAL PE) with online platform and help for staff carrying out PE lessons.</p> <p>To employ specialist PE teachers (Sporting Influence and St. Aidan's) to work alongside teachers in lessons to increase their subject knowledge and confidence in PE To providing cover staff to release teachers for professional development in PE, sport, and physical activity. To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport.</p> <p>To monitor the use of scheme and whole school PE coverage.</p> | <p>REAL PE subscription<br/>£695</p> <p>Sporting Influence<br/>£9450</p> <p>St Aidan's £3075</p> <p>£0</p> <p>(Part of TLR above)</p> | <p>Staff continue to provide high quality PE based on core foundations for physical literacy.<br/>KS2 teacher's views taken into consideration regarding concerns over how prepared y6 are for sports specific lessons in secondary and how some children missing out on chances to partake in sports in PE then go onto join clubs outside of school.</p> <p>Teacher's confidence increased by working with sports specialists. Team teaching allowed for CPD and for children to have a range of different approaches to the PE curriculum.<br/>Elements of PE which teachers find tricky to teach (dance and gym) taught alongside specialists and enabled staff to feel more confident. Children established good relationships and behavior for learning in PE.</p> <p>Views of teachers and children been acknowledged.</p> | <p>Amalgamation schemes of REAL PE for KS1 and a more sports specific approach to new curriculum for KS2 which will be underpinned by attributes of REAL PE.</p> <p>To continue to work alongside sporting Influence to help create a further sports specific curriculum for the next academic year.</p> <p>To use REAL GYM and REAL Dance to support teachers rather than external agencies. The online platform provides step by step help for teachers in these areas of PE. Set up in the same style of REAL PE which teachers are familiar with.</p> <p>Curriculum development underway – see above next steps regarding curriculum overview and creation of new curriculum for next academic year.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |   |  | Percentage of total allocation:<br>4%  |
|---|--|---|--|--|
| 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 ensure an outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which: - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, - Enrich - these activities offer a range of new opportunities Leadership and Volunteering - A programme of leadership and volunteering e.g. Playground Leaders, wellbeing leaders - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school. Club Links and Community Provision - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities | <p>PE curriculum reflects a range of different none sports specific games to provide children with an open gateway to different sports outside of school.</p> <p>Act on the rising profile of Girls football due to Woman's European championships. Mrs Renton to run a girls football club for both KS1 and KS2 children.</p> <p>Sporting influence to provide a range of different clubs across both KS1 and KS2. These clubs to include a variety of different sports to enable children to try new sports.</p> <p>Outside agencies to provide some further sports for after school clubs to encourage children to join outside clubs and develop long life participation in a sport.</p> | <p>REAL PE subscription – see above pricing.</p> <p>£0</p> <p>£2925 - £2158 (parents paid) = £767</p> <p>£0</p> | <p>Children enjoy PE and some of the non sports specific games which encourages participation for all.</p> <p>Large interest in girls football club. Ran for one term and girls asking for it to run all year. Some girls went on to join outside football clubs after trying it out for the first time at the club.</p> <p>Increased participation for clubs. Multi-Skills, Dodgeball, Tchoukball, Rounders/ kick rounders, dodgeball. Children enjoy working with staff and participating in clubs.</p> <p>Increased participation in Hockey, Tennis, Tag Rugby clubs which have been provided by specialists.</p> | <p>Most positive view from KS1. Look into different sports specific lessons for KS2 with curriculum development.</p> <p>Look into running girls football club annually. Look into linking up with MAT schools regarding girls football matches.</p> <p>Continue to work with Sporting Influence to provide a range of different sports for after school sports clubs.</p> <p>Continue to invite outside coaches in to provide specific clubs, look into increased variety of non-conventional sports to target different audience and encourage others to participate.</p> |

| Key indicator 5: Increased participation in competitive sport   |   |   |  | Percentage of total allocation:  |
|---|---|---|--|--|
|   |   |   |  | 8%   |
| 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:   |
| <p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> <li>The young person's motivation, competence and confidence are at the centre of the competition.</li> <li>The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).</li> <li>Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</li> <li>The environment is safe and creates opportunities to learn and maximise social development.</li> <li>The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</li> </ol> <p>We also consider that competition can take place in a variety of settings and environments such as: Personal Best – competition against oneself Intra – competition taking place within school Inter – competition with other schools Virtual – using virtual platforms to stimulate competition</p> | <p>To work with MAT secondary school to provide an opportunity for children who SHINE in sport to compete against other schools in the area in the field of Athletics.</p>                    | £0  | <p>Competition for children from EYFS – Y5 held at St Adian's attended by 4 children per year group. EYFS came 1<sup>st</sup>, Y1/2 came 2<sup>nd</sup> overall. All children across all ages enjoyed and spoke highly of event. Most asked when they can do it again!</p> | <p>Continue to work with MAT schools and look into this being an annual competition. Investigate more children going to compete next time.</p>   |
|   | <p>Sporting Influence to provide different intra and Inter school competitions on a regular basis to enable children to compete and represent their school / themselves.</p>                  | £800  | <p>Increased participation of children participating in competitive sport across the school. KS1 getting more opportunities to represent their school.</p>   | <p>Continue to work with Sporting Influence to compete in a range of different weekly competitions across the year with different sports and different year groups.</p>  |
|   | <p>Personal best challenges to be introduced in break and lunchtimes and in Sports Day. Personal bests challenges to continue throughout PE sessions in REAL PE lessons.</p>                  | £0  | <p>New personal best station added to sports day this year to promote internal competition and engage children who do not enjoy competing against others. Feedback from children is that they enjoyed the challenge.</p>   | <p>Develop further plays quad to encourage personal bests activities in lunchtimes.<br/>Continue to use personal bests within PE sessions to help children become internally motivated to be the best they can be.</p> |
|   | <p>To look into Well Schools Partnership who provide all, intra, inter, Personal bests (virtually) activity across schools with count downs/ challenges and competitions across the area.</p> | <p>Half of fees – other half in Key indicator 2</p> <p>£700</p> | <p>Due to weekly competitions for Sporting Influence, not many competitions taken place over the year. Some online resources been used by EYFS for personal bests and Christmas advent calendar but not used across whole school.</p>                                      | <p>To look into how Sporting Influence can provide some online and support.</p>  |



|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Paul Griffiths |
| Date:           | 21.7.2023      |
| Subject Leader: | Corrin Renton  |
| Date:           | July 23        |
| Governor:       | Linda McPhee   |
| Date:           | 21.7.2023      |