

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 31st 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.

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	£16760
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£16760
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16760

Swimming Data

Please report on your Swimming Data below.

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	Swimming results 2022/23
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 2023. Please see note above	90%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	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:17/7/23	
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: 25%
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 children to be actively taking exercise at break and lunchtimes.	Playleaders to organise zoned areas of the playground to allow for different activities in these areas to encourage all children to take part in a range of games. MDSA to support Playleaders daily on the playground.		MDSA £1981.63 HLTA £631	More children engaged in physical activity through games at breaktimes and lunchtimes.	HLTA to train Playleaders. MDA's to promote playleader roles and duties.
Bikeability sessions for upper KS2 to improve safety on the road and facilitate more children cycling to school.	Children with increased road safety skills and the drive to cycle to school more frequently.		Funded from school budget	Road safety skills improved and more children cycling to school on a regular basis.	What impact has this had – is there any further cycling training that we can deliver to other year groups.
All children to take part in a walk to school initiative from the local Community Hall to increase daily activity as well as safeguarding around the school location with regards to traffic and parking.	Children walking daily to and from the village Community hall to increase their daily activity. High vis jackets made part of school uniform. Stickers to be used as incentive (school council agreed).		£0	Daily exercise for all children to increase.	Continue to promote.

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To continue Gym Trail as part of the school offer to support children with SEND or to develop fine/gross motor skills.	Commence Gym Trail one afternoon a week to support SEND children and any child who is experiencing difficulties that can be supported by Gym Trail.	£1320	An alternative approach to support fine motor skills improvement as well as supporting children with issues that will benefit from Gym Trail.	Monitor impact and continue if beneficial.
To replace, repair and purchase new equipment to maintain and build on resources available for all children to access both in their PE lessons and during breaktimes, lunchtimes and active break sessions.	Replace, repair and purchase of new equipment for all children to access both in their PE lessons and during breaktimes, lunchtimes and active break sessions – basketball goals of differing heights, repair and replacement of outdoor trail, PE mats etc	Pole padding £95.39 Equipment £139.90	Increased activity in playtimes, more time available in PE lessons as less sharing of equipment.	Monitor condition and usage using playleaders to promote the alternative uses in playtime games.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 14%
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:
The school will host a wellbeing and sports week in June 2022. The aim is to provide a wide range of sporting activities and wellbeing training to all. This will incorporate a Sports Day where parents are invited to celebrate and support the children's participation.	To provide a week where all children experience a variety of sporting Wellbeing activities. This will include a new sport/activity or wellbeing experience.	Funded from school budget	Pupils will experience a range of sporting and wellbeing activities.	This can be built upon each year after reviewing of the previous year's successes.

To raise the profile of PE across the school by employing an HLTA to teach PE in KS2 as well as link lessons and clubs to tuition required for sports in the school to school competitions in the two partnerships.	Raise the profile of PE through a consistent approach and inspirational quality first teaching that links to competitions entered. This will result in increased self-confidence and resilience that can be applied in other subjects.	£2355	Increased enjoyment and excitement in PE. More children able to enter competitions as they have the required skills as well as self-confidence and resilience.	Increased self-confidence and resilience amongst children will lead to further involvement and a drive to improve the skills of others through peer-to-peer sessions as well as development of play leader roles.
One Life Suffolk to deliver Healthy Lifestyles to Y5/6.	Children to have an awareness of healthy living and lifestyles to allow them to make better choices as they grow up.	Free	Increased awareness of a healthy lifestyle and the ability to make informed choices.	Increased ability to resist peer pressure and to make informed choices.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Training for HLTA's to become more confident in teaching PE across the school.	Training for HLTA's to deliver quality first PE lessons across the whole of the school.	Within PE package	Raising the standard of HLTA PE lessons and their confidence in teaching the subject.	HLTA's to continue from general training to subject specialisms to offer clubs in the future to all pupils.

Support for all staff to deliver high quality PE lessons will be provided by buying into a PE scheme that provides an approach under six key areas of the Spirit of the games.	Updated PE scheme bought in to cover all aspects of PE including playleaders to ensure a consistent approach across the school.	£495	All children receiving consistent, high quality PE lessons that nurture all aspects of PE through the six key areas.	This will bring our PE curriculum up to date and support all staff to teach, all children to enjoy and pupil leaders to support others.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 48%
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 children to have the opportunity to take part in active Forest Schools sessions with a qualified member of staff in a site away from the school grounds.	Employ a Forest Schools Leader to lead sessions in woodland located in the village. Sessions are to be made available to all children in the school with a focus on EYFS & KS1. A Wild Woods club is made available to all children Fridays after school.	£5343 Assistant funded from school budget	Children to experience active forest schools sessions to develop the wider PE curriculum and active learning skills.	Review of outcomes and develop more tailored sessions across the school for future years.
Children to have the opportunity to take part in a wider selection of sports and activities.	Employ a HLTA to deliver a range of taster style sessions through free after school clubs.	£825	Children to experience a wider range of sports through taster sessions in an afterschool club.	Review sports offered, success of each set of sessions, parent view and pupil perceptions.

Swimming sessions extended to include Year 5 children to develop swimming skills and enjoyment of swimming.	Year 5 to attend swimming lessons.	£899.08	Children to have time to develop their swimming style and technique as well as a love of swimming.	Review to ensure that all children will achieve the required standard by the end of Year 6.
Sports specialist in to teach EYFS and KS1 tennis and badminton for a half term block of each. Make an after school club available to all children to extend their skills and love of the sports.	EYFS and KS1 to receive badminton and tennis lessons and the opportunity for an after school club to facilitate their skills and to develop a love of the sports.	2 blocks plus 1 hour asc £1050	Children to develop gross motor skills, hand-eye co-ordination as well as the ball handling skills necessary for these racquet sports.	Review to decide on a change of sport or to continue to further develop these sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 10%
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:
External competitions and tournaments available to all children through the PR Primary partnership and pyramid link with Hadleigh High School.	Appoint an HLTA to organise these, coach the children prior to events and record keep for the Sportsmark award.	£500 Hadleigh High £450 Westbourne Academy £350 cover for HLTA to attend	All children to experience sports events outside of the usual school experience. These may include a competitive element against other local schools.	Dependent upon the PE premium budget continuing. Select a wider range of events to attend.

		events £175 coach for KS2 to attend X Country £150 Administration of competitions and tournaments.		
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Signed off by	
Head Teacher:	Debbie Jackson
Date:	20/7/23
Subject Leader:	Lauren Beckett De Banks
Date:	20/7/23
Governor:	Curriculum Committee
Date:	15/11/23