

# 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	£-
Total amount allocated for 2022/23	£17,680
How much (if any) do you intend to carry over from this total fund into 2023/24?	£-
Total amount allocated for 2022/23	£17,680
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 20

## 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>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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/ <del>No</del>

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## 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:	
<b>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</b>					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:
<ul style="list-style-type: none"> <li>Invest in Level 5 Training for staff</li> <li>Invest in 'Get set for PE' Scheme</li> <li>Annual PE conference for 2 staff members</li> </ul>	<ul style="list-style-type: none"> <li>AFPE course for TH</li> <li>Staff utilising delivery of PE lessons</li> <li>Staff to share teaching techniques along with behavior tactics.</li> </ul>	<ul style="list-style-type: none"> <li>£1,500</li> <li>£550</li> <li>£360</li> </ul>	<ul style="list-style-type: none"> <li>Share teaching techniques learnt to provide teachers and support staff which provides confidence to teach.</li> <li>Statutory 2 hour weekly PE lessons</li> <li>Positive attitudes to teaching PE</li> </ul>	<ul style="list-style-type: none"> <li>Continue additional training for any member of staff</li> </ul>	
<b>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</b>					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:

<ul style="list-style-type: none"> <li>Invest in PE equipment to assist with lessons and also learn through unstructured play during break and lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Installation of basketball hoops, table tennis tables, football equipment and accessories/balls, skipping ropes.</li> </ul>	<ul style="list-style-type: none"> <li>£4,000</li> </ul>	<ul style="list-style-type: none"> <li>Positive impact to attitudes and behavior whilst playing team games. More pupils are engaged and set themselves personal challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Invest in playground game markings.</li> <li>Invest in offsite playing field facilities.</li> </ul>
<ul style="list-style-type: none"> <li>Set time aside every day for daily mile.</li> </ul>	<ul style="list-style-type: none"> <li>Daily mile by each class</li> </ul>	Free	<ul style="list-style-type: none"> <li>Every child is physically active.</li> </ul>	

<b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<ul style="list-style-type: none"> <li>Develop leadership and mentoring opportunities through Sports Ambassadors</li> <li>Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>Ambassadors actively work to plan competitions, training through Herts Sports Partnership.</li> <li>Extra funding provided to assist pupils.</li> </ul>	<ul style="list-style-type: none"> <li>£Included in Herts Sports partnership</li> <li>£200</li> </ul>	<ul style="list-style-type: none"> <li>Provide a positive role model for learners.</li> <li>Whole school Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Ambassadors to actively provide provision for sporting activities at lunchtimes.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	

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:
<ul style="list-style-type: none"> <li>External coaches used in a variety of sports to work alongside teachers.</li> <li>Extra swimming sessions</li> </ul>	<ul style="list-style-type: none"> <li>PSD to provide weekly PE lessons across the school.</li> <li>Football coach to provide weekly football training sessions to KS2 pupils.</li> <li>Additional term of swimming, school providing assistant with transport coach costs. Additional coach costs for sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>£7,420</li> <li>£2,350</li> </ul>	<ul style="list-style-type: none"> <li>Experienced training coaches providing Sessions and lesson plans created for staff to use to aid with delivery of future lessons.</li> <li>Confidence in swimming</li> </ul>	<ul style="list-style-type: none"> <li>Train existing staff to provide pupils with a wider range of activities.</li> </ul>

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

<ul style="list-style-type: none"> <li>Invested in Herts Sports Partnership and participate in a variety of engage, inspire and compete events.</li> <li>Offer a range of Extra Curricular sports clubs and liaise with PE leads to organize friendly fixtures prior to competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide every child with the opportunity to participate at the correct level, including SEN to ensure inclusivity for all.</li> <li>Netball, football friendly games arranged in preparation for league games which allows extra pupils to participate.</li> </ul>	<ul style="list-style-type: none"> <li>£1,300</li> <li>Free</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have set new challenges in different events not usually run in school with the chance to excel and play at a higher level.</li> <li>Positive attitude towards competitions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to invest in Herts sports partnership and arrange for staff to attend the training they offer.</li> <li>Offer a wider range of activities.</li> </ul>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	