

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 31st 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.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £21,277 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £ 21,350 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 21,350 |

Swimming Data

Please report on your Swimming Data below.

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| 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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 86% |
| 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 | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 74% |
| 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: £21,350 | Date Updated: 21/7/23 | |
|--|--|-------------------------------|---|---|
| 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 | | | | Percentage of total allocation: 15% |
| 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: |
| Children and staff to have access to high quality and appropriate resources, ensuring that there are enough to deliver lessons and activities. | Purchasing of PE resources to make sure that all sessions being delivered by staff are fully resourced. Using the REAL PE checklist to make sure that resources are available | £500 | Equipment audit against the REAL PE units to ensure that the teachers have the resources to teach lesson effectively. | PE coordinator to regularly liaise with all staff delivering PE lessons. PE coordinator and sports leaders to audit PE cupboard regularly to check levels/quality of resources |
| Children and staff to have access to high quality and appropriate resources for active playtimes | Purchase of active playtime resources ensuring Children have access to a range of resources. | £500 | Class Surveys for pupils and staff, School Council meetings and regular verbal feedback from all staff | Monitoring of playtime activities and cycling of resources to ensure that children have access to a range of different activities |
| EYFS outdoor areas to have engaging and challenging physical equipment | Purchasing of resources to make sure that all activities and learning are fully resourced. | £200 | Class Surveys for pupils and staff, School Council meetings and regular verbal feedback from all staff | PE coordinator to regularly liaise with all EYFS staff |

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| Children and staff to have access to apps, websites and resources that support being active in the classroom. | Purchasing a range of physical resources to support the delivery of core subjects in an active way. | £700 | Class Surveys for pupils and staff, School Council meetings and regular verbal feedback from all staff | Monitor the impact of these resources PE lead to researching if there are better/newer options available. |
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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: |
| | | | | 5% |

| 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: |
| Second year of Real PE legacy school status | School to work with the Real PE link mentor to help support and assess PE alongside the PE lead | £3,750 (£7500 across 2 years) | Staff and children have received targeted support as well as sports leader training to bring in new initiatives | Sports leaders has been a real success, with them leading active playtimes on the school gym and supporting PE leader Current sports leaders to train next years Year 5 cohort |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 15% |

| 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: |

| Continue to raise the profile and range of physical experiences in the EYFS | Specialist coach to work alongside the EYFS staff to continue to help support and deliver PE sessions and active learning in the Early years | £3,000 | PE lead to liaise with EYFS staff as well as Coach James PE lead to speak to children in the EYFS | Feedback from EYFS staff Attainment levels in physical development Work with the EYFS lead to Identify any areas for improvement for the next academic year. |
|---|--|--------------------|---|---|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 60% |
| 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: |
| Improve on site facilities for children to use during playtimes, PE sessions and afterschool clubs | Redevelopment of existing climbing frame, replacing with a 5 station outdoor gym | £11,600 | Children able to use new gym equipment during playtimes. The equipment will be ran by the new sports leaders, working with the KS2 children to help them use the different pieces of equipment | Monitoring of playtime activities to ensure that children are using the equipment successfully Speaking with MDA's to ensure that sports leaders are working well. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 5% |
|--|--|--------------------|--|--|
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |

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| what they need to learn and to consolidate through practice: | | | changed?: | |
| <p>Participation within a variety of sporting events inter and intra school</p> <p>Every child given the opportunity to Take part in a sporting event, either internally or externally</p> | <p>Membership to Waltham Forest Schools Sports Network to support in opportunities to compete.</p> <p>Youth Sport Trust Membership to participate in School Games – with the possibility of progression to Youth School Games.</p> | £1100 | <p>We attended several new events as well as hosting sports at school.</p> <p>Taking children to external competitions proved difficult due to cover and travel implications.</p> | <p>To further improve the amount of events we attend as a school</p> <p>Host other schools to run in house competition/games/matches.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |