

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0 (overspent by £431)
Total amount allocated for 2021/22	£19,430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,510
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,510

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	78%
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	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	32%
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: 19,510	Date Updated: 21.6.23	
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: 42%
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:
All children, regardless of age, gender, physical ability, emotional development etc. will have access to appropriate indoor and outdoor provision which encompasses a range of physically and mentally stimulating activities, in order to ensure movement is a regular part of every day.	- Lunchtime equipment - Develop EYFS outdoor space - Provision of fine motor activities for playtimes and lunchtimes. - Reinstate pirate ship EYFS.	£250 £8,000	Teachers are planning activities utilising the pirate ship and surrounding area for learning, this had previously been unused for a number of years. The area has extended the EYFS outdoor provision opportunities significantly for both gross and motor skills development alongside personal, social and emotional development. Pupil perceptions indicated that the children both used and enjoyed the new equipment and area and felt safe to try new things and be adventurous. Teachers and support staff have indicated that they are using the provision more since improvements were made.	The EYFS area is set up and resourced for the foreseeable future. The fine motor skills area is always in use at break and lunch times by a range of children across EYFS and KS1. It is self-led so requires no additional input from adults and supports the additional fine motor skills interventions that are run in this key stage. Teachers have indicated improvements in identified children and the provision will continue indefinitely.

			All children have the opportunity to access a range of activities to develop fine motor skills which supplements the existing gross motor skill provision. This area has particularly appealed to the quieter children or those that feel uncomfortable with larger groups, engaging them in more physical activities at play times and lunchtimes and has also begun to be used for active learning opportunities beyond this. Observations of lunchtime play suggest that c. 90% of children engage in some form of physical activity during this time.	Whilst lunchtime equipment is being used and enjoyed by the children it is becoming increasingly expensive as items are frequently lost or broken. We have decided to revamp the provision next year to include a series of led activities run by our sports leaders, who will be responsible for equipment. This should result in fewer losses and breakages and will ensure that a full range of children engage across the week.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
9%

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:
PESSPA will be used to promote/reward positive behaviour	ITFC training for year 5/6 girls and boys and for year 3/4 boys – selection termly based on attitudes to school, attendance, behaviour in class, engagement in learning etc. Corporate image and pride developed through membership of	£1500 £200	Improvement in behaviour and attendance of certain children as they wish to attend the club and be part of school teams.	Continue with the club as it has been a huge incentive. We have created strong links with the club and coaches so can look to utilise this to offer further opportunities such as match tickets, team visits etc.

	sports teams – selection linked to behaviour and evidence of displaying core values			The use of team places as an incentive for positive changes in behaviour and improvements in school work will continue next year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
Up to date knowledge and understanding of current focus and approaches in PE to enable ongoing CPD, support, mentoring of teaching staff. Staff CPD in how to use equipment and in areas identified from monitoring.	Sports Coach and PE lead to attend Sports Conference 2023 Gymnastics training EYFS Training for PE lead (shadowing Sports Coach/ observing indoor and outdoor provision) Imoves renewed	£25 £600 £150 £1000	Pupil perceptions and lesson observations indicate that the quality of gymnastics teaching has improved and that teachers are utilising a range of skills and equipment to achieve learning objectives. Children enjoy their gymnastics lessons and there is clear progression across year groups. Dance provision continues to be topic focused and builds skills progressively year on year through the imoves scheme. Teachers demonstrate confidence in teaching dance and also in providing opportunities for the children to develop independence and creativity, using the imoves	PE lead continues to monitor teaching and learning and will book top up CPD sessions for gymnastics and dance to ensure continued excellence in provision. PE Lead and Sports Coach remain actively engaged with School Games and the provision for CPD they offer. PE Lead and Sports Coach will attend the Sports Conference annually to ensure they remain up to speed with current research and thinking re. sports and physical activity in school.

			programme as a starting point. PE Lead has a growing understanding of PE in EYFS although this is something that would like to be developed further, to develop understanding of progression from EYFS to KS1 within the new EYFS framework.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 35%
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:
Living Well Week: • Make links within the local community to encourage further take up of activity outside of school. • Offer activities not currently included in the curriculum. Equipment	Range of workshops tailored for all year groups from local sports groups, sports facilities and providers, wellbeing practitioners. Purchase equipment linked to school games opportunities and curriculum objectives	£6,000 £800	Pupil perceptions and discussions/feedback from staff and parents indicate that the Living Well week was extremely successful, with many children saying they would now go and try these activities as they were all available locally. A range of children have signed up for the summer camps offered by the providers following their sessions. A larger number of children have participated in a broader range of	Continue to promote external providers in the local area via dojo now that we have made links. Maintain equipment and replace in line with curriculum objectives and competition opportunities.

			school games opportunities with great success. Curriculum coverage is broad and the children access a range of activities across the time they are at the school. Observations of teaching and learning indicate that children are engaged and motivated and discussions following competitions suggest that children enjoy this aspect of sports and would like further opportunity to engage at this level.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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:

A broader range of children will have the opportunity to attend competitions and associated training. Tailored specific training sessions around competitions held locally. Attendance at a broader spectrum of competitions across key stages Enter A, B and C teams to extend offer to other children	Membership of School Games and IPSSA	£500	Increased participation in competitive sports by a wider range of children across both key stages. Raised aspirations in SEND children from successful Panathlon Events run by School Games.	Continue to pay in to IPSSA and School Games Membership as this opens a range of competitive opportunities to all children within the school.
	Finance transportation to and from events.	£1000		
	Provide supply cover for competitions in school time to free up sports coach and PE lead.	£2000	Achieved Gold Award	Culture of inclusion and attainability in competition embedded.
	St. Matthew's school team kits purchased to create sense of pride and achievement.	See indicator 2	Discussions following competitions demonstrates that children want to participate, have a positive attitude towards physical activity and see that they can be part of a team.	Renew memberships and ensure attendance at a broad range of events. Consult with parents regarding transportation to team events.

Signed off by	
Head Teacher:	D. Grater
Date:	14.7.23
Subject Leader:	S. Cooper
Date:	14.7.23
Governor:	D. Ramsay
Date:	14.7.23