

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.

Total amount carried over from 2021/22	£ 16,351.99
Total amount allocated for 2021/22	£ 16,351.99 + new allocation £17,210 = £33,561.99
How much (if any) do you intend to carry over from this total fund into 2022/23?	£13,698.84
Total amount allocated for 2022/23	£17,235
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£30,933.84

Swimming Data

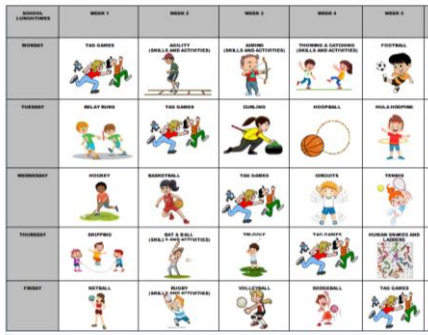
Please report on your Swimming Data below.

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 2023. Please see note above	74%
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	96%
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/ 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: £30,933.84		Date Updated: 29 th July 2023	
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: 25.18%
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?:
All children to have the opportunity to access sport and physical activity during the lunch time break and to gain a taster of a range of skills in a safe and monitored environment.		A qualified sports coach runs tailored sessions for children during lunch in a dedicated sports zone for all children to experience a wide range of sporting and physical activity experience. All children have this opportunity every day.		£5,906.75	<p>100% of children have access to sports zone during play times and are exposed to numerous sports activities throughout the school year.</p> <p>Positive pupil voice feedback states they enjoy the range of sports and activities they get to play during their lunchbreak</p> <p>Year 6 leaders have been trained to help run these sessions in smaller numbers.</p>
					<p>Children have developed their skills in a range of sports and Year 6 leaders have been trained up to support and lead small groups for sport sessions.</p> <p>The use of beautifully illustrated Daily Cards will be introduced to promote the daily activity and provide a child friendly visual of what is on offer.</p>

			 <p>A beautifully illustrated Termly Plan has been produced to further capture children's enthusiasm and understanding of what to expect each day.</p>	
<p>Financial contribution to school grounds maintenance ensures a suitable and safe area is available for PE lessons and lunch times.</p> <p>The site has no specific flat sporting area and this has been created on an interestingly sloped site.</p>	<p>School maintenance contractor work closely with School Business Manager and PE lead to ensure upkeep of equipment and grounds is suitable for teaching of PE.</p> <p>H&S and annual servicing of equipment to ensure safety and longevity.</p>	<p>£1,882.80</p>	<p>School site, which is split by steps down to "The Land" is challenging to maintain a usable flat sporting area. Our Grounds team ensure this is now made accessible all year round, which has meant children have been able to develop their skills in sporting opportunities provided through PE or lunch times. Equipment has been replaced or update where necessary.</p>	<p>Remain in contact with Ground Maintenance contractors and ensure communication is clear so any problems are sorted quickly. Overgrowth, uneven surfaces are managed to ensure safe use at all times.</p> <p>Audit equipment termly. Annual maintenance of Gym and PE Equipment to remain compliant</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0.10%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>We celebrate success in assemblies and the weekly newsletter circulated to the school community to raise the profile of sporting achievements. Sporting event reports are circulated along with photographs of events, team and individual achievements.</p>	<p>School assemblies, newsletters and awards/stickers have been used to reward pupils through the sporting achievements on a weekly basis.</p> <p>Our Sports Captains have their photographs on our Who is Who board in reception – giving credit to the role.</p>	<p>£32.22</p>	<p>Pupils take great pride in representing themselves/school at sporting events.</p> <p>Sign up for sporting tournaments have increased from last year and inclusive tournaments have been well attended</p>	<p>All children have access to sports tournaments through our involvement The Athelstan Trust Cluster Sports Partnership. PE Leads attend regular cluster meetings we have voiced our desire for additional KS1 and inclusive tournaments for the 2023-2024 calendar of events.</p>
<p>Utilize whole school sporting events to raise profile of Physical Education, School Sport and Physical Activity) PESSPA.</p>	<p>Whole school sporting events such as: mini-marathon, Coronation dance workshops, sports days, have helped children experience different sporting activities within the school community and raised the profile for healthy living and the enjoyment that is gained by being involved in physical activity.</p>		<p>Pupil voice following these activities were very positive and pupils enjoyed being challenged in different sporting ways.</p> <p>Dance Workshops provided a whole school focus and performance for us to appreciate and encourage each other.</p> <p>Our mini-marathon success reached the local press which gave pride in our achievement.</p>	<p>Continue to use whole school events to raise profile of PESSPA.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>6.95%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Develop the confidence of staff teaching PE through CPD opportunities.</p>	<p>Each class/ teacher has received CPD sessions, with a qualified sports coach, over a term to study and increase their competence when delivering their own PE sessions.</p>	<p>£1,655.85</p>	<p>Staff feedback following these session have been positive and some now feel more confident in the delivery of their own PE lessons.</p> <p>Termly data through FFT shows good progress being made by pupils and high percentages of children achieve curriculum targets.</p>	<p>Staff will develop their understanding of the PE curriculum and will have increased confidence to deliver effective PE sessions.</p> <p>Our HILTA will take opportunities to develop and broaden her understanding of the PE curriculum, with a view to continuity and sustainability. HILTA to attend cluster meetings and work with PE Lead and SBM to expand on the sporting tournament work already in place.</p> <p>Staff will continue to use FFT data to help inform planning for their class.</p>
<p>Ensure planning gives teachers detailed structured lessons that cover national curriculum objectives.</p> <p>Spotify subscription paid monthly</p>	<p>Continued subscription to PE Hub gives the school a clear planning structure which offers clear progression of skills and differentiation. Teachers adapt planning to suit the needs of the class.</p> <p>Spotify subscription has provided a tool to obtain musical accompaniment to sports activity, dance, gymnastics and Sport For All at lunchtime.</p>	<p>£455</p> <p>£39.96</p>	<p>PE has been taught more consistently and teachers feel more confident following the plans.</p> <p>Success in tournaments linked to structured teaching of sports i.e. development of skills and game tactics and scenarios.</p> <p>Easy access to music, supports PE staff in providing a through approach to lessons</p>	<p>PE planning to be checked by PE lead and pathways reflect termly teaching.</p> <p>Continue Spotify subscription</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 35.02%
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:
The teaching of Forest School – Termly rotation for each class. Encourages emotional wellbeing. A child’s right to experience a healthy range of emotions, encourage supported risk taking – physical development and achieve personal and social development in the natural world around them. Learning problem-solving skills, building positive relationships, improving so communication skills. Our Forest School designated area is excellent for encouraging children to have a positive impact on the environment and to respect and care for the natural world.	In the previous school year, we successfully supported a member of our staff to gain the Forest School qualification. This has enabled us to secure the continuation of this learning skill on our school site. The continuation of Forest School, led by a qualified practitioner, has enabled a broader range of sports and activities to be offered to children on termly basis. Children through these sessions will develop key skills that are essential and transferable across different activities and sports such as team work, communication, problem solving.	£3,037.46	The high take up for the role of being a Forest School leader to help support sessions highlights the positives the children experience during forest school sessions. Pupil voice - Termly opportunities to work outside the normal classroom practice has helped increased the time I spend outside at home and not on my computer.	Ensure written assessments have been completed. Continue CPD opportunities for staff and Forest School Leader. Forest School Leader to maintain and build a lesson plan file to assist accompanying adults and to provide a measure of audit.
Raise profile of different sports and activities for pupils.	Involvement in the Malmesbury Town Carnival – School Street Dance procession – dance sequence learned and performed through the town with music. Use Sports Coach providers to facilitate whole school sport	£637	Whole school participation and performed in assembly. Children developed confidence in a new skill and applied this at performance level.	Continue to plan these opportunities/workshops for children to experience sport and activities in different contexts.

	<p>activities not covered in day to day teaching e.g. Coronation Dance workshop.</p> <p>Year 6 children had the opportunity to experience kayaking, paddle boarding and archery during a health, fitness and wellbeing excursion.</p>		<p>Great personal and team achievement to be involved in activities and to accomplish skills outside of usual comfort zone.</p>	<p>Rebook Lake 32 in the Cotswolds to allow future years to experience water based activities held locally.</p>
<p>All children have the opportunity to access sports clubs run by qualified sports coaches on our school site after the school day.</p>	<p>All children have access to free sports club after school run by qualified sports coaches This year we were able to offer:</p> <ul style="list-style-type: none"> Girls football Boys football Gymnastics Circuit based fitness fun Bat and Ball club Rugby Netball Summer sports and games <p>This academic year we recruited a sports coach on to the staffing team who was on site each day, providing children with continuity and building enthusiasm for sports.</p>	<p>£7,161</p>	<p>Take up of clubs is high</p> <p>Skill development and practice during sessions can be correlated to recent successes at sports tournaments.</p>	<p>Continue to raise profile of clubs and attract as many participants as possible.</p> <p>Continue to offer a wide range of clubs and maintain positive relationships with all sports companies involved.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.72%
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:
School to participate in local competitions and sporting festivals organised by the Athelstan Trust Sports Partnership.	<p>Payment to join cluster of schools through Malmesbury Secondary School has ensured our school has regular opportunities to participate in a range of sporting events.</p> <p>Cluster meetings with other PE Leads from surrounding local schools meet 3 times a year to ensure organisation is run smoothly and discuss CPD opportunities. We have access to the knowledge, experience and resources of the Secondary School who coordinate the cluster</p> <p>Teacher release time is provided to ensure pupils can attend sporting competitions, events and festivals and children are supervised within ratios. Supply cover and additional ratio staffing costs are covered.</p>	<p>£1,384</p> <p>£1,800.86</p>	<p>Children have attended and competed successfully in numerous competitions. Parental feedback is often positive and children have thoroughly enjoyed being part of tournaments.</p> <p>Inclusive tournaments have seen children not keen on sport try and develop new skills e.g. dodgeball and tri golf.</p> <p>The use of supply and support staff in staffing tournament trips has enabled our school to take maximum number of children/teams to competitions.</p>	<p>Continue to make payments to cluster group to ensure we can continue to participate in tournaments. Effectively participate in organizational meetings to develop provision offered. Eg increase KS1 festivals.</p> <p>Increase number of DBS volunteers to assist with offsite sporting events and nurture relationships within the community to offer support.</p> <p>Continue to budget staffing release costs, which are crucial for participation to continue.</p>

Travel and transport to sporting fixtures enabling more children to attend with maximum number of teams playing.	Best value, known providers of quality transport. Quotes obtained.	£440	Transport capacity 39 seater allowing 3 teams and staff ratios to attend fixtures, tournaments and festivals	Appreciate the increase costs in fuel and overall transport inflation. Budget for increase in 2023-2024. Consider transport one way and encourage parental pick up at the end of the tournament.
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Signed off by	
Head Teacher:	Sue Woods
Date:	22/08/2023
Subject Leader:	Dan Heavey
Date:	29/07/2023
Governor:	Kirsty Martin. Chair of IEB
Date:	IEB to sign off 21/09/2023