

# 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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£11,769
Total amount allocated for 2022/23	£17,483
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 29,252

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	78%
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	60%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	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:	
<b>Key indicator 1:</b> 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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure an active curriculum is being taught	<ul style="list-style-type: none"> <li>Teachers encouraged to implement physical activity in all curriculum areas</li> <li>Resources to support this</li> <li>Share experiences</li> <li>Daily Mile track</li> </ul>		£15740	<ul style="list-style-type: none"> <li>Children are active throughout the day</li> <li>Enhance attainment via active brain breaks</li> </ul>
Ensure children are active during play and break times	<ul style="list-style-type: none"> <li>Playtime equipment purchased</li> <li>Repair equipment</li> </ul>		£997	<ul style="list-style-type: none"> <li>A range of different physical opportunities for children</li> <li>Build upon and develop skills taught in PE lessons</li> </ul>
Provide a wide range of extra-curricular activities	<ul style="list-style-type: none"> <li>Expert coaches to lead some extra-curricular clubs</li> </ul>		£1891	<ul style="list-style-type: none"> <li>High percentage of children in key stage 2 attending extra-curricular clubs</li> </ul>

Provide a range of outdoor adventurous activities	<ul style="list-style-type: none"> <li>Trips and activities paid for/subsidised</li> </ul>	£167	<ul style="list-style-type: none"> <li>Opportunities for key stage 2 children for OAA</li> </ul>	<ul style="list-style-type: none"> <li>Continue OAA trips</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</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:
Increase level of specialised equipment	<ul style="list-style-type: none"> <li>High quality resources for PE</li> <li>Dough disco</li> </ul>	£647	<ul style="list-style-type: none"> <li>Fine motor intervention in key stage 1</li> </ul>	<ul style="list-style-type: none"> <li>Continue fine motor intervention</li> </ul>
Enhance physical development in EYFS	<ul style="list-style-type: none"> <li>Equipment and resources bought to meet GLD</li> </ul>	£2220	<ul style="list-style-type: none"> <li>Children developing physical literacy</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and replenish when appropriate</li> </ul>

<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:

Expert coaches to provide CPD to staff members	<ul style="list-style-type: none"> <li>Staff to work alongside expert coaches for CPD</li> </ul>	£6337	<ul style="list-style-type: none"> <li>Raising standards of physical education</li> </ul>	<ul style="list-style-type: none"> <li>Share good practice, continue developing staff</li> </ul>
All staff to be trained for safe rescue in swimming lessons	<ul style="list-style-type: none"> <li>All staff to undergo reach, rescue and resuscitation training</li> </ul>	£1035	<ul style="list-style-type: none"> <li>Children are safe when swimming</li> </ul>	<ul style="list-style-type: none"> <li>Annual training</li> </ul>
<b>Key indicator 4:</b> 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:
Provide a wide range of extra-curricular activities	<ul style="list-style-type: none"> <li>Expert coaches to lead some extra-curricular clubs</li> </ul>	£1891	<ul style="list-style-type: none"> <li>High percentage of children in key stage 2 attending extra-curricular clubs</li> </ul>	<ul style="list-style-type: none"> <li>Continuing offering a wide range of extra-curricular clubs</li> </ul>

Give children more opportunities for outdoor activity	<ul style="list-style-type: none"> <li>Experts leading OAA activities</li> <li>OAA resources/area development</li> </ul>	£4524	<ul style="list-style-type: none"> <li>All children experience OAA activities for a half term each academic year</li> </ul>	<ul style="list-style-type: none"> <li>Experts leading with intent for teachers to lead in future</li> </ul>
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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:
Team GB athlete to visit school for sporting challenge	<ul style="list-style-type: none"> <li>Book athlete for visit</li> <li>Sport challenge to go alongside</li> </ul>	£575	<ul style="list-style-type: none"> <li>Inspiration to participate in sport</li> <li>Children have opportunity to be physically alongside elite athlete</li> </ul>	<ul style="list-style-type: none"> <li>Share on social media</li> <li>Create links with local clubs</li> </ul>
Compete in North Dorset area competitions	<ul style="list-style-type: none"> <li>Affiliation fees</li> <li>Medals/trophies</li> </ul>	£266	<ul style="list-style-type: none"> <li>Children have more opportunities to play competitive sport</li> </ul>	<ul style="list-style-type: none"> <li>Continue with affiliation and participate in events</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Joshua Newman
Date:	29.6.23
Governor:	
Date:	