

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 2022/23	£0
Total amount allocated for 2023/24	£17,140
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,140
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 17,140

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.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. 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	NA
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	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: Increase 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 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:
Increase the confidence of staff when teaching PE	Renew subscription to PE scheme Get Set 4 PE. Create a curriculum map for staff to follow throughout the year. Complete staff audits to identify strengths when teaching PE and any support that is needed.		£550	Staff feel confident when teaching PE and have a secure understanding of the lessons they are delivering. Staff to know what they are teaching and when and how teaching builds upon prior learning.	Continue to monitor the impact and effectiveness of the new scheme of work.
Identified staff to complete Resuscitation training to ensure staff accompanying children to sports festivals and swimming sessions hold the relevant qualifications	Staff to update qualifications by attending resuscitation training		£170	Staff accompanying children to sports festivals and swimming will hold relevant first aid and resuscitation training which will enable children to attend and participate in such events.	Review staff expiry dates of qualifications and make provision for relevant updating of training to ensure lack of trained staff is not a barrier to participating in supporting swimming.
Develop the confidence and knowledge of staff to be able to adapt PE lessons to include all pupils.	PE subject leader to attend Adapted/Inclusive PE training session		£140	Subject leader provided with strategies on how to adapt learning for all pupils. Informed of additional equipment that can be used to enhance lessons.	PE lead to implement ideas gained and monitor the impact.

Encourage high intensity and active PE lessons that last the whole duration	Children to continue to come to school 'PE ready' – dressed in their PE kits for 2 days each week.	£0	The time for changing in and out of PE kits won't exist. Children's fitness levels would have improved as they are getting more time being active in the lesson.	Continue 'PE ready' next year.
Key indicator 2: 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: %
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:
Increase physical exercise for all	Regular movement breaks for all within the classroom with the use of Fitness fun on the timetable daily <ul style="list-style-type: none"> Go Noodle https://www.bbc.co.uk/teach/supermovers <p>Identified children participate daily in sensory circuits</p> <p>Additional session on Thursdays</p>	£0	Children across the school to understand the importance of keeping fit and healthy. They will take part in regular movement breaks which will energise them and improve engagement and concentration.	School to continue regular movement breaks as both staff and children respond positively to the wide range of movement ideas, including mindfulness and mental well-being focuses.
To ensure PE resources are available, appropriate and fit for purpose	Ongoing audit of resources to ensure they are of suitable quality. Purchase additional PE resources to replace old/damaged equipment to ensure each PE lesson is fully resourced with appropriate equipment enabling all children to fully engage and participate in lessons.	£125	All PE lessons will be fully resourced leading to greater participate and quality PE lessons. Staff and children will have the correct equipment which they need for PE lessons.	The school will continue to audit resources both for wear and tear and fitness for purpose in order to identify gaps in resources.

Ensure that disadvantaged children are participating in regular physical activity	Disadvantaged children personally invited to sports clubs and where there is a cost associated to it, it is subsidised to ensure that financial circumstances are not a barrier to children accessing and engaging in sports.	Use of PPG funding	Children despite financial circumstances are able to participate in sports. The children will feel proud of their achievements and enjoy taking part in a variety of sports.	School to continue to offer disadvantaged children the opportunity to participate in sports ensuring financial circumstances are not a barrier to accessing sports.
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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:
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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:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Ensure children understand the importance of healthy living and the impact that regular exercise has on their bodies.	Specially trained Coram Life Education educators to visit the school to teach children about healthy lifestyles and the effects of exercise on their bodies. All children participate in a progressive programme of activities throughout the day to help them be aware of strategies to keep safe, healthy and active.	£400	Children learn about healthy lifestyles. This experience will enable the children to make links with other subjects such as PSHE and Science.	Continue next year as cross curricular to PE and PSHE curriculum.
Sporting achievements shared in Celebrations assemblies to help raise the profile of PE across the school	Children's achievements in sport celebrated with the school community which exposes other children to a variety of sports.	£0	Celebrating children's sporting successes. Valuing their sporting contributions. Exposing other children to a variety of different sports.	Continue to promote school sport, including extracurricular clubs through regular updates with school community.

PE display board in school to celebrate sport, develop understanding of skills, language and development.	Boards designed by the PE Leader	£0	Profile of PE will be raised, as the children will be able to talk more confidently about sport and their participation.	Continue next year.
Improve Children's oral language skills and vocabulary	Teachers must specifically teach key vocabulary, model its use in lessons and support children to use this vocabulary when discussing their work and use it in their written communication ensuring vocabulary is correctly spelt	£0	Improved oral language and vocabulary Children will make links within other subjects to help consolidate vocabulary	Continue to focus on explicit teaching of vocabulary and review its impact.
To introduce children to an inspiring role model and encourage them to take part in more physical activity.	Sports for Schools is a social enterprise that will send an athlete into school to run a fitness circuit and provide an inspiring assembly.	£0	All children in the school will take part in physical activity and will be able to fundraise for sports equipment.	Money fundraised from the event will be used to purchase sporting equipment to enhance PE.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
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:

Use of Sports Coach to provide extracurricular opportunities for children.	Lunchtime clubs provided by specialist coaches meet the varied interests of children and provide opportunities for children to participate in activities they may not have participated in before.	£1672	Increase children's knowledge and confidence of a range of activities/games. Increase children's cultural capital.	Investment in this area will continue. Continue to broaden scope of clubs to include other activities in order to engage and interest all the children.
Increase in the amount and variety of activities available at playtime to encourage more physical activity.	Sports equipment purchased from previous years funding to continue to be used during playtimes. Equipment should encourage physical active play.	£70	For use of equipment to encourage active play and for children to foster a love of physical play as oppose to screen time. Purchase of equipment, such as a trampette, to provide sensory movement breaks for children helping them to self-regulate.	Increase in the amount and variety of activities available at playtime to encourage more physical activity.
Provide all children in Y4 with the opportunity to learn how to ride a bike.	Organise Bikeability sessions for Year 4. Children learn how to cycle safely and how to be safe near roads. Children to be reminded of storage available for bikes and encouraged to cycle to and from school.	£0	86% of year 4 children participated in the Bikeability programme. Children's confidence and knowledge of how to ride safely improved.	To continue next year
Funding for Yr 3& 4 children to help them meet the 3 national curriculum requirements in swimming by end of KS 2 to attend swimming sessions at federated school (Shillington Lower)	Year 3& 4 children to attend at least weekly swimming/ water confidence sessions during the summer term	£982	All children made good progress towards achieving National Curriculum swimming target.	Monitor the needs of the children and arrange additional support where necessary

Upskill and develop MDSAs to supervise and lead lunchtime sports and activities. Trained lunch time staff to provide and support a variety of activities for children	Ensure that there are members of staff to provide activities/games that all children have access to.	£13,031	Children will participate in a variety of new activities and games during their lunch times. Staff feel confident in delivering a range of activities for all pupils.	MDSAs will be able to promote positive lunch times, by providing fun simple games and activities around 3 key areas: traditional games, modern games, fitness activities as well as an understanding on the impact of positive play times in reducing lunch time issues and inactiveness.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children to have the opportunity to compete against other schools in competitive sport	Premier Sport to organise and deliver competitions with Stondon Lower, across year groups/key stages.	£0	Children will be taking part in competitive sport.	Arrange virtual or face-to-face competitions with other local schools.

Children to have the opportunity to compete against each other within the school	Arrange intra competitive sports activities within the school where children compete to be the school winners, comparing scores across classes	£0	Children to experience competitive sports and to understand what is required to achieve success and to learn how to manage winning and losing.	Children to have the opportunity to compete against each other within the school
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Milliana Ralevic
Date:	
Governor:	
Date:	