

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	£0
Total amount allocated for 2021/22	£17,670
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,640
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,640

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>	59%
<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>	59%
<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>	59%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	59%
<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:	
<p>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</p>					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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>		<p>Sustainability and suggested next steps:</p>
<p>Children will have two hours of PE per week., Lessons and curriculum provision will be well planned and progressive</p> <p>A wide range of activities will promote enjoyment and confidence in sport and PE.</p> <p>Physical activity target exceeded through play-based learning and increased outdoor education offer as well as trips.</p> <p>Extra-curricular clubs and endeavor also positively impact on the engagements in physical activity.</p> <p>We build healthy habits for future success.</p>	<p>The timetabling of the curriculum delivery is robust and dedicated,</p> <p>Lessons are planned sequentially and pupils are formatively assessed – planning is adapted accordingly.</p> <p>The curriculum is sequenced to incorporate a range of sports that enable disciplinary skills to be revised and recapped. The curriculum is spaced effectively.</p> <p>Increase in extra-curricular clubs for the academic year 2022/23. e.g: dance, tennis, table tennis.</p> <p>Local links and expertise brought in eg: role models</p>	<p>£12,000</p>	<p>Pupils have progressed through the curriculum and timetabling is robust.</p> <p>There is clear progress in children’s physical education knowledge and skills. Evident in formative assessment and teacher assessment.</p> <p>Pupils have experienced a variety of sports. (pupil voice).</p> <p>Children have experienced a range of clubs and participation levels were high (clubs were well attended).</p>		<p>Ensure two hours of physical exercise is sustained in the curriculum.</p> <p>Ensure the range of clubs and activities are broad and regular – clubs are timetabled and monitored for regularity.</p>
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				%
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>Cross curricular themes such as co-operation, teamwork and perseverance are built into PE teaching to ensure positive impacts across the curriculum.</p> <p>Wider healthy lifestyle activities form part of the school's approach and are linked to other curriculum areas eg: PSHE.</p> <p>To actively engage pupils in the design, delivery and promotion of physical activities in the school and its positive impacts.</p> <p>PE lead from Sidmouth College offers a range of pupil and staff training across the academic year.</p>	<p>Teaching ensures that teams are formed in each lesson. Clear parameters are set and expectations of role are encouraged. Good teamwork is reinforced as well as positive messaging around participation in line with the behavior policy.</p> <p>PSHE lessons are designed around healthy living and the importance of exercise on our well-being. Well-being weeks and associated lessons raise the profile of this.</p> <p>Pupil leader roles are designated for Sport leaders, play leaders and fun leaders to assist in the design of healthy activities. Fun Run, scooter-thon and</p> <p>Healthy schools' activities such as 'Stride to school campaign' raises the profile of PE. Fun Run, Active playtimes</p>	£1000	<p>Pupil leaders are engaged and involved in planning and delivery of events.</p> <p>Pupils work in PSHE shows evidence of healthy lifestyles and choices.</p> <p>Well being is a key school theme and pupils are able to speak about what makes them healthy and make healthy choices. Pupils recognize physical activity is key aspect of this.</p> <p>Pupil voice - Only 6.8% of pupils said they do not take exercise less than 3 x per week. 67% of pupils are active every day.</p> <p>Increased parental involvement – stride to school, sports day,</p>	<p>Link to new character traits and make more explicit links – Growth Mindset, positivity, The Learning Pit</p> <p>Class assemblies and progressive impact. Renewed focus on healthy eating and menu changes as well as break time snacks.</p> <p>Increase the role of sports leaders and tribe (house) system to encourage more participation. Termly interschool/interclass competitions run. Regular meeting with PE lead.</p> <p>New appointment to role of PE lead.</p>

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:
<p>That all teachers consider themselves to be PE teachers and effective practice is robust.</p> <p>Consistent approaches to modelling, teaching and questioning are employed in all PE lessons. PE lessons encourage the development of a broad range of skills.</p> <p>Consistent curriculum mapping and increased understanding of knowledge and skills progression amongst staff team</p> <p>Teaching encourages reflection, as well as peer and self-assessment of skills and competencies for pupils.</p>	<p>Sports and PE leader employed to shadow and deliver lessons.</p> <p>Teachers team teach over period of time and follow effective planning frameworks.</p> <p>Scheme of work invested in and provides effective planning for teachers to utilize – skills progression is evident.</p> <p>New intent statement reviewed, finalized and disseminated to staff team along with associated implementation actions.</p>	£3500	<p>Greater understanding of delivery amongst staff team.</p> <p>Monitoring of provision shows that children are positive about PE: Google Forms data: Pupil voice indicates that: 'We get to do different activities we don't usually do in Sports Week.' 'Everyone is included in PE lessons.' 'PE is fun. I enjoy exercise.' 'PE makes our bodies healthy.'</p> <p>PE lessons and pupil voice observed show a focus on reflective practice.</p> <p>Peer and self-assessment seen as a feature of teaching and learning.</p> <p>Pupil progression and assessment shows children reaching National Curriculum expectations.</p>	<p>Ensure staff team carry out shared observation – review and reflection exercises.</p> <p>Embed approach with new PE lead carrying out model sessions.</p> <p>Robust induction process for new PE lead.</p>

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:
<p>Additional achievements:</p> <p>Ensure a wide range of sports and activities are taught.</p> <p>Age and stage appropriate activities take place.</p> <p>Lesser known sports and activities are planned for and delivered through the curriculum offering.</p> <p>Glow in the dark activities, zorbing, orienteering now part of extra curricula offering.</p> <p>PE lead from Sidmouth College offers a range of sports as enrichment.</p>	<p>Clear progression and mapping across the year groups.</p> <p>Repeating curriculum teaching of key 'core sports' gymnastics, dance and invasion games.</p> <p>Sports week planning targeted a wide range of different sports including those for disabled sports.</p> <p>Curriculum has been changed to include Orienteering in all year groups</p>	£1090	<p>Children have experienced, boccia, sit down volleyball and other para-Olympic sports.</p> <p>Children have participated in games and events led by other professionals.</p> <p>Children have experienced team building games across the curriculum.</p> <p>The core skills are built over time.</p> <p>Extra – curricular activities for all age groups.</p>	<p>Maintain links with learning community.</p> <p>Ensure Sports week occurs each year.</p> <p>Develop termly inter-school competition.</p> <p>Apply for sports marks and target achievements.</p>

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:
<p>The school will participate in extra-curricular sport through the learning community.</p> <p>Children will have the opportunity to engage in competitive competitions.</p> <p>Intra and Inter school competitions will be held so ALL children participate and are challenged at this level.</p>	<p>Participation and organization of inter school events through Learning Community.</p> <p>Increased competition through sports week.</p> <p>Sports days taking place and well-established school competition.</p>	<p>£500</p> <p>Spend on HLTA to accompany and facilitate activities</p>	<p>Children in all key stages have participated in competition and sport.</p> <p>Children participated in sports week and have greater awareness of disability-based sports.</p> <p>Competition was healthy and supportive,</p> <p>Increased parental engagement through successful sports day.</p> <p>Competition outside of school and children participated and the school achieved winning results in a number of inter school competitions eg: cross country running and swimming gala events.</p>	<p>Continued investment in the learning community.</p> <p>Continued investment in additional staff cost for involvement in games.</p>

Signed off by	
Head Teacher:	Anthony Pope
Date:	10/07/2023
Subject Leader:	James Morison
Date:	10/07/2023
Governor:	
Date:	