

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	£ 0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 20,200
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 20,200

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*	76%
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*	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Approximately 50% based on previous water-based lessons and classroom-based lessons.
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?	

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: £20,200	Date Updated: 04 Jul 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:
				24%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Children are engaged in high quality play/regular activity throughout lunchtime break to increase	Project Playground support through training of Sports/Play Leaders, management of sports played at lunch/break times.	£ 3,800 PE & Sport Lead £ 243 equipment purchase (basketballs) £776 Basketball Posts	Limited impact from Play Leaders – consider revitalising in 23/24. Management of playground improved, safer and more active environment through zones being allocated to year groups and activities	Provision of a more formal PE/Play Leaders award delivered as an after-school club. Then better use of them to support break/lunchtimes.
Increase the volume and quality of PE provision across the school.	Every class (less EYFS) to receive a PE lesson from dedicated PE Staff every week, increasing activity rates and also opportunities to learn		Classes continuing to receive lessons with PE Lead – consistency, more pupils engage leading to more activity and more learning opportunity.	Continue to advocate increased PE time and quality – potential to increase into EYFS
To better support and develop children who are reluctant participants in PE lessons to increase participation.	Continued employment an HLTA PE Lead to provide consistency and understanding of the schools pupils		Consistency for pupils, staff delivering PE across the school now have a better understanding of theirs needs – resulting in more children actively engaged in PE lessons, less behavioural issues etc	More discreet interventions, programmed around PE Lead timetable, rather than the current ad hoc arrangement.
To increase the amount of children who actively travel to school.	WOW travel project continued		More activity for those children taking part	Revitalise and push again for 22/23

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	30%
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: £ 6,100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>All children to be involved in 30 minutes of daily physical activity and movement</p> <p>To effectively coordinate PE and Sports premium by planning and implementing the Strategic plan.</p> <p>Recognise/reward excellence (via school values) in PE</p> <p>Increase visible profile of PE</p>	<p>Active Learning advocated and supported by staff – provision of activities, events such as The Daily Mile etc</p> <p>Plan has been reviewed and new Vision Statement generated. Time allocated in new PE Lead role to review current practice and acknowledge where improvements can be made</p> <p>A more explicit linking of PE attainment and development (both in groups and as individuals) to the concept of Head Heart Hands but also to the schools values. Use of the year group award systems, linked to school values to reward pupils in PE</p> <p>Children continue to come into school in PE kit on PE days – so all pupils know when it's PE, thereby raising the profile. Having a full time PE Lead in and around school continues to raise the profile.</p>	<p>£ 6,100 PE and Sport Lead</p>	<p>Classes and pupils have continued to implement PAL (Physically Active Learning) both in ethos and specific activities</p> <p>Stronger understanding of and delivery of Sports provision across the year, both in PE, lunch/break times and also after school.</p> <p>Continued strengthening of attitudes of many children in PE – being explicitly rewarded, for example for demonstrating Resilience in PE, rather than being the fastest or best at a skill, has meant more children are engaged, value PE and grow in a cross curricular sense.</p> <p>Increased anticipation and a more positive outlook on PE as a subject to look forward to and enjoy</p>	<p>Improvement and range of PAL options via full time PE Lead.</p> <p>Daily Mile as an all year round activity?</p> <p>Use of PE award scheme for excellence in PE, potentially handed across in service/assembly, linked to school values.</p> <p>Purchase of new staff PE tops so all staff can match the children in arriving in their school PE wear.</p>

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: £4,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to support and develop the confidence across staff delivering PE and Sport, through a program of mentoring (each teacher receiving at least a terms support) across each year group so that year on year St Johns sees improvements in the delivery of PE & SS by teachers etc	A rolling program of Teacher Mentoring across the teachers in all year groups (delivered by the PE & Sport Lead), so that they receive support and mentoring to improve the quality of and confidence in delivering PE lessons	£ 4,000 - PE & Sport Lead	Visible increased confidence from Teaching staff. Improved quality of lessons Questions to the PE & Sport Lead are more informed, confident etc	Consider including support staff (LSAs) where appropriate
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
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: £750	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to offer a range of Sports through both PE lessons (for example Handball), Sports Week and wider activities such as after school sport	Key Stage 2 Adventure Sports day provides a wider range activities to all pupils. Continued development and PE curriculum	£750 for Adv Sports Day 23 spent	Pupils are more confident in taking on new activities Pupils able to strategise more confidently, find a way to compete and be successful when given new activities or sports	Continue to develop the breadth of sports/activities offered through PE curriculum. Develop Sports Week to offer a broader range of activities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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: £4533	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Maximise opportunities for pupils across all ability groups to take part in competitive sport.	<p>Entry to Shine competitive sport leagues - netball and football across the year groups.</p> <p>Continue to engage and enter as many Schools Games events as possible</p> <p>Continue to take advantage of other sports opportunities</p>	<p>£3783</p> <p>PE & Sport Lead</p> <p>£ 750 - Shine Leagues (3 x £250)</p> <p>St Bede's School Partnership - Free</p>	<p>3 new leagues entered number of opportunities created for Y5/6 Football, Y3/4 Football and Netball.</p> <p>Pupils attended - 9 competitive sports events across the range of year groups</p>	<p>Continue to enter Shine leagues, School Games events</p> <p>Take advantage of events such as County Schools Dodgeball and Gloucestershire Cricket events</p> <p>Develop Intra School sport locally</p>

Signed off by: FGB 23 rd July 2023	
Head Teacher:	Justin Hoye
Date:	21.7.23.
Subject Leader:	Tim Ravensroft
Date:	21.7.23.
Governor:	Ben Hegarty
Date:	21.7.23.