

# 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	£15690
How much (if any) do you intend to carry over from this total fund into 2022/23?	£12891
Total amount allocated for 2022/23	£17345
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£30236

## 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><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 2022.</p> <p>Please see note above</p>	72%
<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>	64%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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: 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</b>			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:
<p>1. To encourage active participation for all pupils including our most inactive pupils.</p> <p>2. The installation of gym equipment for KS2 /climbing frames KS1</p> <p>3. Encourage the regular uptake of extra-curricular activities.</p> <p>4. Sports coach to deliver weekly lessons to classes of pupils.</p>	<p>We signed up to a KS1 Active Kids Festival for Key Stage 1. Over the course of the 3 festivals, all our PP children attended one of these as well as our least active pupils.</p> <p>Staff identified that children across the school need to develop their core strength and co-ordination skills. This directly impacted the type of outside equipment that we purchased.</p> <p>ICS coaching to come into school on a weekly basis to deliver high quality PE lessons.</p> <p>Provide links for all staff to use (iMoves and Active Schools).</p>	<p>£395 – Active Kids Festival.</p> <p>£4655 – Professional services such as ICS Coaching.</p> <p>£1196.40 – iMoves subscription.</p> <p>£8932 spent in July 22 – New gym equipment.</p> <p>£16650 spent in May 23 on new climbing equipment</p>	<p>Children were able to participate in an event outside of school. All children were physically active for the whole duration of the festival and were working as a part of a team for some of the activities.</p> <p>Children have been regularly using the new play equipment during break and lunchtimes. They have been demonstrating resilience in the face of challenge.</p> <p>Children are having more opportunities to develop their core strength/FMS.</p> <p>Children enjoy participating in PE lessons delivered and assessed by a coach.</p>	<p>To sign up for the Active Kids Festival again during the 2023/23 academic year to target our PP pupils as well as our least active pupils.</p> <p>Continue to offer a range of after school sport clubs – pupil/parent voice.</p> <p>Use the Kobocca survey to capture pupil voice and to identify how active pupils are.</p> <p>To continue to purchasing services from ICS coaching so that the children are given a different experience provided by a coach.</p>

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		<p>using income from 23/24 grant and carry forward</p> <p>£986 Staffing for lunchtime football</p> <p>£1909 Time for PE lead to organize afterschool clubs and competition events</p>		
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**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:
1. Use of sport and PE to develop good mental health. School Sports Coordinator (SSCo) of Healthy body and Healthy Mind will in conjunction with the Relationships and Sex Education (RSE) curriculum support this.	1. Continue to use sport and exercise as a tool for supporting mental health and wellbeing. 2. Point 1 will be achieved by investing in programmes that will enable children to receive high quality instruction in this area.	£325 – Healthy Body/Healthy Minds. £325 - Game Changers	Healthy Body and Healthy Mind programme was delivered to Year 3 and 4 to support understanding and link of sport and healthy eating to Mental Health and Wellbeing.  Game Changers programme was delivered to our Year 5 pupils to support children with their mental health. The 6 hour programme enabled the pupils to learn about the effects that physical activity has on their mental health, teamwork,	To continue providing our pupils with the Healthy Body and Healthy Mind programme so more children can understand the link between sport and healthy eating to mental health and wellbeing.

			resilience (school motto), inclusion and health & well-being.	
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<b>Key indicator 3: Increased 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 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>1. Use the create development wheel to track, monitor and measure staff training and support. Children to benefit from more confident and highly trained staff.</p> <p>2. All staff to develop their knowledge and skills of PE teaching.</p>	Staff survey issued in order to find out how confident teachers are in delivering and assessing PE lessons. This includes confidence in delivering specific sports.	<p>£1250 - Development wheel.</p> <p>£700 - Staff CPD.</p> <p>£480 – Supply cover.</p>	<p>Two newer teachers attended a Norfolk PE refresher course. They attended 3 whole day training sessions. Teachers were provided with resources and ideas for lessons that were taken back and disseminated to other staff members.</p> <p>Both teachers were introduced to the STEP principle for adapting PE lessons in order to challenge/support pupils. This was disseminated to staff and all staff will now use this to assess the progress of their children.</p> <p>The two teachers were also introduced to three types of learning objectives, which are now used by all staff members in the delivery of PE.</p>	<p>To target the training needs of newer staff member.</p> <p>To purchase a teaching resource folder to support staff in delivering warm ups and providing clearly differentiated lessons.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:

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>Continue to offer lunchtime clubs and afterschool clubs.</p> <p>Young leader's package. 6-hour course that provides young leaders from Year 5 and 6 with the resources, confidence and knowledge to plan, organize, lead and evaluate sport for all.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>To offer sport related after school clubs 3 times a week.</p> <p>To organize and book a date for young leaders with school sports provider.</p>	<p>Funding allocated:</p> <p>£375 – Young Leaders.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>We offer after-school clubs 3 times a week – dance, football and another sport chosen by the children and parents every half term/term. These have been well attended by pupils across all key stages.</p> <p>We have provided a variety of after school sports clubs in order to increase pupil uptake. The children and parents are able to vote for the sport they would like to see being offered after school.</p> <p>Year 5s participated in the Young Leaders programme to support peer sport and encourage younger children to play in 22-23.</p>	<p>Sustainability and suggested next steps:</p> <p>Year 5's will be able to provide PE and sport opportunities for two academic years and hopefully inspire the next generation of young leaders.</p> <p>To use the Kobocca survey to identify the lunchtime clubs' children would like to see.</p> <p>To send a survey home to pupils and parents so they can choose the sport they would like to see at our after-school club.</p> <p>Children to take part in a mini-medics course to give them greater responsibility in managing health and safety.</p> <p>School starts to participate in interschool competitions again in Sept 2023.</p>

Additional achievements:		£		
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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:
<ol style="list-style-type: none"> <li>1. Remain part of the Downham Market SSCO Cluster. Virtual competitions allow competitiveness and more likely to support further children to take part.</li> <li>2. Develop Intra school sport competitions – class / houses – rounders, cricket, target practice.</li> </ol>	Children to participate in inter competitions, which includes cross country, netball and dance. We will include a mix of engage, develop and compete events in order to encourage children that would normally be more reluctant to participate in sport to take part.	£995 – competition package. £540 – Dance Specialist. £200 – SSP membership.	Children in KS1/2 participated in a dance festival and performed this in front of an audience.	Continuing to support the Downham Market SSCO Cluster will enable the children of Watlington Community Primary School to take part in virtual sports competitions throughout their time in primary education. Competitive matches will help the children to instill a love of sport and physical activity.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss R Mulligan
Date:	24.07.23
Governor:	
Date:	