

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	£17,670
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,660
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,660

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>	
<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>	96%
<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>	96%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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: 2022/23		Total fund allocated:		Date Updated:	
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: 74%
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?:	
Resources purchased to ensure that the curriculum can be delivered fully.	Resources purchased for appropriate and thorough delivery of National Curriculum. Playground resources also updated and replacements made		£1306.75	<p>The whole school has benefitted from new curriculum equipment. Some existing resources needed replacing. Improvements in physical, social, emotional and intellectual skills. Marked development of ability in basic movements; participation in team games, developing simple tactics for attacking and defending; performing dances at KS1. Marked development of ability in competitive games (badminton, basketball, cricket, football, hockey, netball, rounders and tennis); attacking and defending; taking part in outdoor and adventurous activity challenges.</p>	
				All staff to continue to look after equipment well. Children not allowed into PE shed. Full audit of PE equipment to be carried out by end of Term 3.	

To ensure that children progress in swimming and meet the curriculum requirements at y6	Book y3 and 4 and 5 and 6 Swimming lessons, with 5 and 6 having assessments, followed by top-up lessons for those who won't meet expectations by y6.	£261.60	Y3, 4, 5 and 6 pupils completed their swimming sessions and made active progress in their skills. Y6 completed their assessment session and had additional provision to support those that do not meet the recommended guidelines.	The swimming model will continue next year. Pupils engage well with the assessments and make good progress towards swimming 25m at the end of Y6. Bookings sourced for 23-24.
To provide teachers with resources to plan and implement PE lessons with the schools chosen resource.	Annual licence of Jasmine (Real PE) portal	£495	Development of flexibility, strength, technique, control and balance in children. Online portal gives ability to PE coordinator to monitor and assess individual teachers' use and performance.	Use of Real PE Online portal to continue.
?	Class Interventions	11,107.06	?	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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 ensure that the profile of PE within the school remains high, in and out of the curriculum.	Support payment to internal PE subject leader (AT) to continue to support PE as a subject Invite paralympic athlete into school to run a sponsorship event	£1015.35	Continued improvement attainment levels and progression in entire curriculum, including physical literacy gym and in sport specific skills and games. The school is well resourced and can deliver the curriculum effectively. Children felt inspired and excited about this opportunity; improved fitness; raised money for sports equipment.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
Teacher support for a variety of PE lessons using external provision in curriculum time Teacher support specifically for ECTs and less confident teachers for a variety of PE lessons using external provision in curriculum time	Up&Under PE provided coaches in Terms 1 and 6 to Years 5 and 6; Up&Under PE provided coaches in Terms 1 and 4 to Years 4 and 2	£2800	Year 5 and 6 teachers and TAs gained new skills, increased their repertoire of warm-up and teaching activities and lesson plans shared. Children's skills targeted. Children's PSHE knowledge and skills developed. ECTs and less confident teachers actively learnt by shadowing specialised teachers in Netball (y4) and Dance (y2)	Highly valuable for children and staff involved. Continue with this successful partnership between St Patrick's and Up&Under.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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:

Provide opportunities for pupils to engage in non-curricular sports/activities as part of enrichment days. Additional achievements:	Opportunities researched and booked in Boccia, Ball Skills and Team Building. Ensure that all year groups were covered and that Reception had as many opportunities as possible.	£380	All pupils has the opportunity to engage in a non-curriculum based sporting activity, encouraging a range of sports that they wouldn't normally participate in.	Planning for enrichment timetable for academic year 22-23, to include new non-curriculum activities sports. Ensure that there is an activity in each term. Pupil monitoring planned to gauge popularity of these Enrichment activities
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
SSCo package Entrance to L2 and L3 events	Part of the Corsham Cluster Schools Sports Partnership. Support payment to internal PE subject leader (AT) to attend these events PE lead (in school) to create play list for pupils that are willing to take part in events at Y5 and Y6. Invites to pupils to engage families. Use of school kit to promote	£ 295	Children benefit greatly from these events. They discover first hand the value of teamworking, resilience and putting into action the skills which they have been developing as part of the curriculum. There is also a large gain in the experience of being in an external environment which is competitive. As many children as possible, from all	Continued relationship with the cluster. Allows for competitive sport with other primary schools. Pupils engage in competition in a safe and caring environment with peers of the same age. Parents and families can support their children at these events. Continued entrance to events in the year and the coming academic year. Plan ahead using the Festival Calendar to allow school staff to

	teamsmanship and pride.		backgrounds and abilities, are selected and encouraged to attend these events.	be involved with the supervision of pupils to and from the events. Pupils gain skills and experience that will benefit them as they finish UKS2, and move towards secondary school.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Alistair Turnbull
Date:	24/07/23
Governor:	
Date:	