

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.

How much (if any) do you intend to carry over from this total fund into 2022/23?	£94.56
Total amount allocated for 2022/23	£17,030
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,124.56

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	16 children in the year 6 class.
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 2022. Please see note above	62.5%
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	62.5%
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:	
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:
				%
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 increase all pupil's engagement with sport and PE.</p> <ul style="list-style-type: none"> Continue with play-leaders at lunchtimes Ensuring we offer a range of opportunities to be physically active All children participate in 2 hours of quality PE each week Promote physical activity in the classrooms Promotion of activity providers outside of school Trial of Moki fitness bands 	<p>Mid-day supervisors and PE lead have worked together to develop the role of play-leaders</p> <p>Activity based clubs Street Tag Promoting Active travel Play-leaders</p> <p>Use of quality resources, PE schemes of work and professional coaches.</p> <p>Teach Active scheme used across all classrooms</p> <p>Promotion of community opportunities shared with families</p> <p>Encourage children to be mindful of their daily activity/fitness.</p>	<p>*See pie chart at the end of the document*</p>	<p>Children engaging in games at lunchtimes.</p> <p>Promoting a love of a specific sport/game and improving skills. Children opting to walk/cycle to school.</p> <p>High quality teaching, covering a range of skills.</p> <p>Embedding physical activity across the curriculum</p> <p>Renewed enthusiasm for activity</p> <p>Children motivated to be active</p>	<p>Play-leaders organise and lead games at playtimes and lunchtimes on both the infant and junior yards. Resources provided to support additional activities, supporting 30:30</p> <p>More children are choosing to walk or cycle to school.</p> <p>All children are actively involved in 2 hours of quality PE each week. PE is taught by school staff and also a range of qualified sports coaches. A wide range of skills and sports are taught to each year group. Staff observe coaches for CPD.</p> <p>Teaching staff use Teach</p>

Created by:



Supported by:



<ul style="list-style-type: none"> A lunchtime well-being group that offers active activities 	Targeting specific children and allowing them to be active at lunchtime in a smaller, nurturing environment.		Promoting physical activity through play	<p>Active activities and resources in some lessons. These resources are also used to deliver interventions.</p> <p>Moki bands have seen children purposefully trying to be more active to increase their weekly step count.</p> <p>Next steps: Look into additional bike stands to encourage even more children to be active travelling to and from school.</p> <p>All the above will continue next year</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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 improve the opportunities for PESSPA <ul style="list-style-type: none"> Provision for children with SEND Recognising and celebrating talent 	<p>Attend competitions and events specifically for children with SEND.</p> <p>Specialist coach to deliver some PE interventions.</p> <p>Children achievements celebrated in assemblies</p>		<p>Raising the PE profile in school. Motivating children. Fully inclusive.</p> <p>Boosts self-esteem – supports mental health and well-being. Promotes local clubs and may persuade other children to take part and become more active.</p>	<p>Celebrations are shared in school with staff and pupils. This has also helped promote activity and spark the interests of other children.</p> <p>Next steps: To offer a wider range of clubs to promote physical activity</p> <p>The above will continue next year</p>

<ul style="list-style-type: none"> Working alongside specialist coaches, the Allerdale competition calendar and local PE leads 	Termly meetings with local PE leads and SGO. A range of coaches attending school and delivering sessions.		Gain fresh ideas/new ways to target activity. CPD.	
<ul style="list-style-type: none"> PE noticeboard 	Create a PE noticeboard to display photos, certificates, and notices.		Celebrating PE in school.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 improve staff subject knowledge and confidence <ul style="list-style-type: none"> Schemes of work 	Use The PE Hub, Teach Active, Kids Love Yoga and Commando Joe to support staff with the delivery PE.	£	Increased confidence in teaching – positive impact on the children and the quality of their learning. Consistent and progressive planning following the skills progression documents. Children are getting a full coverage of PE and all the required skills.	The children have really benefited from these PE schemes of work. They are well planned and resourced which staff have then adapted to suit the group of children.
<ul style="list-style-type: none"> PE audit of equipment 	Ensuring staff are exposed to the correct equipment to support and develop teaching		Enriched, quality, purposeful lessons	Correct equipment and resources available to enable a quality, purposeful lesson is taught.
<ul style="list-style-type: none"> CPD 	PE lead and HLTA (who delivers some PE) to attend relevant		Increased confidence	

<ul style="list-style-type: none"> PLT meetings 	<p>training</p> <p>PE lead to attend termly PLT meetings and feedback the updates to all staff</p>		<p>Schools in the area sharing good practice and keeping up to date with any changes and new initiatives.</p>	<p>Next steps:</p> <p>PE lead to continue to attend PLT meetings and sign up for any relevant CPD.</p> <p>PE equipment regularly audited.</p> <p>The PE Hub and Teach Active to be renewed</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
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>
<p>To increase our offer of curriculum activity, after school clubs and additional workshops and activities.</p> <ul style="list-style-type: none"> Curriculum planning to include a variety of sports Swimming Workshops After school clubs Use of coaches 	<p>Whole school fitness day, football day, phunkyfit activities, Teach active lessons, wheelchair basketball, den building</p> <p>Gymnastics and cricket after school clubs</p> <p>Year 6 swimming</p> <p>Sarah Hampson gymnastics coach, Amy Lawless, Kate Chester, Chris Hodgson, Rob Jefferson, Jon Gibson, Reece (wrightsports)</p>		<p>Providing extra opportunities. Targeting the 30:30. Targeting all children, including the less active and the non-active. The sessions might instill a love in a new area of sport.</p>	<p>All children have had opportunities to take part in events, competitions, after school clubs and festivals.</p> <p>Next steps:</p> <p>Workshops and events booked.</p> <p>Coaches to continue, including an extra sporting after school club each week.</p> <p>Swimming to be for year 5 and 6.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 broaden children's access to sport in the local community <ul style="list-style-type: none"> • Intra competitions • Inter competitions • Inclusion for all 	Being part of the Allerdale competition calendar Organise and attend a range of events for each year group/ability of children (inclusive). These to include festivals of fun. Where possible, send multiple teams to a competition.		In-school events – targets all children. Cluster competitions – provides opportunities to compete and develop in specific areas. Target the less active. Give all children the opportunity to take part.	All children have had the opportunity to participate in events. These events have developed skills and boosted self-esteem and confidence. Next Steps – Children will continue to take part in PE events/competitions. We will participate in a range of events designed for all abilities. Aim to plan events between The MAT primary school and/or be involved in some sport with local secondary schools.

Signed off by				
Head Teacher:	T. Reers	Governor:	J. Nelson	
Date:	18/07/2023			
Subject Leader:	L. Stoddart	Date:	18/07/2023	
Date:	18/07/2023			

PE 2022-2023

