

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding
Please complete the table below.

Total amount carried over from 2020/21	£6,940
Total amount allocated for 2021/22	£17,665
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3,548
Total amount allocated for 2022/23	£17,310
Total amount of funding for 2022/23 to be spent by July 2024	£20,858

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: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			45%	
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 to have the knowledge and skills necessary to confidently deliver high quality PE lessons.	<ul style="list-style-type: none"> Continue to invest in the Real PE Legacy Programme for schools continuing to use the Real Pe scheme of work. Organise modelled lessons from REAL PE coaches. Lessons to be videoed so that those who can't attend can also benefit from the training. Organise real PE staff meetings. Buy into further 'Real PE legacy – next steps' support for 2022/2023 for staff and PE leader. 	£9478	<p>There is consistency in the experiences all children receive during PE lessons. The use of a well-structured and sequential scheme of work is improving consistency of delivery across the school. This particular scheme of works facilitates the development of life skills that are in line with our school values, alongside their development of physical skills.</p>	<p>Continue to develop solid high, quality teaching and learning in PE. Continue to focus on: Ensuring every lesson in inclusive by ensuring the use of language and the environment makes every child feel valued. Ensuring we develop mechanisms to enable us to ensure children are working at the right level of challenge. Find ways to shift control and ownership for the development of skills to the children.</p>
Pupils to be motivated and inspired through access to high quality resources.	<ul style="list-style-type: none"> Review the resources needed and compare findings with the resources we have available. Order new resources in line with the real PE scheme of work. 		<p>Levels of activity in lessons are high as resourcing audits ensure pupils have access to ample resources and don't need to share items.</p>	<p>New staff will need to receive training from scratch. Existing teachers will need bespoke training so that we can continue to develop our PE provision. (Assessment – formative and summative, Learning nutrition, progress in in PE)</p>

Key indicator 2: 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:
				36%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 learn problem-solving skills whilst building positive relationships and improving communication skills.</p> <p>To have fun whilst being physically active.</p> <p>To develop pupil's confidence and self-esteem and to enhance their emotional, physical, and mental engagement in physical activity.</p>	<ul style="list-style-type: none"> - Appoint a new forest school leader and establish a team to support him/her. - Plan and implement a Forest school programme which will include: <ul style="list-style-type: none"> - Staff training and mentoring - Forest school sessions in T1,2 and 6 - Purchasing of resources -SMSA Training – OPAL Purchased new lunchtime resources to enhance the current provision. 	£7500	<p>During the cycle of forest school, pupil's resilience and growth mindset could be seen to improve. Play based around physical activity which is encouraged through Forest School, has helped to improve pupil's body control and co-ordination and overall body strength.</p> <p>Children are engaging in more focused play both using the resources provided and creating their own games. They need less direction and supervision from the SMSAs.</p> <p>SMSAs are beginning to take more responsibility for promoting physical activity at lunchtimes.</p> <p>SMSAs are more confident about why children may behave in certain ways and how we can support them.</p> <p>More children increasingly engaged</p>	<p>Consider formal forest school training for all members of staff involved.</p> <p>Consider offering forest school opportunities to all children across the school.</p> <p>Continue to review Lunchtime time resources to evaluate which resources work well and what new resources could be added to enhance the provision.</p> <p>Changes to staff at lunch times means further training will be needed.</p> <p>Not all SMSAs had the training. Further exploration of OPAL training to be explored.</p> <p>Train all new SMSA staff including LSAs who are taking on the lunchtime role.</p> <p>Visit other settings to explore their</p>
	Organised sports sessions with a sports			

Improve the quality of physical activity children engage in.	coach from Future Stars 3 x per week for the duration of each lunch time.		at lunchtimes in physical activities. The physical activity is more purposeful and impactful as it is structured by a trained sports coach.	lunchtime provision to see if there are anyways ours could be improved.
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Subject leader to have a clear knowledge of how to drive improvements in PE across the school</p> <p>All stakeholders have a clear knowledge of the vision for PE.</p>	<ul style="list-style-type: none"> Subject leader training via the National College Training programme Subject leadership training via the 'Leadership Matters' programme. REAL PE subject leader training <p>Review the intent for PE. Share with teachers during staff meeting, and Governors during a dedicated subject leadership meeting. Regular leadership meeting with senior leaders to feedback developments so far and areas for further developments.</p>	£1000	<p>Pupils engagement in PE lessons has continued to improve as children and teachers become increasingly confident with the lesson structure. The quality, quality and speed at which pupils acquire new skills is developing as the pace of lessons has improved due to teacher confidence growing.</p> <p>Children have continued to expand the range of their specific vocabulary and as a result, the quality of peer to peer feedback is getting stronger.</p> <p><i>The PE intent has been edited to remain current and up to date. It is used to drive PE forward.</i></p> <p><i>PE leader continues to have a clear vision of the direction PE needs to go in and is developing a knowledge of the steps that need to be taken to get there.</i></p>	<p>To maximise the possibilities of the new scheme of work we will continue to invest in real PE Legacy programme.</p> <p>We will continue to strength our PE provision through improving the quality of our use of their gym and dance scheme of work which may require further training for the subject leader and staff.</p> <p>The subject leader will evaluate the PE intent to ensure it continues to reflect the schools vision for the current cohort of pupils.</p> <p>Continue to meet regularly with governors to keep them up to date with developments in PE in the school and to share finding and next steps identified through</p>

	<ul style="list-style-type: none"> Investment in the Real PE Legacy programme until 2025 Subject leader to make links with PE leaders in other schools with the cluster area though bi-termly cluster meetings. 		<p><i>The renewal of investment in a high quality PE scheme of work that provides lots of CPD for the PE leader and staff continues to enable a positive change in the quality of PE provision across the school.</i></p> <p>Subject leader cluster meetings have created opportunities to seek knowledge, expertise and ideas which can then be put into place in our setting. This has been used to support action planning, sports premium spending, assessment opportunities etc.</p>	monitoring
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Enable children to develop skills that can be applied to a variety of sports.</p> <p>Create opportunities for children to experience a range of team games.</p>	<ul style="list-style-type: none"> Use real PE scheme of work to deliver high quality PE lessons. Children to have the opportunity to participate in team games at playtime and break – enhanced by the provision of the lunchtime trained sports coaches. Multi-skills after school clubs have run for Year 1 and 2 throughout the year. This clubs have had a good uptake. 	£2130	<p>See key indicator 2.</p> <p>Outside of PE, the focus of sport in school is still heavily weighted towards football. In the future this needs to be broadened so that children can apply the skills they acquire to a variety of sporting contexts.</p> <p>Children's have demonstrated a growing variety of skills that they have been taught when participating</p>	<p>Review the curriculum map and consider introducing a term that has a sport focus in addition to the skills based approach we primarily use.</p> <p>Change after school sports provider to match our in school additional physical activity</p>

	<p>Blocks of enrichment opportunities for all children across the school during their PE lessons. R – a term of Zumba and a term of Yoga. Year 1 – A term of Zumba, Year 2 – A term of Zumba.</p> <p>Paid for 2 x Pupil Premium places per sports club. (multi sport, yoga and Zumba)</p>		<p>in informal team games at lunch and break, sports day, after school clubs etc.</p> <p>Children enjoyed the enrichment during PE lessons so much that they then took up the offer to join Zumba and Yoga after school clubs. Therefore children increased the amount of physical activity they were getting each day.</p> <p>Enabled fairer access to the clubs. Enabled children to access the extra physical activity after school who may not otherwise have been able to.</p>	<p>provider.</p> <p>Further investigate opportunities for enrichment activities both within and outside of PE lessons.</p> <p>Continue to roll out this funding for future sports clubs.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Pupils to develop confidence and resilience through experiencing competition both against themselves and their personal bests and against their peers. Pupils to be aware of the benefits that healthy competition can bring about.</p> <p>Encourage children to want to participate in physical activity at lunchtime and out of school.</p>	<p>Organise sports day</p> <p>Within PE lessons, encourage pupils to try to be the best that they can be and compete with themselves to improve on personal bests.</p>	£750	<p>Children's attitudes towards competition within PE lessons have improved. They are able to think carefully about the goals they are trying to reach and how best to achieve them. They encourage their peers to do the best that they can and motivate each other through both their actions and their words.</p> <p>Children demonstrate they are able to apply the skills they have been developing in PE lessons.</p>	<p>As for last year - Develop inter-school competition links. See support to do this from external organisations.</p> <p>Explore sporting opportunities in the local community and see if they can come in and give demonstration lessons to encourage children to go along to their clubs.</p> <p>Investigate the opportunity to meet an athlete next year as we have done in the past.</p> <p>Consider use of communal displays to showcase clubs and attract pupil's interest in both provision in school and the wider community</p>