

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	£ 17,654
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,640
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 0

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	28 %
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	68 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	28 %
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:	Date Updated: 10.7.23	
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: % £10,034
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:
1. Increase the amount of physical activity for all children during break and lunchtimes.	Mr Brown to lead as many activities to engage as many children as possible in a variety of sports and activities	£1,700	Lunchtime play on the field and the playground has dramatically increased. Playtime challenges are running each week to encourage as much participation from all KS2 children. Develop pupil voice to contribute to school sport and activities.	Ideally, we need an adult in the play leader role for the whole hour of lunchtime. Currently Andy does the role for half an hour each day.
2. Staff to run sports clubs at lunchtime.	A KS1 and KS2 sports club runs one lunchtime per week.	£2,400	Children will be taught a new skill during lunchtime and be able to play competitive matches against their peers.	
3. Purchase more equipment for both playgrounds.	Pupil voice as to what equipment children would like to have access to on each playground.	£2,000	Children have a range of new equipment to use each day.	ZF to audit equipment regularly and replenish if and when things get broken.
4. Give children the opportunity to participate in a variety of extra-curricular activities to allow children to find a sport they enjoy and keep them active.	A variety of after school activities are on offer for free to encourage all children to keep physically active.	£1,600	After school club registers to show children who attend. Tracking of children attending clubs.	Link after school clubs to new PE scheme. Continue to offer a wide variety of clubs to engage with as many children as possible.

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5. Affiliation to SHAPE partnership for one year.	Regular support for the school, PE coordinator and children.	£2214	PE coordinator is supported and kept fully up to date with regular meetings/briefings etc. PE coordinator is able to book a programme of sport and activity for the whole year	Continue to subscribe to the partnership next year.
6. Subscription to REAL PE, dance and gym	All staff are supported to deliver these schemes during their PE allocated time. Staff are trained to be able to use these schemes correctly with the children	£495	All children have access to PE lessons to meet NC objectives.	Continue to evaluate scheme with staff. Use EMBARK PE coordinator meetings to keep up to date with schemes other schools in the academy are using.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% £1920
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:
1. Display board in the hall used to show children their sports teams and the results of competitions.	Sports display is kept up to date regularly to celebrate PE.	£200 release time for PE coordinator.	Children can see the sports teams they are in and how well their teams are doing throughout the year.	Link sports day to the sports teams by allocating point for their house. Buy a trophy which can be allocated to the winning sports team at the end of the year.
2. Disability sports opportunity for all children.	Using express coaching to allow all children to have the opportunity to play wheelchair sports and learn about disability and sports.	£700	All children from reception to Y6 to have the opportunity to learn to play a sport in a wheelchair.	To link in with the Olympic year in 2024, book a whole week of wheelchair sports.
3. To raise the standard of PE across the school	All classes to have a TA to support the children alongside the teacher where necessary.	£1200		

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% £860
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:
1. PE coordinator to attend PE network meetings (6x a year) and work with SHAPE to disseminate across the school.	SHAPE affiliation enables access to network meetings, ongoing CPD and a dedicated website.	£ 600 for supply costs to cover ZF	Latest PE initiatives are delivered efficiently to all staff. All staff are to date with latest initiatives and can implement this into their PE teaching.	Coordinator to continue to engage with SHAPE and disseminate any updates to them.
2. Provide swimming training to the teacher who takes the Y5 class swimming.	NB to attend swimming CPD course to enable her to support and teach the Y5 children.	£60	NB given appropriate knowledge and training to be able to lead swimming with a group of children.	Continue to use trained staff to help all children progress during swimming sessions.
3. Use PE lead to team teach with teachers over a range of year groups and fundamental skills	To develop the confidence, subject knowledge and skills of teachers which will ultimately increase the children's skills and knowledge.	£200	ECT teacher, PPA teacher and a HLTA have observed PE lead teaching a lesson and PE lead has supported staff when they have delivered lessons. Staff reported they felt more confident in the delivery of PE.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£932
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
1. To offer the best possible opportunities for all children in school.	Affiliation to SHAPE	Included in SHAPE affiliation cost	See below	To continue to work closely with SHAPE learning partnership.
2. To give opportunities for every child to attend at least one festival this year.	Due to restrictions this year, festivals and physical activity sessions delivered by SHAPE at William Rhodes. Some children have been able to attend an event – Aqua Fest, tennis, cricket out of school.	Included in SHAPE affiliation cost	All children have participated in festivals and physical session delivered by SHAPE Learning Partnership.	Children are keen to bring the activities that they have tried back into school playtimes. Continue to encourage the inactive children to attend festivals.
3. To provide opportunity for every KS2 child to take their bikeability Level 1, 2 and 3.	Work with Bikeability to offer Level 1 training for Y3 –Y6	Included in SHAPE affiliation cost	Y3 children passed their Level 1 bikeability or received Learn to Ride assistance. Y5 children passed Level 2 or received additional training. 30% Y6 passed Level 3 and had the confidence to ride a bike off school site.	Children continue to be keen cyclists and cycle to school in drier weather. Children wear their badges around school which demonstrate the pride they have in their achievements. Still too many children not taking up the opportunity even when the equipment can be borrowed.
4. Bronze Young Ambassadors to provide physical activity opportunities for every child.	Children have received training to gain the knowledge and skills needed to plan and deliver a wide range of sporting and physical activities.	Supply costs to cover ZF and EH £309	12 children have been trained up as leaders and have been fully involved in running sports competitions and sports days.	

5. Sports Day to be held in the school grounds with parents invited – planned and run by the Bronze Young Ambassadors.	Children plan a KS1 and KS2 sports day with activities linked to the commonwealth games sports and lead the events.	£314 supply to cover ZF and DJ Supply cost £309 to release staff to run sports day	All children R-Y6 took part in a sports day trying activities that they have not tried before, learning new skills and working as part of a team. Activities included javelin, discuss, shot put, long jump, high jump and archery.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% £4912
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:
1. To put children into sports teams in KS2 and run half termly intra house competitive competitions.	All KS2 children were allocated a sports team in September. Each half term, the children competed in intra house competitions	£2000 Cover for ZF, AB and DJ to run	Children enjoyed the tournaments and working together as a team to compete in different sporting competitions.	Continue this in September. Make a sports board in the hall where the sports teams and latest results are available.
2. To increase the participation in competitive sports. KS2 Cricket	To look at the SHAPE event calendar and book on as many events as	£912 staffing and £2000 transport costs	All year groups to experience a competitive event –	Links to community clubs where possible – Book onto SHAPE competitions as soon as calendar

KS2 Tennis KS2 Football	possible for all year groups.			opens up for the 2023-2024 academic year.
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Head Teacher:	Jenny Wilkes
Date:	16.7.23
Subject Leader:	Zoe Farrow
Date:	16.07.23
Governor:	
Date:	