

# 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	
Total amount allocated for 2021/22	
How much (if any) do you intend to carry over from this total fund into 2022/23?	
Total amount allocated for 2022/23	<b>£16930.00</b> November 2022: £9,875.83 May 2022: £7,054.17
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	<b>£16930.00</b>

## 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:	
<p><b>Key indicator 1:</b> 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:
					%
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:
<p>To encourage children to engage in meaningful lunchtime play and activity.</p> <p>To provide high quality additional PE sessions.</p> <p>To provide extra curriculum PE clubs both on a lunchtime and after school.</p> <p>Promote physical activity at home. Ensure children have access to age appropriate active travel training in order to encourage them to walk or cycle to school safely.</p>	<p>Provide sustainable, durable equipment for use at lunchtime to facilitate play for children on the field and playground across all phases.</p> <p>Sports coach to work with each class fortnightly on a 'rota' basis for addition PE input above national expectations.</p> <p>Lunchtime supervisors receive CPD from our sports coach to help them keep children active at lunchtime.</p>		S4A- £10,200	<ul style="list-style-type: none"> <li>Teaching staff have been upskilled to teach PE and sport effectively</li> <li>Children have accessed a wide range of PE and sports</li> <li>Children's love and enthusiasm of PE and Sports has increased</li> <li>Participation in after school sports activities and after school clubs has increased</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of successful new PE delivery skills learned between staff (possibly through SDM conversations, lesson studies, etc.)</li> <li>Encourage children to participate in PE clubs out of school connected to the broader range of sports they are learning with this coach within school (eg: archery, rugby, etc.)</li> <li>Continue to develop and praise resilience in our children within competitive sports.</li> <li>PE Leader to continue to raise awareness of Active Learning as a key focus across the school during delivery of everyday lessons, eg: Maths.</li> </ul>

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	
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:
<p>To develop leadership skills in children- Playground Leaders program to be implemented</p> <p>To raise the profile of Physical Education to all children in school.</p> <p>Develop life skills in pupils</p> <p>Delivery of multi-skills sessions to preschool children</p>	Hire qualified coaches to work with teachers to extend current opportunities.	<p>DSSP Affiliation: £650</p> <p>S4A- £10,200</p>	<ul style="list-style-type: none"> <li>Teaching staff have been upskilled to teach PE and sport effectively</li> <li>Children have accessed a wide range of PE and sports</li> <li>Children's love and enthusiasm of PE and Sports has increased</li> <li>Participation in after school sports activities and after school clubs has increased</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of successful new PE delivery skills learned between staff (possibly through SDM conversations, lesson studies, etc.)</li> <li>Preschool children coming into the Infant School next year will already have the understanding of the value we place upon regular physical activity and how much enjoyment they can get from it.</li> <li>Staff from Preschool through to Year 2 see PE and sport as a tool for whole school improvement. Promote this explicitly amongst staff.</li> <li>Children will be more willing to have a go at new sports and clubs, either outside of Preschool or in extra-curricular clubs when they move into YR.</li> <li>Continue to develop and praise resilience in our children within competitive sports.</li> </ul>

Key indicator 3: Increased 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 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:
Delivery of multi-skills sessions to preschool children. (To be delivered by S4A. This cost is included within the weekly S4A budget)	Provide staff with professional development to help them teach PE and sport more effectively. Hire qualified coaches to work with teachers to extend current opportunities. Introduce new sports to encourage more pupils (from across the school and preschool) to take up physical activity.	£ See S4A	<ul style="list-style-type: none"> <li>Teaching staff have been upskilled to teach PE and sport effectively</li> <li>Children have accessed a wide range of PE and sports</li> <li>Children's love and enthusiasm of PE and Sports has increased</li> <li>Participation in after school sports activities and after school clubs has increased</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of successful new PE delivery skills learned between staff (possibly through SDM conversations, lesson studies, etc.)</li> <li>Preschool children coming into the Infant School next year will already have the understanding of the value we place upon regular physical activity and how much enjoyment they can get from it.</li> <li>Staff from Preschool through to Year 2 see PE and sport as a tool for whole school improvement. Promote this explicitly amongst staff.</li> <li>Children will be more willing to have a go at new sports and clubs, either outside of Preschool or in extra-curricular clubs when they move into YR.</li> <li>Continue to develop and praise resilience in our children within competitive sports.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
<p>Employ coach Sensei Mandie to deliver Jitsu Dragons After School Club</p> <p>To ensure that all children enjoy some form of sport or physical activity.</p> <p>To ensure children participate in physical activity throughout the day</p>	<p>Clubs including multi skills, gymnastics, Jitsu, Lego, are all on offer to children weekly. Take part in CSSP festivals and development days. Children attend a dance workshop.</p> <p>Purchase outdoor equipment for the preschool outside area- climbing frame, building resources, tunnel.</p>	<p>Jitsu Dragons: £600.00</p> <p>S4A: £10,200 (as above)</p> <p>£3,400</p> <p>West End Theatre Dance Company- 1 day in school: £499 (didn't take place)</p>	<ul style="list-style-type: none"> <li>A majority of children from year 2 have attended Jitsu over the year</li> <li>Children have accessed a sports which they would not typically be able to participate in</li> <li>Children have developed skills inline with our school values</li> <li>Preschool are able to access the physical outdoor equipment all day as part of their provision- improving strength, coordination and improving core</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to participate in PE clubs out of school connected to the broader range of sports they are learning with this coach within school (eg: archery, rugby, etc.)</li> <li>Invite coaches and representatives of local clubs to host assemblies and run sessions to encourage greater participation in out of school sports activities.</li> <li>Continue to develop and praise resilience in our children within competitive sports.</li> <li>Develop our children's commitment to the club and to regular physical activity- this will help to set them up for regular physical activity into their teenage years and beyond.</li> </ul>

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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 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:
Increase participation in sporting competitions and festivals accessible to all children.	Continue membership of the Daventry Sport School Programme, which in turn offers a range of sporting competitions and festivals. Contribute to transport to and from such activities in order that this does not prohibit participation.	DSSP Affiliation: £650  Cover for staff: £1200 (wasn't used)	<ul style="list-style-type: none"> <li>Children gained the opportunity to attend sports festivals within a secondary setting</li> <li>Children had a go at Sports which are new to them and not provided under the Primary PE curriculum</li> <li>Children's love and enthusiasm of PE and Sports has increased</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to participate in PE clubs out of school connected to the broader range of sports they are engaging with during these events.</li> <li>Investigate hosting sports events for the programme.</li> <li>Continue to develop and praise resilience in our children within competitive sports.</li> <li>Develop our children's commitment to the events and to regular physical activity- this will help to set them up for regular physical activity into their teenage years and beyond.</li> </ul>



			<ul style="list-style-type: none"> <li>• SEN and PP children had the confidence in attending sports events in and out of school</li> </ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	