

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	£15656
Total amount allocated for 2021/22	£17692
How much (if any) do you intend to carry over from this total fund into 2022/23?	£17608
Total amount allocated for 2022/23	£17650
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 35258

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	
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	92%
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	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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?	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:
To provide at least two hours of physical education each week for all pupils.	PE is timetabled across the school.	£1000 new PE equipment	All pupils engaged with regular physical activity and continue to develop skills and fitness in line with their age.	Consistency of teaching.
Active PE lessons for each cohort with a focus on high quality PE across the school.	Additional support for those pupils with SEND needs to enable access. Overview and schemes of work updated for each class. Teacher or Sports coaches to deliver lessons.		Children have a varied and balanced PE curriculum.	Consistent assessment of basic skills
To ensure that lunchtimes remain active and that a variety of physical activities are made available to a range of age groups.	Midday Supervisors give out a range of equipment kept in boxes.	£500- equipment	Pupils are engaged in a variety of games and sports. Children are able to select activities/games.	Continue to embed updated curriculum.
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:

Sporting achievements to be celebrated in monthly Celebration Assembly to ensure that the whole school is aware of the importance of PE, sport and physical activity, encouraging them to take part.	Achievements are celebrated during monthly Celebration Assembly. Children share their out of school sport/physical activity awards.	£ 300	Pupils are proud of their achievements. Increased self-esteem and confidence in all areas. Pupils are motivated to take part in sporting activities.	Continue to share sporting awards within Celebration Assemblies.
School newsletter to include any participation in sporting events and competitions with results in order to celebrate and encourage participation with sports events.	Newsletter to include results and achievements in competitions. Clubs to be promoted in the newsletter.		Pupils are proud of their achievements (as are parents/guardians).	Continue to share sporting achievements in a variety of ways.

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:
Ensuring that high quality PE sessions continue across the school including the use of Coaches from Derby County SSP during PPA sessions.	Continued CPD for existing staff from external provider during PE Lessons.	Supply Cover 1 Day £200	Pupils skills levels increase. Quality Lessons provided by coaches adding to those already taught by staff.	Continue to use Derby County SSP coaching and continue to provide refresher CPD for teaching staff.
To ensure that all staff continue to receive CPD in the teaching of PE.	Monitor the teaching of Orienteering and support where needed. Collect evidence and speak to pupils.		Pupils have access to high quality PE sessions. Staff have access to continued high quality training.	Continue to provide training each year through external provider.
Embedding the teaching of Orienteering for staff.	Attend 'Free' DCSSP Briefings & Conference		Pupils develop Orienteering skills	Staff to continue providing quality Orienteering lessons.
Ensure school are up to date with key National and Local developments in PE and Sport to ensure pupils access high-quality PE and sports.	Share key information from DCSSP Briefings Staff meeting and PPA time to develop grids and share with staff.		School is benefitting from National and Local strategies, enabling more pupil to be active.	Continue to affiliate to DCSSP and attend meetings when held. Conference attended. Unable to be released from teaching to attend briefings.

Review curriculum for PE, intent and implementation & PE skills progression.			Progression grids, intent and implementation written and shared with staff. All staff aware of specific vocabulary for their year groups.	These to be published on website.
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:
Additional achievements: Outdoor and adventurous residential for year 6 Forest school activities Bikeability for year 5 and 6 children Attend competitions through the Sports Partnership and Local Leagues for different pupils to enjoy and experience participating in Sporting activities.	Children to participate in outdoor and adventurous activities at PGL Boreatton Park. Years 1-6 have a 6 week block of forest school activities. In addition to Forest schools for children with SEMH needs. Cycle Derby to provide Bikeability sessions during the Summer Term. Attend events with the support of teaching staff, celebrate participation PE Co-ordinator to book and organise these events.	£600 coach to PGL £500 forest school equipment £ 3800 supply cover for	Children develop confidence, team building and outdoor and adventurous skills. Mental health and wellbeing. Gross motor skill development. Team building. Knowledge of road safety. Able to ride their bike safely on the road. Improved balance and development of new skills. Participation celebrated in Celebration Assembly. Pupils motivated and inspired to take part (School Newsletter) Wider impact of increased confidence – shown in learning and attainment.	This will continue each year. This will continue each year. This will continue each year. This will continue each year.

Provide after-school sports clubs (with a broad range of activities).	Share clubs with the pupils through assemblies. Communicate all clubs to parents via ParentHub and Newsletter.	forest school leader. 2 afternoons per week term time (38weeks)	Children motivated and inspired to participate in afterschool activities. Self-esteem and confidence of pupils increased.	Continue to offer a variety of after-school clubs for children to attend.
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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:
Competitive Sports Day. Afterschool club competitive leagues Netball and football (Boys and Girls Leagues) Attend competitions through the Sports Partnership and Local Leagues for different pupils to enjoy and experience participating in Sporting activities.	Whole school Sports afternoon with a range races. Whole school compete in their houses. Afterschool clubs provide an opportunity for pupils to participate in competitive sports. Attend events with the support of teaching staff, celebrate participation PE Co-ordinator to book and organise these events.	£50 £500 cost for transport	All children participated in the Sports Day. Participation celebrated in Celebration Assembly. Pupils motivated and inspired to take part (School Newsletter) Wider impact of increased confidence – shown in learning and attainment.	To take place annually. This will continue each year.

Signed off by	
Head Teacher:	Sam Moore
Date:	09/07/2023
Subject Leader:	J.Ringer
Date:	09/07/2023