

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 of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17750
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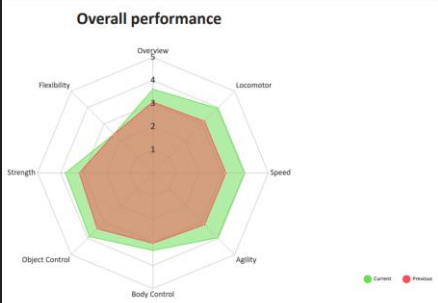
Swimming Data

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. 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 2022. Please see note above	79%
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	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes, for SEND and pupil premium pupils in Key Stage 2.

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: 2023-24		Total fund allocated: £ 17750		Date Updated: 9.7.24	
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					
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?:	
For pupils to develop a clear link between mental health and well-being and physical exercise. Children will then recognize the importance of engaging in physical activity and do so where possible so being fitter and healthier.		Andy Aspinal and Thrive to deliver Mini Medics PE/ mental health sessions and to work with children identified as reluctant or from their Amaven assessments as needing more support with gross motor skills.		Thrive - £2959 Evidence in Amaven PE scores with less reluctant and lower attaining pupils. Evidence in mental health benefits and resilience of pupils that have engaged in the Mini Medics program.  	
				Sustainability and suggested next steps: Continuing to engage our reluctant PE learners in PE and extra-curricular activities. Continuing to develop our dance curriculum. Continuing to work with the Sports Council Ambassadors to develop active break times and monitor this to ensure this continues next year. Continue to work with the Sports Council to map out clubs to cater to competitions and also to appeal to more	

<p>To develop children’s daily activity and ensure all children engage in at least 30 minutes of physical activity.</p>	<p>Using play leaders and sports council to develop our active 30 goal. Brain breaks during the day every 45 minutes and active break times using play leaders have ensured most pupils are active for 30 minutes. Activity tracker has tracked this. These sessions will increase physical activity of many pupils so that most are active for 30 minutes.</p> <p>Active and outdoor learning is a fundamental part of our curriculum. Every EYFS/KS1 class has a weekly forest school session. KS2 to alternate weeks.</p> <p>TA to engage pupils in physical activity after school- 3 sports clubs per week, plus an extra one once per term.</p>	<p>Forest School Resources - £244.46</p> <p>TA salary 0.5 - £1552.50</p>	<p>Play leaders are now able to lead active break times and this has ensured that most children across school are active for 30 minutes at school each day.</p> <p>All pupils engage actively in these sessions. Often those who do not engage well in PE, are part of the small group session so they are active for two hours a week within Forest school</p> <p>Most pupils are active for 30 minutes and many children are involved in these clubs. 282 places have been booked on sports clubs this year.</p>	<p>reluctant and trying new sports.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>

PE planning will be progressive, clearly structured and develop staff skills and confidence.	Class teachers to teach PE using Primary PE Planning. PE lead to observe and team teach.	Primary PE Passport - £187.50 (half)	Monitoring of PE through lesson observations, staff discussions, work scrutiny's and pupil voices, show staff confidence and pupil enjoyment is high.	Monitor lessons with a focus on SEND and G&T.
CPD will develop staff confidence in the teaching of dance (identified as a weaker area during staff survey).	Use sports coaches to develop our teaching of dance- Sessions with specialist sports coaches (Thrive) in curriculum time for pupils across the school. Dance teaching was a particular focus to ensure that this teaching was excellent and progressive. Teachers and support staff have observed sessions to develop their knowledge and skills.	Supply - £368	Staff surveys show that they are more confident in what a good dance lesson looks like and how to achieve this.	Continue to develop staff confidence in teaching PE using the scheme of work and use of coaches.
PE lead to stay well-informed of good practice.	PE lead to attend at least one course annually.	PE conference - £99		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Provide additional provision for swimming over and above the national curriculum requirements. This is important given our location (children have access to large areas of water).</p> <p>To ensure all pupils have access to after school sports.</p> <p>To ensure children have access to safe and reliable equipment at break times, after school and during PE.</p>	<p>Additional opportunities for SEND and pupil premium pupils.</p> <p>TA to run 3 x after school sports clubs. Sports Council will add input. Clubs will be chosen to support competitions, to try something new and to appeal to more reluctant pupils.</p> <p>Replenishing and updating equipment, buying new equipment to engage more reluctant and engage pupils in new sports.</p>	<p>£4600</p> <p>TA salary 0.5 - £1552.50</p> <p>£4703.10</p>	<p>Tracking from Sports Coaching shows all children have improved by a minimum of 1 level. Pupil voice shows an increase in confidence.</p> <p>282 places booked over the course of a year. Over half of whom are not part of a sport club outside of school.</p> <p>The equipment has been well used and helped to ensure more active break and lunch times. Resources such as horse jumps and music speaker have particularly engaged KS2 girls</p>	<p>Try to increase the uptake of after school clubs and continue to provide opportunities for new sports, by offering a wider range of sports.</p> <p>Biggest uptake was in Y2-4. Consider how we target younger children and how we engage older pupils.</p> <p>Consider the purchasing of new equipment (gymnastic bars approx. £5000, cheerleading equipment, golf equipment etc).</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Providing opportunities for all pupils to compete in sport, including SEND and gifted and talented pupils.	In our Holmes Chapel cluster competitions, we have taken part in 27 competitions (often taking two teams) as in previous years, which provide inter school opportunities for all pupils, made up of inclusive opportunities like Boccia, as well as highly competitive competitions for gifted and talented and other pupils. Events such as festivals and workshops have also appealed to more reluctant learners.	£1013.52	Several Year 3 pupils have now been involved in competitive sport for the first time, while Year 4, 5 and 6 pupils have been able to practice and develop in further competitions, as well as competing in new events such as volleyball, dance and girls football events.	Work with Holmes Chapel Comprehensive School to continue to provide more opportunities to cater to more pupils such as festivals and inclusive events that may appeal to reluctant learners and SEND pupils.
Staff and pupil PE competition kit		£277.19		

Signed off by	
Head Teacher:	<i>KMSlean</i>
Date:	24.7.24
Subject Leader:	A.McAulay
Date:	9.7.24
Governor:	Nick Mathers
Date:	28.7.24