

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.

Total amount carried over from 2021/22	£7987
Total amount allocated for 2021/22	£17680
How much (if any) do you intend to carry over from this total fund into 2022/23?	£17640
Total amount allocated for 2022/23	£25627
To be spent and reported on by 31st July 2023.	£7783

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 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 2022.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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:
TA training and Year 5 & 6 play leader training to increase children's physical activity to at least 30 minutes a day.	Key TA's and Play Leaders to be trained to lead and manage lunchtime activities with KS1 and KS2 by MUEd.	£750	30 children across Year 5 and 6 support EM (Sports TA) to deliver lunch time club provision for KS1 and KS2 children between 12:45-13:15 Monday-Friday.	Play Leader training to take place in July 2023 with current Year 4 and 5 cohort ready to start in September,
To ensure playground equipment promotes and encourages children to be active throughout breaktimes and lunchtimes.	To purchase and install outdoor gym equipment in KS2.	£22,070.98		*Money to be ringfenced at £8,541.33 per year for three years. If only Sports Premium is used to purchase outdoor gym equipment. Seek PTFA support to deliver outcomes.
To ensure early years equipment promotes and encourages children to be active throughout the day.	Purchasing 10 scooters/bikes for use throughout the day in early years to ensure pupils take part in at least 30 mins physical activity daily. Purchase fine motor and sensory development resources for Foundation.	£1,408	Foundation children access scooters and bikes during continuous provision time throughout the day.	Continue to discuss with Foundation lead how to encourage active play in the Foundation area.

Provide Equipment boxes for KS1 and KS2 to use at lunchtime, encouraging all to be more active.	School Council to choose equipment they would like in the boxes. Play Leaders to organise the equipment daily.	£920	To encourage active play at lunch time. % increase in children taking part in games led by Play Leaders. Play Leaders are more prepared to deliver a range of games.	To review play equipment in the autumn term.
Increase the number of children involved in an extra-curricular club. Further opportunities to least active children.	Employ a PE TA to deliver a lunchtime & after school clubs/support teachers during lessons/support the PE Coordinator in organising events/run a C4L club for least active population.	£5,576	PE Coordinator to track attendance to clubs/identify the least active children and signpost to a club/attendance to events. Gather feedback from teachers regarding support in their lessons.	Providing clubs during lunchtimes will encourage more children to participate. Supporting the lower ability children during PE lessons will ensure they can make more accelerated progress. Supporting the PE Coordinator in their role will ensure we are able to provide as many opportunities as possible for all of our children.

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:
Develop the role of Sports Captains to be middle leaders within Play Leader Clubs/Competitions	<ul style="list-style-type: none"> Pupils to apply to be a sports captain (Y6) linked to school values and school games values Sports captains chosen 1st week in Sept. Sports captain hoodies purchased to raise profile across the school Half termly with HG 	Cost in K11	PE Coordinator to track the number of children involved in sports leadership through the activity tracker. MTA's to monitor engagement in positive play during lunchtimes.	Our continued affiliation to the PSSP will ensure that we are able to train new playleaders annually. Providing structured games during lunchtimes will encourage more children to actively play. Sports captain hoodies to be purchased in the Autumn term 2023.

	<ul style="list-style-type: none"> Given roles and targets 			
Access to a broad and balanced curriculum/competitions and opportunities in PESSPA.	<ul style="list-style-type: none"> Provide time for the PE Coordinator to write comprehensive development plans/monitor the planning and delivery of PE/book events and complete risk assessments/organise CPD/ Complete an action plan for the School Games Mark/track activity levels across the school. 	£800	PE Development plan & School Games action plan to be completed in January 2023. PE Coordinator to track events attended through the activity tracker. Teachers to complete feedback forms following any CPD.	<p>Working alongside a specialist teacher from LAP will allow us to complete focused plans to enable us to make progress in PESSPA.</p> <p>Maintaining the activity tracker will allow us to identify the most able/least active children and provide opportunities for them accordingly.</p>
Access to a broad, balanced curriculum and high-quality teaching.	<ul style="list-style-type: none"> Continue subscription to REAL PE 	£695	Staff survey to be conducted to check that resources are still relevant and valued. Confidence levels to be assessed, CPD provided where requested.	Providing teachers with high quality resources will ensure than we can positively impact learning in PE.
Access to well-resourced lessons for optimal skill development.	<ul style="list-style-type: none"> Equipment audit to identify resources for curriculum (whole school) and club use. Invest in storage. 	£6,211.63	Staff survey to be conducted to identify resources for lessons. PE Coordinator to review the curriculum to ensure all lessons are well resourced and that we are able to offer a broad range of clubs. Review activity levels during break and lunchtimes. Review activity levels/time active in PE lessons.	Ensuring lessons are well resourced will mean that we are able to provide the opportunity for every child to develop their skills at their own optimal rate. Providing high quality equipment for clubs will ensure we can broaden our offer and encourage as many children as possible to participate.

Purchase staff PE kit to raise profile of PE and being active.	<ul style="list-style-type: none"> • Costings for PE hoodies and tops • Consult staff • Get staff (all staff) sizes 	£1,154	<ul style="list-style-type: none"> • Profile of PE raised across the school • Reinforcement of uniforms needed for PE • Encourage staff to be active • Staff wellness and feeling valued and proud to be part of St. A's team. 	Staff consulted and uniform purchased ready for September 2022.
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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:
Positively impact teaching and learning of PE.	<ul style="list-style-type: none"> • Develop a clear plan for the forthcoming year for raising the profile of PE. • PE Development day • Action planning support • PE Specialist coaching staff from OCRA to support staff in on-going CPD. 	See K11	Action planning completed with MUEd. All staff to complete a feedback form once they have received CPD. Staff survey to be conducted to ascertain staff confidence levels in delivery of all areas of the PE Curriculum.	Providing our staff with expert knowledge and advice will ensure that our children receive high quality lessons, from confident and skilled teachers.
Positively impact teaching and learning in PE.	<ul style="list-style-type: none"> • Employ a Swimming instructor to work alongside our teaching staff to deliver swimming and deep-water survival (Mount Kelly Y5). 	£101	PE Coordinator to track participation through the activity tracker. Assessment data to be provided by the instructor. Children identified for top-up sessions where required. Teachers to complete feedback forms.	Support our staff in the delivery of Swimming will ensure that our children have access to high quality lessons and teachers are supported by a specialist – sessions to be used as CPD for staff to increase confidence in their delivery.

Positively impact teaching and learning in PE.	<ul style="list-style-type: none"> Employ Bikeability staff to deliver L1/2 training for F,3 and 5. 	£125	<p>PE Coordinator to track participation through the activity tracker. Assessment data to be provided by the instructor. Children identified for top-up sessions where required. Teachers to complete feedback forms.</p>	Sessions to be used as CPD for staff to increase confidence in their delivery.
Positively impact teaching and learning in PE.	<ul style="list-style-type: none"> After school Twilight CPD Staff have now completed their Gymnastics CPD. 	£300	<ul style="list-style-type: none"> Teachers feel more confident teaching gymnastics from EYFS-Y6 Observation of gymnastics teaching across KS1/2 Resource cards purchased and shared with staff for further lesson development. 	Continue to monitor Gymnastics teaching in the Spring term.
PE audit linked to areas of expertise and weakness to deliver bespoke CPD	<ul style="list-style-type: none"> Survey monkey sent out to all staff across school Bespoke training planned for the year Purchase resource cards 	£72	<ul style="list-style-type: none"> Staff indicated a need for invasion game/athletics/striking and fielding lesson ideas. Resource cards purchased and shared with staff. Games shared with children so that they can access and play during break and lunch time. 	
Wild Tribe Outdoor Learning Subject Leader's Training (Four day) x2 members of staff	<ul style="list-style-type: none"> To develop Outdoor Learning curriculum across F/KS1/2 Two Outdoor Learning curriculum leads to be established (Tchr and TA across KS1 and 2) Staff CPD training Outdoor learning to be established 	£1,500	<p>Knowledge of curriculum developed and staff upskilled. F/KS1/KS2 children all attended an outdoor learning day in the Summer term. Outdoor learning curriculum planned for F/KS1/KS2</p>	Outdoor Learning Curriculum to be implemented in September 2023.

	<ul style="list-style-type: none"> Resources to be purchased to support outdoor learning provision All children to take part in outdoor learning for one subject a term 			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Increase the number of children participating in an extra-curricular club.	<ul style="list-style-type: none"> Employ OCRA to deliver after-school clubs Employ Sports TA to deliver x3 after school clubs 	£1,500	PE Coordinator to track attendance to clubs. Student voice used to ascertain which clubs the children would like to see offered. To be reviewed at the end of this academic year.	Providing specialist coaches will ensure that we are able to offer a broad range of clubs to engage as many children as possible. Providing positive experiences in PESSPA will encourage life-long participants.

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Increase the number of children participating in appropriately competitive events.	Book events through the OCRA. Build links with wider sport opportunities: <ul style="list-style-type: none"> • Devon Cricket • Marjons Hockey (36 schools) 	£65	PE Coordinator to evaluate the number of events attended. PE Coordinator to use the activity tracker to monitor participation and select children for suitable events. Over 20 events attended across the year. Won OCRA Hockey Tournament Came 2 nd out of 36 teams at Marjons.	Our continued affiliation with OCRA will ensure that we have access to a vast range of events and opportunities for children of all ages and abilities.
Increase the number of children participating in appropriately competitive events.	<ul style="list-style-type: none"> • Provide transport to events (due to rural location) 	£3,130	Wider participation in competitive events	

Signed off by	
Head Teacher:	<i>Akay</i>
Date:	1.07.23
Subject Leader:	<i>H.Griffiths</i>
Date:	01.07.2023
Governor:	
Date:	