

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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   | £0      |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £0      |
| Total amount allocated for 2022/23   | £0      |
| Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024. | £ 19600 |

## Swimming Data

Please report on your Swimming Data below.

|   |       |
|---|-------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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 2023.<br>Please see note above  | % 50  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | % 70% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | % 27% |

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:      |  |  |
|--|---|--------------------|--|--|
| <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  | Funding allocated: | Impact   | Sustainability and suggested next steps:   |
| 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?  |  |
| To encourage children to have purposeful physical play at break and lunchtimes. To support children's social interaction with other children as well as turn taking.   | Quality resources for break and lunchtime across KS1 and KS2        | £1385              | Children using playtime equipment, Play Leaders delivering activities e.g. hurdles. Case study written about Play Leading  | To continue to develop purposefully active play at break times in order to reach 60 active minutes a day. Develop wet play provision.                |
| To ensure children are able to access learning and are exposed to new sports.<br>To encourage SEN pupils/ less active to participate in competitions.  | Quality resources   | £2000              | Children are taught using high quality resources, as there is enough equipment for 1:1 or 1:2 children are spending more time being active instead of waiting for equipment. Teachers have correct equipment to deliver the curriculum | Children more confident as enough equipment for them to use and continue to develop their skills. Next steps are to develop non- traditional sports. |
| To ensure all children are taking part in regular activity-focus on least active and SEND children.  | Children have been identified and targeted through specialist coach | £2000              | Confidence has increased and children enjoyed taking part in mini competitions and activities.   | Community exit routes shared as well as invites to afterschool clubs. To target parents.   |

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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:<br>%  |
|---|--|--------------------|---|---|
| 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:  |
| Real PE- Jasmin<br>Active healthy children achieve more.<br>Whole school consistent approach<br>To upskill and provide teachers with confidence and skills.<br>To have a consistent whole school assessment.  | All teachers to have access and teach Real PE                    | £695               | PE is taught by class teachers who are continuing to gain in confidence. Children want to do PE and request more than their 2 hours a week.                   | Consistent approaches taught<br>Next Steps to embed real PE at home.  |
| To raise the profile of PE. Children and staff aware of working towards gaining the awards. Consistency of teaching and engaging in high quality PE and Sport.  | KS1 QSA  | £100               | Key Stage Quality Start Platinum Plus achieved 5/6/24- Feedback from validator ' PE and School sport is at the heart of the curriculum... I feel inspired...' | To investigate the Parallel games.  |
| To continue to upskill PE leader to advocate, articulate and lead physical education in order to achieve whole school improvement.  | Supply cover for PE Leader                                       | £1900              | PE Leader given time to help develop curriculum and engagement. Written case study on Play Leading  | PE leader has restructured progression of skills. Good links with school partnerships. Continue developing provision for least active.  |
| Pupils to be encouraged to ride or scoot to school as much as possible to increase their activity lifestyles. Bling your bike competition for Christmas and St Patrick's Day. Weekly competition- which class | Prizes and materials   | £100               | Children have taken part in events, scoot and walk to school. Children doing this more in the summer than winter months.                                      | To continue to promote active travel working with Sustrans, Start a Learn to ride your bike club. To find a solution to encouraging walking/ scooting/ cycling in the winter. |

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| has walk biked or scooted the most to school that week. |  |  |  |  |
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| 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:  |
| To develop and increase knowledge of staff and ensure they are delivering high quality and engaging PE lessons.<br>To develop teaching of PE for SEN children CPD | Specialist PE teacher to work with class teacher. CPD opportunities for teachers<br><br>PE Scholar website | £3000<br><br>£40   | Class teacher skill set has been unlevelled and confidence has been increased. Can teach a solid scheme of work in chosen sport. Teachers able to use new knowledge to deliver high quality PE lessons with confidence. | Teachers reported more confidence in teaching high quality and have a scheme of work to use in future learning. Next steps to share scheme of work with colleges. |
| To develop understanding and confidence in teaching PE. Ensuring all teachers including new and ECT's have up to date training.                                   | Real PE training   | £500               | Teachers confidence has developed, through conferencing they have expressed how they now have a better understanding of FMS   | To ensure all staff understand the real PE curriculum. Support ECT's.   |

|   |   |                    |  |  |
|---|---|--------------------|--|--|
| To develop teachers and TA's knowledge and understanding of dance.  | Kicks Dance CPD   | £690               | Class Teachers and TA's confidence in Dance continues to improve, incorporating learning into Nativity productions and class assemblies  | Next Steps are to create scheme of Dance work using the CPD.   |
| Active Sussex CPD - Conference  |   | £100               | PE Leader confidence and knowledge improved about progression of skills and PE curriculum.   | To continue to upskills teachers ensuring they are aware of  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                    |  | Percentage of total allocation:  |
|   |   |                    |  |  |
| <b>Intent</b>   | <b>Implementation</b>   |                    | <b>Impact</b>  |  |
| 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 enrich and expose children to sporting opportunities which cannot be taught in school. To give pupil premium children opportunities that they might not get to experience. | Children to take part in new sports which they have not been exposed to before. | £2,537.50          | Children are aware of community exit routes with non-traditional sports. Student and teacher voice, children engaged and helped to develop resilience as well as expose and promote physical activity. | To continue to enrich children with opportunities to uptake in non traditional sports to engage children in physical activity- |



|  |   |      |   |   |
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| To enrich and provide opportunities for children to perform and showcase their learning/ talents with other schools around Crawley.        | Let's Dance- Celebrating dance in Crawley | £183 | Children have become more interested in dance some children have reported taking up dance outside of school due to taking part. Children wanted to perform onstage again.                       | Staff confidence increased as well as modelled to staff the importance of children stepping out of their comfort zone.                      |
| To offer children a broader experience of clubs which further community exit routes.   | After school clubs                        | £300 | Girls are more confident in playing football. Skill have been developed and girls are joining in playing football at lunchtime. Teachers have noticed attitudes towards PE and sports changing. | To continue Football provision to develop the standard of girls football in school.   |
| To provide children who would not get the opportunity to watch live competitive sports. To also visit a sporting venue for the first time. | Wimbledon                                 | £300 | Children (including disadvantage and PP) have had the opportunity to watch competitive tennis.  | Children amazed and know that this is a possibility for them. To continue to develop the curriculum to ensure high quality Tennis is taught |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | %  |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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 develop confidence in children when attending inter competitions.<br>To ensure they are match ready.  | Match day practice Club   | £300         | Children are more confident in playing competitions- developed their skills, tactics and knowledge of uses- pupil voice 'I love representing our school.' | There is a demand for children who want to play in fixtures, next step is to develop the match day practice club to include more children.  |
| To enter as many competitions as possible in a wide-range of activities to increase children's enjoyment and engagement in sport.<br><br>To enable KS1 and KS2 children to experience inter school competitions. | Staff costs and transport | £3000        | Over 35 fixtures attended as well as running our own.<br>Children developed sportsmanship and competition etiquette.                                      | To continue to meet the demand of children wanting to attend fixtures and provide opportunity.  |
| To ensure all children have taken part in competitive sport.   | Resources for sports day  | £174<br>£282 | Children enjoyed sports day, parents invited to watch their children take part in intra competition. Pupil Voice 'Favourite day of the year'              | Next Steps- identified MA and sign post to community exit routes.   |
| To celebrate the 2024 Paris Olympics and the competitive nature of the sports involved.  | Olympic Games             | £100         | Children aware of the Paris Olympics and what it takes to be an athlete.  | To continue to make children aware of different sporting efforts. To continue to encourage children to partake in physical activity knowing that they can be professional athletes. |

Signed off by

|                 |                |
|-----------------|----------------|
| Head Teacher:   | Tobias Melia   |
| Date:           | 16.7.24        |
| Subject Leader: | Beckie Johnson |
| Date:           | 16.7.24        |
| Governor:       | Tobias Melia   |
| Date:           | 16.7.24        |