

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	£0
Total amount allocated for 2021/22	£17096
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17023
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17023

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	75%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	68%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<p>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?</p>	Yes

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: £17,023		Date Updated: 21 st July 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: 34%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<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>Provide children with high quality resources via further investment in equipment and maintenance of sports facilities. Ensure that there are enough resources to enable all children to access sporting opportunities.</p>	<p>Carry out an audit of current provision and purchase additional PE resources to support PE lessons. Ensure that all individuals have access to sufficient resources to enable them to engage fully in lessons, replacing cricket practice netting, moveable football goals, netball posts and balls.</p>		<p>£2500</p>	<p>Higher engagement in lessons that with a focus on skill progression. Pupil attainment in PE assessments at the end of year has increased. Embedded resources have meant the children have been articulating their understanding in greater depth, in conjunction with their sporting outcomes. Improved sports facilities available.</p>	
<p>To improve both structured and unstructured play to impact positively on wellbeing and behaviour choices at break and lunch times.</p>	<p>Rota system for the playground's outdoor fitness equipment use and the sports fields led by Learning Support Assistants (LSAs) and Sports Leaders to provide positive opportunities at break times.</p>		<p>Nil</p>	<p>LSAs have supported active break and lunchtime sessions. Sport Leaders and Play Leaders have been facilitating physical opportunities for children.</p>	

<p>To deliver a sports leadership pathway for students.</p>	<p>Training Sports Leaders across yr6-yr8 so that they can provide more participation opportunities whilst developing their leadership skills.</p>	<p>Travel cost to training - £400</p>	<p>The Sports Leaders have provided opportunities both during playtimes and after school. This has had an impact on the range of activities that have been able to be on offer. Providing student voice lead sports activities.</p>	<p>Continued development of the pathway and the recruitment and development of the children into the beginning of the pathway. Ongoing support through the sports leadership pathway.</p>
<p>Broaden the range of extra-curricular opportunities offered to children. Increase pupil engagement in enrichment activities offered.</p>	<p>Focus on the role of the PE department to provide an increase in extra-curricular activities, including gymnastics.</p>	<p>£1950</p>	<p>Increased range of afterschool clubs with 14 sports clubs offered to all children fully funded by the school to reduce financial barriers for parents/ carers.</p>	<p>Continuation in the expansion of specialist sport clubs that will be an extension of current provision (potential cost implication) e.g. contact rugby club off the back of tag rugby.</p>
<p>Deliver staff training to new members of staff on children's safe use of the school's outdoor gym equipment to support active break and lunchtime fitness opportunities.</p>	<p>Staff CPD and student training on use of outdoor gym equipment provided.</p>	<p>Nil – internal training.</p>	<p>Increased use of outdoor gym equipment at break times and lunchtimes. In turn, this increase in engagement has had a positive impact on the children's well-being at unstructured times.</p>	<p>With staff changes, continued CPD for staff and update training opportunities for students to support the safe use of outdoor gym equipment to support active break and lunchtime fitness opportunities.</p>
<p>Funding for additional lining on the field to facilitate a wider range of sports and coaching activities.</p>	<p>Implementation of a rotation of linings to support curriculum activities and free play.</p>	<p>£1000</p>	<p>Additional sports outdoor lining has helped the delivery of outdoor PE lessons, as well as enabling the school to host various sports fixtures and our school's Sport's Day.</p>	<p>Student participation in an increased range of sports games and activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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:
To establish a competition framework for feeder first schools	Calendar of festival events for lower key stage 2 pupils to support transition, exposing them to a range of sports in our middle school setting.	£500	Delivered 4 sports afternoon for year 4 students. Facilitated competition at the home sites of the feeder schools also.	To host sporting fixtures/ events/ competitions for feeder schools across a variety of different sports. Deliver taster sessions within feeder schools.
Use school and outside media to raise the profile of (i) pupils representing our school at and/or leading in sporting activities, and (ii) the range of sports available in our school's setting.	Teachers to be proactive in using social media platforms to celebrate the children's achievements and/ or events; sending contributions to include in the school's weekly bulletin; and sending media images and texts to office staff for internal and external coverage.	Nil	Celebration of the children's engagement in sporting activities on the school's Twitter feed which is linked to our school's Facebook page.	Continue to build on the use of social media platforms, extending to the use of Instagram to celebrate our children's engagement in sporting activities. Incorporate the use of the messaging system for parents and carers on Arbor.
Monitor FSM and SEND children's experiences to facilitate their full engagement in sporting and physical activities.	Children who are FSM and/ or SEND are supported to access extra-curricular activities either financially or via the provision of sports equipment or kit.	£200	Monitoring of the provision for children with SEND, liaising with the school's SENDCo and PPG Lead, by the school's PE Lead, ensuring that the children are supported in all sporting and physical activities. Monitoring of take-up of enrichment activities by children in SEND and/ or PP groups.	Termly implementation and evaluation of FSM and SEND children's experiences to further promote their engagement in sporting and physical activities. Provision of flyers and/ or workshops for parents and carers illuminating the importance of sporting and physical activities. Inclusion of an overview of FSM and SEND children's participation

				and experiences in sporting and physical activities to Governors in SEND and PPG reports at Full Governing Board meetings.
Funding for all year groups to attend swimming sessions.	<p>Arrange for Year groups 5 and children in KS3 who have not met the statutory requirements for swimming in KS2, to attend swimming sessions as, due to Covid-19, with pool closures, Year 7s were unable to take part in swimming lessons when they were in KS2.</p> <p>Use funding to supplement transport to the pool for all children, and additional costs for children who have not met the statutory requirements by the end of Year 6, including those who are vulnerable and/ or Pupil Premium.</p>	£1268	Monitored and evaluated swimming progress, taking a critical role in motivating and inspiring children to meet statutory requirements and selecting children to take part in swimming galas.	<p>Provide opportunities for children in KS2 to attend swimming lessons to meet the statutory requirements for swimming.</p> <p>Provide opportunities for children to take part in swimming galas, representing the school.</p>
Continue to deliver adventurous outdoor physical activities, via Forest School, embedding active outdoor physical activities into the school day, and supporting children's mental health and wellbeing. Children will be exploring, playing and problem solving within the forest school area that aims to encourage learning using a range of activities (both designed by the leader and instigated by the children themselves). Simultaneously, it will support children to develop a sense of independence, high self-esteem, teamwork and resilience, participating in outdoor activities where health and safety considerations are always if	<p>Continue to employ a Forest School leader one day a week to deliver and develop provision in a forested area in the school's grounds and invest in Forest School resources.</p> <p>Using quantitative and qualitative data, evaluate the effectiveness and impact of Forest School provision over the course of the Academic Year.</p> <p>Report the impact of Forest School to Governors twice a year.</p>	<p>£4035</p> <p>(£170 for Forest School Expert Lead one day a week throughout the academic year)- Further subsidised by funding from the school's Pupil Premium Grant.</p>	<p>Implementation of two consecutive five- month Forest Schools intervention programme where children have learned new skills within small groups with high adult ratios, their self-esteem and self-image has improved which is reflected in where they see themselves on the Resilience Ladder. The average score is now on Step 4 where their resilience is greater. Findings illuminate that the children see themselves as being able to try new challenges and tasks as well as not giving up at the first difficulty. They are more willing to try a different approach to help</p>	<p>Continued investment in adventurous activity with wider opportunities for tutor groups to benefit (whole class), with tutors present to support their CPD. This is in addition to focused groups with identified, vulnerable children in KS2 and KS3 groups, in each five-month intervention programme.</p> <p>Delivery of staff training and development on outdoor adventurous activities.</p> <p>Link Governor for well-being to carry out child conferencing to</p>

<p>paramount importance.</p>			<p>them rather than give up and realise that they can do it, but not just yet. They talk about returning to a task following a break or practicing a skill again. They feel like they are in more control and so are more satisfied in the work they do achieve. This has been reflected in the improvements that class teachers have seen in class too. Both the Involvement and Well-being Impact Measures have seen improvements. While the average scores remain within the middle range, significant percentages of children are now within the upper ranges. Qualitative feedback from children illuminates how they felt that the Forest Schools intervention programme supported their mental health and well-being.</p> <p>Positive feedback from Governors at Full Governing Board meetings, where Forest School Impact reports are shared at six monthly intervals.</p>	<p>explore the impact of adventurous outdoor physical activities across the curriculum.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Development of PE Lead and Sports Leaders in all areas of PE and sport.	Engagement and completion of YST PE Lead Training Programme.	£900	Increase in the range of sports being offered and the level to which these are being delivered.	Specialist guest practitioners to help develop all staff in the inclusive nature of activity.
To upskill the LSAs who are delivering with the PE teacher.	Provision of training for LSAs within the class to upskill and help ensure that they are actively support within PE lessons.	Nil – in house	Increase in staffs' confidence and higher pupil engagement.	Annual training for LSAs and Sports Leaders to support in PE lessons as well as break and lunch times.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
Deliver Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	To provide children in year 5 with safety awareness training so that they can travel into school by bike. Additional cost for adult supervision.	£250	Increased confidence and safety awareness of children cycling to school. No reported incidents involving children cycling to school.	Repeat the programme for Year 5 as this supports active lives and reduces the traffic congestion around school by reducing short journey traffic. Provide an opportunity for students starting the school in-year, to complete the Bikeability programme.
To increase the number of after school sports clubs to promote the importance of physical activities and healthy lifestyles. Increase opportunities for children to participate in extra- curricular clubs by local providers. Subsidise afterschool clubs from the school's budget to ensure that all children can access these clubs and do not miss out due to costs.	Produce timetable of extra-curricular sports clubs delivered by school staff as well as external, specialist sports coaches to meet the varied interests of children within the school and cover all of the main sports. The school will aim to have at least one sport that the children may not have experienced before, and identify children to be targeted and encouraged to attend an afterschool club.	£1120	Additional clubs agreed following consultation with children. Research local club providers to broaden the curriculum offer, providing two afterschool clubs delivered by external companies.	Increase the engagement with local clubs to allow for a school club transition for pupils that will enable external opportunities for the pupils.

To engage in non-traditional activities.	To provide opportunities and experiences within non-traditional sports that will help inspire children. This will include watersports activities.	£1500	Increased water confidence and opportunities to engage in a range of water sports, led by Rockley at Poole Park. Further development of children's resilience in a different environment.	Increase the range of non-traditional sporting activities and opportunities whilst simultaneously continuing with the current provision. Further development of links within the community.
Additional achievements: To attain the School Games GOLD award.	Complete an external audit on our school's contribution, efforts and commitment to the importance of sports within our school community.	Nil	On completion of the audit, the school was awarded GOLD in the School Games award.	To continue to build on our achievements in sports, as we aim to attain the School Games PLATINUM Award in 2024.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Opportunities for children to engage in extra-curricular sporting events and competitions.	Funding for transport and fuel to sports fixtures.	£1500	Increased number of children involved in extra-curricular sporting competitions and fixtures.	Increased opportunities for children to participate in extra-curricular sporting events and competitions. Opportunities for children to explore sports related career opportunities.

Opportunities for children to take part in intra-school house team competitions.	Whole school participation in competitive house team games.	Nil	Increased number of children taking part in competitive games and house team events.	Increased opportunities for children to take part in competitive team games and events.
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Head Teacher:	Deborah Craddock
Date:	21.07.2023
Subject Leader:	Richard Major Jamie Perry
Date:	20.07.2023
Governor:	Derek Brooks
Date:	21.07.2023