

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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19550
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£9300
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 0

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>	87%
<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>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<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/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:	
<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>					
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:
Train active leaders to support with intra-school competition and unstructured play opportunities.	G. Wakeman to select and train year 6 active leaders to support with our PESSPA offering across school.		£0	Fantastic outcomes. Children supporting with sports days, intra school competition and unstructured play times.	Children used to provide training for next years active leaders, passing on game ideas as well as best practice for delivery.
Increase opportunities for physical activity levels at unstructured times such as break and lunch, by providing children with high-quality play opportunities.	Research shared at Black Country PE conference found that a trim trail had longer lasting impact on physical activity than a MUGA or climbing wall. Investments made to fix and improve trim trail for children to use.		£2010	All classes timetabled a slot on the trim trail per week. High uptake of children accessing and using trim trail.	Provide training for active leaders to run games using trim trail.
Increased participation in extra-curricular clubs and sport for sedentary, SEN and PP children.	Pupil voice questionnaire to assess what our children wanted from us in terms of extra-curricular offering. OOSC's tailored to satisfy this.		£25	Clubs were successful in engaging our target populations. High % of these children continued accessing these clubs for over 1 term, suggesting their levels of PA have been raised by the	Continue working with sport clubs to engage target children. Use this raised physical activity levels as a tool to engage children in other PESSPA

			spend.	opportunities.
Increasing opportunities for children leading play at unstructured times, by investing in high quality play equipment to engage children.	Pupil voice questionnaire found that children didn't feel they had enough equipment to use at play times. Equipment purchased for active leaders to deliver play in a safe and active way.	£206.78	All classes timetabled a slot with active leaders. Pleasing uptake of children choosing to engage in physical activity, as well as fantastic experience for our active leaders.	Active leaders to support training of current Y5 children. Introduce active leaders to KS1 playground.

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 PE as a subject at the heart of our curriculum, encouraging students to get involved in physical activity.	All staff to have PE kit – raising profile of PE across the school.	£946.67	Pupils now see PE as a subject at the heart of our curriculum – seen as an important subject by both students and staff.	Ensure this is consistently worn at OOSC's and during curriculum time.
Continue engaging with school games via liasing with SGO, ensure our competition participation and PE offering is enough to maintain gold award.	School entered in as many competitions as possible, engaged with commonwealth games to inspire pupils.		Lots of sedentary children attending inspire events and representing the school.	Continue offering competition opportunities. Explore more opportunities for children who wish to compete.

Link PE curriculum with SMSC/PSHE curriculum, by showing children that the two subjects are interlinked.	Mobile assault course brought to school as part of 'healthy, happy me' week. Children to apply growth mindset values taught through PSHE/SMSC curriculum to overcome obstacles.	£1158.55	All students involved in physical activity and have a positive experience of being involved with something physical – more likely to pursue further in future. Students now aware mental and physical health are linked.	Embed this across the curriculum rather than something only seen on focus days.
Attempting to engage children in physical activity outside of the school area by walking to school – also helping to ease congesting issues around school site.	Signed up to 'Beat the Street' and 'walk to school week' as exciting initiatives to encourage children to walk the school.	£0	Culture change, more children walking to school and aware of the environmental and physical benefits.	Sustainable impact, walk to school week to be a yearly initiative. Measure the impact over a full year, to give an idea as to longevity.

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:
Provide staff with a clear, structured curriculum that is sequenced appropriately to ensure progression.	Purchase PE Hub. G. Wakeman analysed and mapped out a school PE curriculum, with netball and football as a consistent thread.	£455	Pupils using higher-quality vocabulary, and showing progress from younger years. Children showing increased awareness of tactical, teamwork, and physical aspects of PE.	PE Hub to be purchased for the next academic year. G. Wakeman to tailor curriculum and provide CPD required for staff to ensure it is being delivered effectively across school.

Provide staff with time out of class to see expert practice, take part in CPD and support at competitions.	Supply staff to cover time out of class for our staff.	£630	Staff have opportunity to magpie expert practice, teaching of PE consistently good across school.	Continue to provide tailored CPD opportunities for staff.
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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 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?:
Provide catch-up swimming opportunities for children who missed it through COVID. All staff to be aware of swimming curriculum, and how best to support in the pool. St James' is committed to supporting every child in learning to swim.	Large proportion of sport premium funding allocated to catch up swimming	£9590	Children provided with additional opportunities to build crucial swimming and lifesaving skills. Providing children with a sequenced block of teaching, to provide them with the best opportunity to learn to swim.
			Sustainability and suggested next steps:
			Continue analysing school for swimming gaps and allocating funding to year groups where appropriate.

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 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>Competing at local sports events via School Games, football team playing in competitive fixtures against local schools in an organised league.</p> <p>School to provide cover staff and transport to pupils where required. School to cover the cost of entry fees for tournaments so all children have opportunity to attend – no pressure on families.</p>	<p>Liase with SGO as well as other local PE leads and headteachers, to organise and facilitate competitive sport fixtures.</p> <p>Engage with competitive games calendar so ensure school always has a strong presence.</p>	£1276.66	<p>Pupils provided with an opportunity to represent the school in a competitive fixture. PSHE benefits of teamwork, as well as understanding how to win and lose correctly.</p>	<p>Work closely with other local schools to set up leagues for other sports, as well as football.</p>

Signed off by	
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Date:	31.07.2023
Subject Leader:	George Wakeman
Date:	25.07.23