

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	£0
Total amount allocated for 2022/23	£17,730
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,710
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£17,710

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 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>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>	All pupils in KS2 attended 10 x 30 minute swimming lessons. These lessons covered the National Curriculum targets as stated below.
<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 2023.</p> <p>Please see note above</p>	97% are 25m capable
<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>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<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>	No

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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: £17,730		Date Updated: July 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 51%
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"> Staff will develop their knowledge and skills in delivering high quality PE lessons through team teaching alongside Bristol Sport coaches. All staff will increase their confidence in delivering lessons around a range of sports. 	<ul style="list-style-type: none"> Bristol Sport coaches to lead PE lessons across the school each term (two lessons each week). Teachers to join lessons and to be included in the planning and delivery. Teachers to receive a block of a term's lessons in order to develop skills and knowledge. 		£8970	<ul style="list-style-type: none"> All pupils in all classes engage in well-planned and well-resourced PE lessons. All pupils participate actively supported by class teachers and Bristol Sport coaches. Pupils are given access to all aspects of the PE curriculum through a progressively planned curriculum. Bristol Sport assess pupils at the end of each term and identify strengths and gaps for individuals and the class. 	<ul style="list-style-type: none"> This model is working well. Teachers report increased confidence in delivering PE lessons across a range of sports. Teachers report increase in personal subject knowledge with regard to different sports. Teachers are not joined by Bristol Sport coaches all year and therefore have the opportunity to apply their skills when delivering PE to their classes in other terms.

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				Percentage of total allocation:
				17%
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"> • Increase pupils’ opportunities to be physically active at lunchtimes. • Improve social skills and develop the pupils’ knowledge of playtime games. • Purchase games equipment to foster increased physical activity at playtime and lunchtime. 	<ul style="list-style-type: none"> • Bristol Sport to run two lunchtime clubs each week throughout the year. • Vary the sports on offer at lunchtime • Ensure equipment is stored effectively and accessible to pupils. 	£3070	<ul style="list-style-type: none"> • Pupils from KS1 and KS2 take part in lunchtime clubs each Monday and Friday. • Relationships between pupils are positive with few behaviour difficulties during playtime and lunchtime. • Pupils across different age ranges are encouraged to participate together. 	<ul style="list-style-type: none"> • Continue with this provision next year. • Seek pupil voice as to the sports they would like to see on offer during the lunchtime clubs next year.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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"> To ensure school staff understand the importance of PE and Sport and the impact that regular exercise can have on mental health and wellbeing. 	<ul style="list-style-type: none"> Create a daily mile track around the school site with printed 'feet' to motivate pupils. Employ Bristol Sport coaches to run a mentoring programme (using the medium of sport) with some pupils with identified SEMH needs. 	<p>£4010</p>	<ul style="list-style-type: none"> Classes take part in the daily mile as many times a week as possible. The majority of pupils wear trainers as their school shoes to enable them to be active where possible. Eight pupils from across KS2 received 1:1 mentoring to address specific SEMH needs. Parents were surveyed and all agreed there had been progress with their specific targets. 	<ul style="list-style-type: none"> Continue to promote the use of the daily mile track and the importance of physical activity outside of PE lessons. Ensure all new members of staff are aware of this aspect of our provision for all pupils. Consider the use of the Elevate Mentoring programme again next year.
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Percentage of total allocation:
3%

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"> Use the PE yearly overview to ensure a range of sports on offer throughout the year to all classes. 	<ul style="list-style-type: none"> Ensure teachers use the PE planning website to teach progressive lessons that cover a range of sports. Provide CPD for teachers where surveys indicate a need e.g. swimming 	£500	<ul style="list-style-type: none"> Pupils now experience a range of sports and physical activity throughout the year. Pupils understand the rules needed to play each of the sports. Pupils develop the skills needed to play each of the sports on offer. 	<ul style="list-style-type: none"> Review the yearly overview to ensure a continue range of sports on offer. Consider the need to introduce any new activities e.g. orienteering Seek pupil voice to ensure this is taken into consideration when planning the year's overview.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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"> Provide opportunities for pupils to compete in a range of sporting events. Teach children how competitions work and allow them to experience winning and losing. 	<ul style="list-style-type: none"> Pupils from KS2 classes to take part in Bristol Sport festivals and competitions (such as gymnastics) outside school. 	£1000	<ul style="list-style-type: none"> Pupils learned to compete against other school groups, managing the skills of success and loss. Pupils learned to manage the emotions attached to the above. Pupils learned the skills of particular competitions such as 'Jailbreak'. 	<ul style="list-style-type: none"> Continue taking part in these Bristol Sport opportunities. Re-establish membership of the North Somerset Sports Association next year in order to participate in local events with other North Somerset schools. (This will be a larger percentage of the total allocation next year as a

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Signed off by	
Head Teacher:	Victoria Reyes
Date:	July 2023
Subject Leader:	Kelly Dicks and Victoria Reyes
Date:	July 2023
Governor:	Rowena Davin
Date:	July 2023