

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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2250
Total amount allocated for 2022/23	£17,669
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,919

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	
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	79%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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?	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: 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:
				%23
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:
<ul style="list-style-type: none"> Promote the importance of PE and engaging in physical activity across the school day. Development of play leaders Ensure clear curriculum of swimming in place for all children in KS2. High quality, resources and equipment to support delivery. 	<ul style="list-style-type: none"> ½ term swimming for children in years 3, 4,5, 6 and our SEN unit. Play leaders – Year 5 to lead playground games. 	£4632	<ul style="list-style-type: none"> All children across the school have had regular physical activity across the school. Playtimes and lunchtimes have equipment and timetables of areas for sporting activities. Play leaders are known across the school and support younger children to develop their free play. 	<ul style="list-style-type: none"> Continue to review equipment and maintain volume and quality. Play leaders support new children moving up during transitional training period.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%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:
<ul style="list-style-type: none"> Providing opportunities for children to develop the schools expected behaviours of Confidence, resilience and responsibility. Improved behaviour and conduct during less structured times of the day. Opportunities for children to experience new sports and physical activities. 	Eska Karate Play leaders	£2100	<ul style="list-style-type: none"> Children all received 1 hour of high quality karate instruction – gaining belts during gradings. Year 1 pupil confidence gained, respectful pupils. Pupils attitudes towards learning raised, Attainment across the curriculum high 94% achieving phonics pass, 100% ARE in maths. Behaviours in Yr 1 exemplary, very low behavior events recorded. 	<ul style="list-style-type: none"> To embed Karate across the school – each year group has ½ term of hour lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> All staff are confident and knowledgeable to deliver the core PE curriculum. 	<ul style="list-style-type: none"> PE subject leader to deliver CPD during staff meetings. 	£0	<ul style="list-style-type: none"> Staff meetings used to share good practice. 	<ul style="list-style-type: none"> Develop the teaching and learning through the new scheme Get Set4PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> Children have their horizons broadened. Opportunity for children to participate in a range of different activities whilst promoting core learning behaviours. 	<ul style="list-style-type: none"> Bushcraft sessions – Year 2/3 1 session a week across the year. 	£5340	<ul style="list-style-type: none"> Children developed their knowledge and skills within OAA strand - using compasses. Children develop working within a team and solve problems together. Pupils transfer these skills across the curriculum 	<ul style="list-style-type: none"> Bushcraft sessions across the school – all children to access a ½ term weekly session from Yrs 1 - 6.

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:
<ul style="list-style-type: none"> Children to participate and experience competitive sport and build their skills of sportsmanship and mutual respect. 	<ul style="list-style-type: none"> Acle Cluster Cluster sports tournaments 	£0	<p>Children participated in Football and Cross country events.</p> <p>Pupils develop resilience and confidence competing against other schools and pupils.</p> <p>More able talented pupils gain a higher level of challenge competing against similar pupils.</p>	Allocate funding to supply to enable attendance at sports events and safe pupil ratios.

Signed off by	
Head Teacher:	Caroline Laycock
Date:	29.7.23
Subject Leader:	Emily Mash
Date:	29.7.23