## 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 <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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 funding to make additional and sustainable improvements must use the the quality of Physical Education, School Sport and Physical Activity (PESSPA) they to 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.

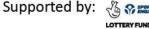
Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary 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 <u>publish details</u> 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 <u>HERE</u>.





COACHING

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,700
How much (if any) do you intend to carry over from this total fund into 2023/24?	£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?	78%
<b>N.B.</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	
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	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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:	und allocated: Date Updated:		
Key indicator 1: The engagement of <u>a</u> primary school pupils undertake at le	Percentage of total allocation:			
Intent	Implementation		Impact	43% Future Sustainability
We want our P.E. curriculum to promote healthy lifestyles and develop each child's fitness. We want the children to understand the benefits of an active life now and in their future.	Lunchtime provision has the option of 'activity zones' where children have opportunity to practice PE skills and increase movement. Road markings for the playground are popular with 'diddy cars' and bikes for daily activity. PE & Science lessons include teaching about healthy lifestyles Pupils have 2 x 1 hour PE lessons a week New surfacing has been laid on the playground to enable a safer surface for gymnastics and cheerleading activities. Music is available at lunchtimes to dance to Shed storage for easy access to equipment.	Funding allocated: £7640	<ul> <li>100% of children have daily physical activity for 30 minutes or more</li> <li>Pupils enjoy lunchtimes more and have enjoyed the different opportunities.</li> <li>Children are more active at lunchtimes.</li> <li>Children can easily choose activities and equipment independently</li> </ul>	Continued practice





Supported by: Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation	
ey indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					55%
Intent	Implementation			Impact	Future Sustainability
Teachers are skilled in the teaching of PE and understand the skills development across disciplines and year groups. We aim to develop team skills and through this our school's values and life skills such as perseverance, resilience and cooperation. We want physical education to be accessible to all, to have sport that is inclusive to all but also allow for competition as well.	indoor and outdoor physical development. Teachers follow a whole school PE		✓ ✓ ✓	PE subject leader has monitored the PE curriculum and identified teacher confidence and areas to further develop. Scheme of work ensures strong progression of skills across year groups. Individual pupils with disabilities are well supported by LSAs in PE lessons ensuring they make good progress.	where teachers need it.

Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils			Percentage of total allocation:
					1.5%
Intent	Implementation			Impact	Future Sustainability
-		Allocated:£276.20	V		To continue to offer wider opportunities to pupils.





Key indicator 5: Increased participation	n in competitive sport				Percentage of total allocation	
					0.5 %	
Intent	Implementation			Impact	Future Sustainability	
We want physical education to be accessible to all, to have sport that is inclusive to all but also allow for competition as well. We aim to develop team skills and through this our school's values and life skills such as perseverance, resilience and cooperation.	We are members of the Loughborough School Sport Partnership that provides regular opportunities for competition throughout the year. Minibuses are hired to transport pupils to competitions in Loughborough.	Funding Allocated: £88.20	✓ ✓	Pupils have opportunity to take part in competitive sport, involving a wide range of sports including disability sports. 100% of children by the end of Year 6 have taken part in competitive sports against local schools. School Games Silver Award Gained	Links with sports clubs continued to be developed.	

Signed off by:	
Head Teacher	Rhacey
	Rachel Lacey
Date:	3 <sup>rd</sup> July 2023



