# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

PE grant Funding for Academic year 2023 to 2024

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

YOUTH SPORT TRUST

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 the5keyindicatorsacrosswhichschoolsshoulddemonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by: Supported by:

## Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £2747 |
| Total amount allocated for 2021/22 | £ |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £9835 |
| Total amount allocated for 2022/23 | £7025 |
| Total amount of funding for 2022/23. **Ideally should** be spent and reported on by 31st July 2023. | £ **19607** (total amount to be spent) |

## Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br>**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?<br>**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.<br>Please see note above | 81% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above | 68% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 50% |
| 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 |

**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: January 2024** | |
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| **Key indicator 1:** 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: 31% |

| **Intent** | **Implementation** | | **Impact** | |
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| 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: |
| **1. The engagement of all pupils in regular physical activity.**<br><br>Increase all pupils' fitness levels and engagement levels at least to 30 mins a day or more.<br><br>To offer afterschool and lunch time clubs to increase children's daily physical activity led by our PE coaches Active Inspire. Intent is for more clubs to be run at least 3 x per week. To develop an awareness of the importance of Health and Mental wellbeing through physical activity.<br><br>Provide and maintain suitable equipment to provide pupils with opportunities to | Purchase of a variety of PE and sporting equipment to develop the love of sport and increase physical fitness of all pupils. To encourage pupils in taking a particular sport – encouragement of sports participation in future years.<br><br>Audit PE equipment and prioritise new purchases - plan for future expenditure. Sports Leaders to be a part of this process and have a say in new equipment purchased.<br><br>Pupils participate in Golden Mile/Wake and shake Initiative Daily | Equipment £971.68 | Pupils will have suitable equipment to develop sporting activity. Increased participation in PE and extra-curricular activities. Children to have experience of different types of sport through our increase in different school sporting equipment. E.g. lacrosse.<br><br>Development of pupils' fitness and wellbeing. Through up take of sporting | PE Lead to monitor the uptake of sport. To regularly evaluate the quality of our sporting equipment and replace when and where necessary.<br>Monitor skill development year on year through observation, peer evaluation and pupil questionnaires and voice. More children will regularly take up sporting activities year on year. |

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| participate in different sports and physical activities within school and local community. To begin Summer term 2024 – to increase daily physical fitness in addition to PE sessions. | running/walking/Dancing for up to 4/5 minutes Baseline assessment in January then termly monitoring. Pupils work towards individual certificate for mile thresholds achieved. Celebrated in weekly assembly and in the school newsletter Class miles shared weekly in assembly. 'Compete' against other schools over the year. | | activities and pupil voice there will be a positive impact. Pupils able to run for the allotted time for their age group. Termly measures of pupil fitness will show increase in distance pupils are able to run within the same time. Pupils motivated to complete the daily run. | |
| Encourage active play at lunchtimes which support and build upon pupils mental and physical wellbeing. | To develop and support physical activity and mental wellbeing develop KS2 play leads to coordinate physical activity at lunch time. | Play lead resources<br>£5073.48 | Children will be encourage to have a happier and healthier break and lunch time, where the whole school embraces physical activity | Each Year 6 cohort will develop lunch time activity groups and will train younger year groups to take on this role and responsibility year on year. This will develop happy and healthy lunchtimes for the future. |
| To offer extracurricular PE activities and PE sessions – Rent allocation for our School Field. | To develop physical activity within other curricular areas. To encourage the use or our field to raise the profile of sport across the whole school by encouraging hosting sporting activities with other schools and our local village nursery/pre school | | Whole school will engage in linking with other schools by hosting sporting activities at our school.<br><br>Autumn 2023 we hosted a friendly football match with another local primary school. Further fixtures have been set across the year. | Pe Leader to organize other fixtures for future matches and events over the coming years. |

| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation:<br>31% |
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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: |

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| **2. The profile of PE and sport is raised across the school as a tool for whole school improvement and community links.**<br><br>To have expert coaching, PE lessons/ sports extra-curricular provision, provided by a trained Sports coach and or our PE Lead. (This is also used as CPD in PE and coaching provision for all staff.) | PE coach to develop the skill development of our children and encourage them to partake in extra curricular sporting fixtures and in turn raise the level of fitness for all children. Sports coach to introduce a large range of sporting activities which will aspire all children to want to take up a sporting activity. Sports coach and PE lead to encourage parents to observe or participate in sporting activities across the whole school from cross country events, sports days or sports weeks in the future. | PE Coaching<br><br>£6062.5 | Impact will be that a higher proportion of children across our school will participate in extra sporting activities. | PE coach and PE lead to continue to develop sporting events to inspire children to partake in sporting activities. PE lead to monitor the impact in relation to the number of children taking part in sporting activities. |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: |
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| | | | 25% |
| **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: |
| **3. Increased confidence, knowledge, and skills of all staff in teaching PE and sport.**<br><br>Increased confidence, knowledge and skills of all staff in teaching PE and sport.<br><br>Increase the knowledge of the PE lead through relevant CPD. Give PE lead release time to support and coach other members of staff.<br><br>Ensure high quality teaching of PE | PE Coach and Pe Lead to develop PE across the school | £5120<br><br>(Cost of Technology for performance)<br><br>(Cost of CPD for PE Leader) | Ensure high quality Physical Education | PE Lead to monitor Impact during released subject time. |

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| throughout the school.<br><br>Development of their sporting skills and build confidence for those children who show a sporting talent. | Use of Technology – IPADs to build skills development and performance. To ensure children can use this to identify skill performance. | | | |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation:<br>0.05% |
| **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: |
| Additional achievements:<br><br>**4. Broader experience of a range of sports and activities offered to all pupils.**<br><br>Introduce pupils to a range of physical activity to keep them healthy.<br><br>Take part in sports festivals in partnership with other schools.<br><br>Provide quality coaching for extra-curricular sports clubs (lunchtime or after school) | Sports coach teaches our PE – where staff have the opportunity to observe these sessions and develop their PE skills knowledge.<br><br>Regular CPD for our PE Leader.<br><br>PE Lead and Coach to monitor and coach PE across the school. To support and advise during major events eg Sports day, Sporting competitions both intra and inter sports. | (funded from Key Indicator 3) | All staff to feel confident in teaching PE or offering occasional extra-curricular clubs.<br>All staff are kept up to date with latest physical wellbeing education<br><br>Feel confident as part of our pupil and staff wellbeing to offer recreational activities where possible.<br><br>Pupils feel confident in PE performance and can use information technology to improve physical fitness, skill development and well being. For staff | Engagement of all pupils in regular physical activity within lessons and extra-curricular uptake.<br><br>Staff meeting training time<br><br>Positive engagement in physical activity. Enjoyment of a physical activity.<br><br>Positive engagement with PE performance and skill development. To support and develop those Gifted and Talented sports persons within PE.<br><br>Regular monitoring by PE Leader at least termly. |

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| Additional achievements:<br><br>To promote team building and outdoor learning through forest schools, orienteering and activities weeks etc. Opportunities as part of CPD to develop a Forest School person for our rented field (permission needs to be sought through the landowner)<br><br>To visit a forest school site as an inspiration of us in the future developing our own forest school activity within our local area. | To develop pupils PE skill, motor development and coordination within sport. Use of technology within PE and sporting activities for children to refine and develop their own personal skill. (Purchase of IPads/ for performance, Dance, Gymnastics and skill development within PE)<br><br>Taster session at Hakeford woods – bush craft workshops. | | and pupils to identify skill and tactics within a specific sport.<br><br>Pupils' skills levels increased Pupil's enthusiasm for PE increased Teachers' confidence and knowledge to lead lessons is increased. | Questionnaire to be sent out to children and families about their views on fitness and wellbeing.<br><br>Pe Lead and Coach to monitor the impact and use of IT within PE and Performance within PE. |

| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation:<br>13% |
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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: |
| **5. Increased participation in competitive sport.**<br><br>Participation in district and local and county-wide competitions and festivals through membership to Somerset Activity and Sports Partnership (Sedgemoor Schools Subscription)<br><br>PE Coach and Pe Lead to organise inter and Intra sporting competitions across schools in the local area. | Membership of Sedgemoor package for Central Venue League Tournaments and Class Festivals Enter school teams into district league tournaments. Provide free sports clubs in the core sports to enable participation in Central venue League Competitions. | Membership<br>£750<br>£6.34 | Increase in sporting participation by all pupils. | PE leader to monitor the up take of pupils taking part in sporting activities. |

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| Use of Mini bus to take pupils to various sporting events across the year.<br><br>Support staff costs for taking children to events and driving mini bus (staff time implications/supply)<br><br>Rent of School field in order to host sporting events and for physical development and skill within PE | | £195<br><br>£428<br><br>£1000 | | |

| Signed off by | |
|---|---|
| Head Teacher: | Deborah Leach |
| Date: | 30/12 2023 |
| Subject Leader: | Miss A Edwards |
| Date: | 30/12/23 |
| Governor: | Kate Bown |
| Date: | |