

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 carried over from 2021/22	£0
Total amount allocated for 2021/22	£17500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£17500
Total amount of funding for 2023. To be spent and reported on by 31st July 2023.	£ 17500

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: £17500		Date Updated: 20 th June 2023	
<p>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</p>					Percentage of total allocation: 30 %
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>
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. (Adapted delivery due to Covid. SSP provided a video recording of the Healthy Lifestyle assembly with a home learning or in-school task sheet to complete) Deliver to a target group of children in Reception the SSP Ready4school health intervention programme (Summer term) Select a group of children to attend 3 x Active Kids festivals to engage the least active students in 		<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays. Dates of sessions and profile of students selected. Tracking of students future attendance of activities. Register and profile of selected students. Comparative data of baseline activity and track progress. Audit of cross curricular activity pre and post training. Staff records of attendance. Measure use of resources and 	<ol style="list-style-type: none"> Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school.

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<p>competent and confident in implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p>	<p>the school in personal challenges and to develop a love of being active.(3 x Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival at home or in school)</p> <p>4. Select and book appropriate staff to attend Active Literacy and Maths of the Day as part of the SSP CPD offer.(Adapted delivery due to Covid meant these CPD sessions were delivered virtually)</p> <p>5. Staff to attend 'Healthy Movers' CPD and utilize the resources to engage our youngest students and families in being more regularly active.(Resources online)</p> <p>6. Attendance of SSP Annual Conference May 2022 and training from Teach Active on approaches to make the school day more active.</p>		<p>approach.</p> <p>5. Audit of school EY offer and action plan. Staff records of attendance. Tracking of active minutes per day.</p> <p>6. New strategies to make more of the school day active through approach to literacy and numeracy</p> <p>7. Implementation of Ready4School and FlyingStart and Beyond programme to target EY children.</p> <p>8. Continue to implement the new PE scheme and monitor its impact.</p>	<p>5. Staff CPD and resources specific to the setting.</p> <p>6. Outcome from PE audit implemented.</p> <p>7. Audit inactive pupils and those not accessing PE core skills and address through intervention.</p> <p>8. Where necessary increase the use of outside providers.</p> <p>9. Continue with staggered play/lunch time and LSA focused groups (core skills) to enable increased space to encourage increased activity.</p> <p>10. Continue with clubs day and encourage children's exposure to outside learning opportunities.</p>
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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:
				10 %
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:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 . Video resources , written tasks and documents produced and made available to all students at home and in school. On completion , certificates awarded.)</p> <p>2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.(Adapted delivery – a full offer of staff inset sessions made available remotely through zoom as well)</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ol style="list-style-type: none"> 1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes. 2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills. 3. Registers and staff attendance. 4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course. 5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants 6. An annual plan of 	<p>1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</p> <p>2. Continue to implement findings from audit of new PE scheme.</p> <p>3. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>4. Sharing across all staff and informing schemes of work across a range of subjects. Regular PE slot at staff meetings to share knowledge.</p> <p>5. Encourage staff to run an out of hours sports club. Gather pupil voice to ensure a range of clubs are being offered that the children want.</p>

<p>across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>3. Attendance at PE Lead meetings and share outcomes across whole school.(meetings for PE Leads)</p> <p>4. A structured plan of staff across the whole school to attend and access CPD opportunities.</p> <p>5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. (Largely delivered in Autumn and summer terms)</p> <p>6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life</p> <p>7. Engagement in SSP Youth Board to raise the profile through young people.</p> <p>8. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.</p>		<p>involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff.</p>	<p>6. Develop an ethos of shared responsibility across PE, SS and Physical Activity.</p> <p>7. Ensure the newsletters have regular PE / sports / active moments regularly included.</p>
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	9. Attendance at Head Teacher SSP meetings, briefings and Annual Conference.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
20 %

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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.(Adapted delivery – virtual CPD through zoom)</p> <p>2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact.(Adapted delivery – virtual delivery through zoom)</p>	<p>Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</p> <p>2. Details of staff audit, topics covered, dates and resources collected.</p> <p>3. Staff records of project involvement. Staff records on follow up activities. Future</p>	<p>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</p> <p>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p>

<p>PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities , delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. (Autumn and summer term)</p> <p>4. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.(All videos , resurces and fortnightly home learning tasks made available through the web page)</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p>		<p>interventions.</p> <p>4. Records of meetings, notes and handouts.</p> <p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p>	<p>4. PE Lead has the opportunity to share within whole staff meetings (school and academy trust wide)</p> <p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p> <p>7. Audit staff about training needs.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20 %
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school competition , league or festival and be able to articulate how this made them feel.</p> <p>To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p>	<ol style="list-style-type: none"> 1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events , competitions and challenges) 2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery – creation of virtual festivals with videos and resources) 3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.(Adapted delivery – remote learning provided and videos for all leadership schemes and inset for 	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. Records of events entered, records of children and participation levels and percentages across school. 2. Records of events and students selected – track pre and post levels of activity 3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime. 4. Entry details in these events. Profile and details of students attending. 	<ol style="list-style-type: none"> 1. A plan to ensure all Year 2 students have had the opportunity to prepare, attend and represent school. 2. Tracking of students attendance and engagement in broader extra- curricular sport post event. 3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities. 4. A school plan to allocate different opportunities to different year groups and target groups of children.

<p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find 'their' chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p>	<p>support staff)</p> <p>4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)</p> <p>5. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p> <p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>7. Select students to attend the SSP Annual Leadership Conference for Year 2 to help</p>		<p>5. As above</p> <p>6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</p> <p>7. Dates and student records of conference. Links to whole school priorities</p> <p>8. Keep a record of letters, invited students and those who attended</p>	<p>5. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p> <p>7. Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.</p> <p>8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process</p> <p>9. Extend opportunities for Intra Sport and across MAT competitions.</p> <p>10. Develop a bank of local providers and sign post children-invite providers in to showcase their sports.</p>
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<p>Our students will be able to use correct sporting terminology across a broad range of sports</p>	<p>young people in our school be at the forefront of developing a broader offer.</p> <p>8. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p> <p>9. Student engagement in SSP ‘Get Into Sport’ Days – aimed at supporting young people to find their activity.</p>			<p>11. Continue with the annual event of clubs day.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>20 %</p>
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>
<p>SSP ‘BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p>	<p>1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges)</p>	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally</p>	<p>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</p> <p>2. Records of fixtures, training and participants.</p>	<p>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</p> <p>2. Continue to share transport costs with local schools.</p> <p>3. In school performance to engage and inspire future students.</p>

<p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<p>2. Participation in SSP Football league to increase regular competitive opportunities.</p> <p>3. Entry into Dance Festival</p> <p>4. Development of intra (in school) competitive opportunities.</p> <p>5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond</p>	<p>across all 5 Key Objectives (£390)</p>	<p>3. List of students and programme from the event.</p> <p>4. Annual plan of intra competition to act as trials for inter competition.</p> <p>5. Records of students who attend, SSP links to local clubs.</p>	<p>4. Build intra competition into whole school diary and extension of sports and intra school competitions.</p> <p>5. Celebrate the success of these.</p> <p>6. Extend opportunities across the MAT for participation in competitions.</p> <p>7. Continue to organise and participate in local sporting events. Arrange more 'B team fixtures' Ensure opportunities for all ability children to attend festivals and fixtures with the correct equipment in place.</p>
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Signed off by	
Head Teacher:	Emma Lane
Date:	20.6.23
Subject Leader:	Jade Rogers
Date:	20.6.23
Governor:	Mel Dearlove
Date:	3.7.23