

# 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.

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	£19500
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19500

## 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>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.</p> <p>Please see note above</p>	80%
<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>	80%
<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

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## 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: 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</b>					Percentage of total allocation:
					7%
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?:	
<ul style="list-style-type: none"> <li>Promote the importance of PE and engaging in physical activity across the school day.</li> <li>Development of play leaders</li> <li>Ensure clear curriculum of swimming in place for all children in KS2.</li> <li>High quality, resources and equipment to support delivery of PE</li> </ul>	<ul style="list-style-type: none"> <li>½ term swimming for children in years R to 6.</li> <li>Play leaders year 4&amp; 5 to lead playground games at break and lunch times.</li> <li>Resources for playground games</li> </ul>		£1458	<ul style="list-style-type: none"> <li>Swim England awards being used across the school to ensure that children are able to work towards certification in their swimming.                             <ul style="list-style-type: none"> <li>53Y6 Award 6</li> </ul> </li> <li>30 playleaders trained across the year</li> </ul>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					20%
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?:	

<ul style="list-style-type: none"> <li>• Providing opportunities for children to develop the schools expected behaviours of Confidence, resilience and responsibility.</li> <li>• Improved behaviour and conduct during less structured times of the day.</li> <li>• Opportunities for children to experience new sports and physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Eska Karate curriculum for Year 1 pupils</li> <li>• Play leaders year 4&amp; 5 to lead playground games at break and lunch times.</li> </ul>	£3885	<ul style="list-style-type: none"> <li>• Year 1 accounted for only 6% of all behavior events this academic year.</li> <li>• Phonics pass increased by 47%</li> <li>• Lunch time incidents decreased this academic year</li> </ul>	<ul style="list-style-type: none"> <li>• To embed Karate across the school – each year group to receive ½ term of hourly lessons</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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:
<ul style="list-style-type: none"> <li>• PE is delivered by well-trained PE staff who are confident and knowledgeable.</li> <li>• The progress of children in the PE curriculum are tracked and monitored by our expert staff</li> </ul>	<ul style="list-style-type: none"> <li>• PE subject leader develops the curriculum and informs staff of the schools</li> </ul>	£986	<ul style="list-style-type: none"> <li>• PE has been delivered consistently to all children across the school.</li> <li>• Pupils have developed their PE skills and this has been tracked against formative assessment statements</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the teaching and learning through the new scheme Get Set4PE.</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	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:

<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Children have their horizons broadened.</li> <li>• Opportunity for children to participate in a range of different activities whilst promoting core learning behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Bush craft sessions – Year 2/3 1 session a week across the year</li> <li>• After school sports sessions with external sports coaches to provide a broad range of opportunities for children</li> </ul>	<p>£12120</p>	<ul style="list-style-type: none"> <li>• Children developed their knowledge and skills within OAA strand - using compasses.</li> <li>• Children develop working within a team and solve problems together.</li> <li>• Pupils transfer these skills across the curriculum</li> <li>• 70% of all participants in afterschool activities are eligible for the Pupil Premium</li> <li>• 90% are EAL</li> </ul>	<ul style="list-style-type: none"> <li>• Bush craft sessions across the school – all children to access a ½ term weekly session from Yrs 1 - 6.</li> <li>• Continue to use external sports contractors to offer an array of sporting activities for children to participate in for free.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6%
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>
<ul style="list-style-type: none"> <li>• Children to participate and experience competitive sport and build their skills of sportsmanship and mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorpe Hamlet Cluster</li> <li>• Cluster Sports tournaments</li> <li>• In school tournaments</li> <li>• Norwich inter school sports events</li> </ul>	<p>£1051</p>	<ul style="list-style-type: none"> <li>• Children participated in Football and Cross-country events.</li> <li>• Children competed in Norwich athletics tournament at UEA</li> <li>• Pupils engaged in</li> <li>• Pupils develop resilience and confidence competing against other schools and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to participate in sports festivals beyond the cluster – county age competitions in sports</li> <li>• Identify sports clubs to partner with to ensure that the children can access sports outside school sphere.</li> <li>• Work closely with swimming clubs in the area to promote opportunities to race.</li> </ul>

Signed off by	
Head Teacher:	Neil Campbell
Date:	31/07/2023
Subject Leader:	Jo Marrison
Date:	31/07/2023