

84.2%

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£897
Total amount allocated for 2023/24	£17,275
How much (if any) do you intend to carry over from this total fund into 2023/24?	£897
Total amount allocated for 2023/24	£17,067
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£16,170

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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	84.2%
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 2023. Please see note above	84.2%
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	84.2%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84.2%

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?	No
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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: 2023/24		Total fund allocated:	Date Updated: November 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 improve the quality of teaching in P.E through staff CPD. - To monitor subject development. - To lead staff training – Premier Education and P.E Lead. - To see/hear evidence of positive attitudes through creative lesson structures.	- Distribute staff questionnaires, so that CPD can be planned. - Ensure that P.E lessons are more active. They focus on fundamental skills. - Distribute questionnaires to the children. Question them about their P.E provision. Share and plan for ideas suggested. - P.E Lead to observe Premier Education. Feedback on developing delivery.	See anticipated spends 2023/2024 excel spreadsheet.	- Staff remain up to date with the latest guidance and best practice, through CPD. This ensures the best possible impact and outcomes for pupils. - EYFS children develop good physical skills through the curriculum and opportunities on offer give them a good baseline for future engagement and activities. - Pupils' feedback indicates that they enjoy their P.E lessons. - The quality of the childrens' swimming lessons is good and Year 5 and 6 pupils enjoy attending these.	- Train Year 6 children as Play Leaders. This would support the children with break and lunchtime activities and build up the culture of being active during these times. - To update/purchase more equipment (based on pupil feedback) to make break and lunchtimes more active for all.

Key indicator 2: The engagement of all 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:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 increase access to and involvement in physical activities at play/lunchtime. - To develop positive attitudes towards health and fitness and develop social and emotional wellbeing through physical activity.	- Play Leaders and Premier Education to offer structured lunchtime physical activities. - Sports Leaders to attend training and support the delivery of physical activities throughout the school year. - Sports Leaders to ensure equipment is ready to use and accessible at all times. - Continue to offer 2 hours of P.E per week. - Continue to participate in the Bikeability scheme. - Purchase play equipment to encourage more activity at play/lunchtimes. - Improve storage and access to play equipment. - Provide a wider range of extra-curricular clubs.	See anticipated spends 2023/2024 excel spreadsheet.	- The curriculum ensures good progression and continuity throughout the school, so that pupils develop the skills they need in order for them to be successful later on in life. - Pupils’ feedback indicates that they enjoy their P.E lessons. They can talk about the skills and knowledge they have learned and developed and can talk about the importance of being active and staying healthy. Many children ‘love’ P.E. - Through active break and lunchtime opportunities developed this year, pupils have increased their fitness levels and report that they enjoy these times. - Children have developed their confidence and self-esteem through leadership opportunities on offer and behaviour has improved. - Emotional health and	- To consider pupil voice when organising after school clubs. Hopefully, this will boost the attendance and impact. - To provide swimming lessons for children in Year 3 and 4, as well as Year 5 and 6.

			wellbeing has been a focus. Staff and the Play Leaders have strategies to support them in dealing with situations that cause anxiety. Pupil questionnaires suggest that more children are taking part in sport outside of school.	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 increase standards of pupil attainment in P.E. - To ensure that children can accurately self-assess and set personal targets. - To see evidence of improvements in behavior following physical activity. - To provide 'top up' swimming lessons, where necessary.	- P.E Lead to attend CPD courses. - School P.E intent now rewritten. Review. - Give all children the opportunity to attend sporting festivals/competitions.	See anticipated spends 2023/2024 excel spreadsheet.	- High quality P.E being delivered across the school - both indoor and outdoor lessons. - Children enjoy P.E and talk positively about their lessons. - Staff are informed of the progress that their pupils have made/are making against the assessment provided by Premier Education.	- To plan in CPD opportunities for areas of development. - To utilise outdoor adventure resources/equipment for EYFS pupils.

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure that children experience the benefits of participation in competition. - To increase the number and range of opportunities available to all children beyond the school day.	- Premier Education to run a different extra-curricular sports club each term. Use findings from the Pupil Voice questionnaire. - Increase the range of sports offered, in after school clubs run by staff. Utilise the new resources. - Purchase new equipment to ensure provision of a broader range of sports. - Swimming 'top up' sessions for non-swimmers.	See anticipated spends 2023/2024 excel spreadsheet.	- Development of gross motor skills during Bikeability. - Children experienced a golf experience day and a den building workshop. Communication, cooperation, problem solving and leadership skills were all developed. - A range of after school clubs were offered. This improved childrens' wellbeing and positivity. Parents are made aware of the opportunities on offer. Target children were offered places in after school clubs, through parent emails. - Children build relationships through sport, with pupils from other schools. - Many children are given the	To build relationships with local schools and participate in interschool competitions.

			opportunity to succeed in a competition format and try new sports/activities. Pupil feedback suggests that there is an increased confidence amongst girls, in relation to P.E lessons and attending after school clubs.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 continue affiliation with CGS Outreach and Premier Education. - To access increased opportunities for competitive activities – intraschool/interschool competitions. - To ensure children have a clear understanding of good sportsmanship in competitive	- Actively engage with the CGS Outreach Competition Calendar. Promote on 'Team Tedder' display board/School Jotter. - Headteacher, P.E Lead and Parents to provide transport for competitions. - Termly intraschool competitions to be organized	See anticipated spends 2023/2024 excel spreadsheet.	- Attended 8 interschool competitions. - Termly intraschool competitions were organised by Mr Warick. KS2 participated in additional competitions. . - Weekly Sports Star awards were given out in Good as Gold. References were made	- To provide opportunities for children to participate in different sporting activities. - To invite 'experts' in. This would give pupils a 'taste' of the skills and knowledge needed for the sport.

environments.	by P.E Lead and Premier Education. ● Arrange taster sessions to be delivered by local outside agencies – ‘Expert’ lessons. ● ‘Star Players’ continued in ‘Good as Gold’. A focus on the School Games Values.		to the School Games Values. ● All children are eager to attend competitions and participate in new sports. They consistently display the School Games Values and our Core Values.	
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Signed off by	
Head Teacher:	Alison Crawshaw
Date:	July 2024
Subject Leader:	Yasmin Durkan
Date:	July 2024
Governor:	Chris Talbot – Governor for PE
Date:	July 2024