

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£24,700
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£24,700

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	96%
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	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/No

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					
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:	
Engage all children – particularly those that are less active, vulnerable and demotivated as well as supporting children with SEND – in an increased range of sporting and physically active games and activities on a daily basis		Re-introduction and reinforcement of the daily mile – successfully introduced across KS2 with extra support needed in KS1 at break. This daily exercise allows all children to participate in prolonged (15 minutes of running or quick walking) physical activity every day.		£800	
Introduce and encourage the use of active learning across the curriculum		Investigation into active learning and of the use of physical activities in lesson time to support academic development and that of physical literacy – purchase of some equipment (beanbags, hoops, etc) Primarily for use EYFS.		£5000	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Sustainability and suggested next steps:	
				This has been incorporated into the OPAL lunchtime training as it will allow the children more time to develop playground skills and an understanding of what it means to be active for life.	
				Continued development of OPAL	
				Continued investigation and investment needed. Year 1 moving into continuous provision so additional resources will need to be purchased (23/24) EYFS has seen an improvement in gross and fine motor skills that can be seen in their handwriting and general play.	
				Investigation into making KS2 lessons more active. SL to meet with orienteering company to map out school grounds and help make more cross curricular.	

Provide opportunities for all children to be active during lessons and in throughout the school day.	Participation in walk to school surveys with the intention of examining pre and post school activity levels of children and how we can better support active travel to and from school Track active 60 minutes across the school day.		High % of children walk to school due to locality of school. % increase in active 60 but still needs improvement.	Investigation into making KS2 lessons more active. SL to meet with orienteering company to map out school grounds and help make more cross curricular.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Raise the profile of sport and physical activity within the school and the wider community through clear communication and celebration.	Through the use of WEDUC, the website, newsletters and assemblies the community will be informed about our plans and provision.	£800	Profile of PE has increased and school has gained its Gold School Games Mark. Continue to work in this area moving into next year.	Introduction of new PE kits across the school to help raise the profile of PE across the whole school.
Encourage participation and leadership from pupils, staff and governors in supporting the development of the PE curriculum and enabling a continued improvement in PE provision.	Appointment of sports captains and a new governor with responsibility for PE will support the further development of the PE curriculum and through participation in meetings, assemblies and after school clubs has helped raise the profile of sport within the school community	£2000	Learning Walks completed. PE curriculum has continued to be improved.	Continued development of PE curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
Identify and address areas of uncertainty, low confidence or poor subject knowledge within the teaching staff.	Through staff meetings swimming is identified as a key area in need of improvement. Links to SCCC allow us to have CPD opportunities	£600	Areas of teacher CPD identified and 4 members of teaching staff attended swimming teacher training. Most children are now taught by their own classteacher.	Further staff to be swimming teacher trained to allow more children to be taught by their own class teacher.
Provide all staff with planning and resource support within the framework of our new curriculum intent and progression maps.	All staff will be provided with the planning resources and the log in details to ensure most up to date knowledge	£1000	Teachers provided with update resources and knowledge. Increase in % of children who enjoy PE. Increase in % of skill awareness and key vocabulary being used.	Review of PE curriculum to ensure sustainable resourcing and curriculum being linked to climate change.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about	intentions:		can they now do? What has changed?:	
what they need to learn and to consolidate through practice: Developing the use of break and lunchtimes to provide children with an additional opportunity to access different sports and activities. Continue to develop OPAL.	Continued development of OPAL Create a rich experience for children. Training of MDSAs to help to scaffold games and safe play Ensure OPAL resources are fit for purpose and sustainable.	£6000	Increased levels of physical activity seen at lunchtimes allowing higher % of children to achieve Active 30 and nearly Active 60 during school time. Children are developing problem solving skills and more imaginative play due to the resources available	Continued development of OPAL lunchtime.
Support and payment for targeted children to attend extra-curricular sporting and physical activities. (Pupil Premium and next level up)	Discussion with SLT and LM to target specific children who would benefit from experiencing a wider range of activities to help with physical and mental wellbeing. Eg attending after school football clubs,	£5000	Increased participation of the PP and next level up children in a range of before school and after school activities including Cheerleading, swimming and gymnastics.	Continued funding into next year to allow more children to take part in extra curricular activities.

Key indicator 5: Increased participation in competitive sport

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	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:

consolidate through practice:				
Encourage and support a greater number of pupils to take part in competitive sport both in and out of school.	Throughout the year the school will take part in several competitions	£2000	Higher % of children representing the school at a range of different activities. Children who may have struggled to attend, attended and felt proud to represent the school. Children have competed in swimming, football, cross country, athletics, tennis, tri golf.	Continue to fund this and enter more competitions.
Continue links with external clubs, groups and organisations to support the participation of our pupils in competition outside of school.	The school has continued to work with external organisations, clubs and groups including Brighton Galaxy, Sussex County Cricket club.	£1000	Links continue to be facilitated and higher % of children now attend these clubs outside of school.	Continue to develop links this with external clubs.

Signed off by	
Head Teacher:	Alan Gunn
Date:	20.07.2023
Subject Leader:	Laura Porter
Date:	12/7/23
Governor:	Kirstin Baker
Date:	21/07/2023