

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 2023

Commissioned by

Department
for Education

Created by

P *Physical Education* **YOUTH SPORT TRUST**



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.

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	£17,400
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,400

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>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</p>	
<p>What percentage of your current Year 3 & 4 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 2022.</p> <p>Please see note above</p>	37%
<p>What percentage of your current Year 3 & 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	37%
<p>What percentage of your current Year 3 & 4 cohort perform safe self-rescue in different water-based situations?</p>	86%
<p>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?</p>	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: 2%
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"> All children in school to access at least 30 minutes of physical activity per day. 	<ul style="list-style-type: none"> Improve outdoor provision in order to promote children to be more active. Continue to offer a broad range of different physical activities provided at lunchtimes on a daily basis to increase pupil physical activity. Playground equipment is available for Leaders to deliver their activities. Further specialist SEND swimming opportunities 		£364	<p>As a result of activities being available at lunch time children are active for at least 30 minutes per day. It has given them access to the new sports to learn new skills i.e., gymnastics, cheerleading, circus props etc</p>	
				<p>Promoting after school clubs in school with a focus on activities from lunch times which have been well received.</p> <p>Purchase further equipment to continue to lunch time provision.</p>	

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:
<p>To use sports to develop growth mind-set, social and emotional skills</p> <p>PSHE/ROAR sessions teach children about the importance of physical health</p> <p>To use sport to motivate and engage learners and inspire to write text linked to sport.</p>	<ul style="list-style-type: none"> • A wide range of clubs available across school • Joy of Moving project with year 56 during Autumn Term (Rotherham United) • Development of sport crew across school • Attending cluster meetings with JMAT academy • To form links with other JMAT schools 	£2,000 Actual Spend	<p>We have offered a range of clubs throughout the school year ran by our sports coach. Children have learnt new skills.</p> <p>21 children attended during Autumn 1 (9%) 25 children attended during Autumn 2 (11%) 27 children attended during Spring 1 (12%) 32 children attended during Spring 2 (14%) 29 children attended during Summer 1 (13%) 35 children attended during Summer 2 (16%)</p> <p>Rotherham united ran the writing project and this provided motivation for pupils to write</p>	Link with external agencies to provide extended provision with a professional coach to increase attendees at after school club.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55%
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:
Progression of PE and ensure breadth of skills across school through high quality teaching	<ul style="list-style-type: none"> Following staff audit teachers are targeted to work with PE Specialist/sports coach. <ul style="list-style-type: none"> Ensure staff have the resources to deliver high quality PE lessons. CPD for all staff on targeted area (working with Rotherham United 5/6 Joy of Moving and year 2 (dance) in Autumn term. To audit resources, maintain equipment and purchase new resources if required. Including Forrest school To continue to improve the planning, teaching and assessment of PE lessons in school through the employment of a qualified sports coach 	£9,606 Actual Spend	<p>The sports coach has had support from JMAT sport coach to improve her practice resulting in lessons taught to a good standard. Use of long-term planning provided by Val Sabin to support with teach and learning. ECT's have had support from JMAT sports coaches throughout the school year.</p> <p>The audit allowed staff to have the resources available to teach lessons to a good standard.</p>	<p>Work with JMAT sports coach on assessment for PE.</p> <p>Continued CPD for staff based on staff voice to inform training.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
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>Increased participation in After School activities.</p> <p>Broader range of After School Clubs to encourage participation in sports</p>	<ul style="list-style-type: none"> • Regular formal and informal pupil voice around clubs to offer at KS1 and KS2 • Monitor participation in clubs. • Ensure quality resources available for After School Clubs. • After School Club Staffing 	<p>£4,000 Actual spend</p>	<p>Pupil Voice completed to inform clubs for the following term.</p> <p>Quality resources available for after school club so children who come tend to come throughout the school year.</p> <p>Staffing is led by familiar adults in school.</p>	<p>Continue to monitor children's preferences through pupil voice.</p> <p>Offer new/different clubs to engage more children in school, make use of external agencies to introduce new sports.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			9%
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"> Increased participation in competitive school sports. Competitions link to what the children are being taught in their PE lessons Increased number of disadvantaged children competing in schools' sports	<ul style="list-style-type: none"> Ensure we enter almost all cluster events Run additional clubs throughout the school year (TA involvement) Attend School Games activities Visit from freestyle footballer Jamie Knight	£1,430 actual spend	76% of KS2 children have competed in competitive sporting opportunities throughout the year. From this, child have gained new skills and improved on existing skills. 22% of children in KS1 have completed in a sporting opportunity. Visit from freestyle footballer Jamie Knight in the Autumn term, taught children new football skills. Intra school sports in PE lessons with our sports coach for upper key stage 2 children.
			Sustainability and suggested next steps: Continue participation in competitive sport (Focus on School Games). Increase participation in KS1 and KS2 for competitive sport (intra sport competition) Further develop lunch club.

Signed off by	
Head Teacher:	J. Logan
Date:	05.07.23
Subject Leader:	Jade May
Date:	03.07.23

Created by:



Supported by:



Governor:	
Date:	