

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,670
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 5,932
Total amount allocated for 2022/23	£12,738
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£12,738

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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>	52%
<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>	48%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%
<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.

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b> £12,738	<b>Date Updated:</b> 31 July 2023
<b>Key indicator 1:</b> Increase confidence, knowledge and skills of all staff in teaching PE and sport		Percentage of total allocation: 2%

Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
To ensure all staff are delivering lessons in line with Real PE centered around the six learning behaviors and fundamental movement skills.	Monitoring to assess adherence to the schemes of work. Real Dance / Real Gym and Complete P.E to be delivered consistently across all areas.	£205	Monitoring confirms P.E is now being taught consistently across the school. Full use of Real P.E and Complete P.E schemes of work in line with termly overview are being implemented.
To deliver Real Dance and Real Gym in line with Real P.E objectives and expectations.	Pupil conferencing to ascertain children's perceptions of P.E delivery.		Delivery of Real Dance and Real Gym is now much more consistent across the school and staff report a much higher level of confidence.
To deliver sport-based P.E lessons in line with Complete P.E structure and sequence.	Staff interviews to monitor confidence, views and perceptions.		Confidence in teaching P.E continues to grow and be spoken of enthusiastically by staff.
To ensure that Real PE and Complete P.E are linked with regards to objectives and purpose.	Feedback to be given in staff meetings / CPD to be given in staff meetings.		
			Sustainability and suggested next steps:
			Staff to refresh Real P.E and Complete P.E with online CPD offered by each platform. Offer CPD through CLF and NSSPEA. Continue to embed the use of Complete P.E, Real P.E, Real Dance and Real Gym. Monitoring through observation, pupil conferencing staff discussion.

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Intent	Implementation	Impact
P.E leads to be up to date with all CLF initiatives and matters related to curriculum.  Observations of sport / activities delivery by external, specialist coaches.	P.E leads to attend meetings.  Numerous NSSPEA and Somerset County Cricket delivery to be observed.	Children's voice confirms delivery of P.E in line with expectations.

<b>Key indicator 2:</b> The engagement of all 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: 55%
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Intent	Implementation	Impact
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: What do pupils now know and what can they now do? What has changed?
To actively encourage children to take part in physical activity during break times and lunchtimes.  To actively promote physical activity outside of P.E lessons and lunchtime.	Continued use of playground equipment including trim trial, monkey bars and exercise equipment.  Access to artificial pitch during break times and lunchtimes for sports-based activities.  Access to sports equipment including footballs, basketballs, tennis balls and skipping ropes.  Use of artificial track to allow exercise regardless of weather.	£6,998  Playground equipment is used consistently during break times and lunchtimes. It is also used throughout the day to further active minutes. Pupil voice confirms popularity of equipment.  Access to artificial pitch is allocated per year group throughout the week. It is always used to capacity and pupil voice confirms its value to the children.  Use of sporting equipment is used consistently throughout
		Sustainability and suggested next steps:  Maintain playground equipment and facilities.  Use a lunchtime activities coordinator for structured play.  Continue to use 'Uphill Runs the World', lunchtime activities and after school clubs.  To look into clubs offered by outside providers.  To promote and participate in activities / challenges offered / suggested by NSSPEA.

Intent	Implementation	Impact	
	<p>Regular lunchtime competitions. These are fully inclusive and have included skipping, shuttle runs, football shooting, long jump, basketball and so on.</p> <p>Disadvantaged / SEN children have access to hall and equipment upon arrival at school to ensure uninterrupted, non-pressured active play.</p> <p>Weekly Forest School activities for Year 3/4 children</p> <p>Uphill Runs the World Competitions. Each class completes as many laps of the track per day. This is celebrated weekly in Owls Assembly – most laps run as well as most improved class. The total for the school is calculated and total number of miles run as school added to progress across map of the world.</p> <p>After school clubs. Include cross county, football, cricket, dodgeball. Again, fully inclusive and actively promoted</p>	<p>breaktimes and lunchtimes on playground, artificial pitch and on playing field (weather permitting). Value of access to sporting equipment confirmed by pupil voice.</p> <p>Artificial track is consistently busy allowing exercise regardless of weather.</p> <p>All children enjoyed 3 afternoons of Forest School activities, learning to enjoy the outdoor spaces around us through exploratory walks, den building bug hunting and trail setting.</p> <p>Uphill runs the world continues to ensure physical activity throughout the school day. Competition between classes is very popular and a great motivator. ‘Most improved’ allows all age groups to compete together. Progress across the world map remains an exciting part of the week for children.</p> <p>After school clubs are filled to capacity and allow children to experience a wide range of sports.</p>	<p>To use house points to greater effect in order to maintain / grow interest in competition.</p>

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 actively promote the importance of physical activity so that children have a desire to compete both in school and beyond.	<p>Sporting activities are promoted through whole school and key stage assemblies.</p> <p>Sporting participation and achievements are celebrated in school assemblies and in classes.</p> <p>Sporting participation and achievement celebrated on the school website and on Twitter.</p> <p>Clubs and outside opportunities promoted.</p>	£0	<p>Take up of sporting opportunities remains very high.</p> <p>Pupil voice confirms a high regard for P.E within the school and importance of physical activity outside of it.</p>	<p>To continue to promote and celebrate physical activity through assemblies, website and Twitter.</p> <p>To begin a termly blog on the website to further celebrate and promote P.E.</p>

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

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 offer a wide range of sports and activities to all pupils through intra / inter school competitions.  Specific opportunities to be targeted at disadvantaged / SEN children.	<p>Opportunities have been made available both through CLF and NSSPEA. These have included:</p> <ul style="list-style-type: none"> <li>• 'Give it a try' event (Disadvantaged / SEN focus)</li> <li>• KS1 and KS2 multi skills events (Disadvantaged / inactive focus)</li> <li>• Cricket (SEN focus)</li> <li>• Dance festivals</li> <li>• Cross country</li> <li>• Transition festival (Year 3)</li> <li>• Curling / boccia</li> <li>• Laser shooting</li> <li>• Athletics</li> <li>• Sports festival (disadvantaged focus)</li> <li>• Football</li> </ul> <p>As part of curriculum delivery children have been taught a wide</p>	£550	<p>High interest in all sporting opportunities</p> <p>Positive feedback from children about their experiences.</p> <p>Range of competitive and non-competitive sport has allowed continued access and interest from all children including inactive, disadvantages and SEN.</p> <p>Continued development of fundamental movement skills and</p>	<p>To continue to offer a wide range of sporting opportunities for all children through inter / intra school competition, lunchtime activities and after school clubs.</p> <p>To look at clubs offered by outside providers.</p>



Intent	Implementation		Impact
	range of sports including: tag rugby, swimming (Year 3/4) tennis, rounders, netball, gymnastics and dance.  Clubs have included cross country, football, cricket, dodgeball and dance.		knowledge of physical literacy together with the acquisition of sport specific knowledge.

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	39%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 offer a range of competitive sporting opportunities for all pupils through intra- school competition.	Through lunchtime competitions and after school clubs we have offered opportunity for competition in football, dance, cricket, cross- country, dodgeball, athletics, laser-run, boccia, curling and a range of multisport activities and sports day.	£4,985	All opportunities are consistently filled to capacity and children report a high level of satisfaction with the experience they have.  Skills such as team work, leadership, communication, resilience and good sportsmanship continue to develop.	To continue to offer a range of sporting opportunities to all children.  To provide greater opportunity for team sports in inter-school competition.  To provide greater sport specific coaching / preparation

Intent	Implementation		Impact	
<p>To offer a range of sporting opportunities for all pupils through inter-school competitions.</p> <p>To continue membership of North Somerset P.E Association</p>	<p>Opportunities have included, cricket, cross-country, Mini London Marathon, dance, football, boccia, curling, laser run and a range of multi-sport activities.</p> <p>Access to resources, competitions, CPD and support.</p>			<p>for a team prior to competitive sporting event.</p>

Signed off by	
Head Teacher:	Samantha Hodder
Date:	July 2023
Subject Leader:	James Huntley & Grace Arnall
Date:	July 2023

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