

# 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 31<sup>st</sup> 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](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from prior to 2021/22	£5453
Total amount allocated for 2021/22	£18428
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18340
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18340

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	89%
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	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

## 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:	
<b>Key indicator 1:</b> 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:
				%
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:
Children to have regular activity throughout the day to help address the 60 active minutes a day through an active curriculum.	PE specialists have been used to work alongside members of staff for a term at a time. The specialist has worked with years 1 & 2, 3 & 4, 5 & 6 across indoor and outdoor PE. KS1 staff have undertaken active literacy CPD to develop confidence in delivering early active literacy skills. They have run play leader training as well as KS1 lunchtime club and a badminton club for KS2.	£6,800	Children have been more engaged in active playtimes. This has been supported by the upskilling of teaching staff and play leaders to provide new equipment and activities for the children to access.	Continue to work with sports specialists to upskill staff and increase confidence.
Children are to achieve their 60 active minutes a day whether summer or winter.	Active playtimes have been encouraged by introducing 'muddy football' throughout the year. Fold-up goals have been purchased to support small-sided year group games.	£1,007.93	KS2 boys and girls have been more engaged in active playtimes. Additional goals have allowed multiple games to be played at the same time, increasing the number to children able to participate.	Develop opportunities for KS1 to participate. Opportunity for KS2 play leaders to run activities for KS1 to increase their activity levels.

All children meet the desired 60 active minutes a day as well as accessing high quality coaching.	Many children do not access clubs outside of school so are at greater risk of not meeting their 60 active minutes a day. These children have been identified and encouraged to attend a coach run club before school.	£980	12 children attend tag rugby each week. They speak highly of the coach and the experiences that they gain when they are there.	Continue to maintain access to high quality coaching. Develop links to local clubs/ providers to widen the range of sports/activities children have access to. This will need time to research
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
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 are to meet the swimming age expected standards for year 6	Extra tuition is offered to those year 6 who are not on track to meet the expectations by the end of the year. In order for this tuition to be effective additional resources were purchased to ensure high engagement and appropriate scaffolding.  Swimming hats, equipment and passports purchased to ensure all children have access to achieving the expected standard.	£924	All children in the intervention met the age expected standards.	The same swimming coach is used each year, following the same successful format for the intervention producing high rates of success.
Sport is used a tool to create a sense of belonging and to develop communication skills and resilience	Additional gymnastics sessions were offered during the school week to develop communication skills and build resilience for a select group of children who found classroom learning a challenge.	£660 Bright Stars	Wellbeing monitored through use of Leuven scales. Time spent in the classroom increased. Emotional check-ins evidenced improved wellbeing.	Build on this in the next academic year by introducing a Yoga Club with a specific wellbeing focus.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	%

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:
Subject leads are kept up to date with the most recent best practice.	PE specialists (PASS) have been used to work alongside members of staff for a term at a time. The specialist has worked with years 1-6 with outdoor and indoor PE specific to the needs of the staff I that year group.  Sports coach (tag rugby, tennis), Nick Wilkinson, working with staff as regular opportunity for CPD.	£6800  £1820	6 members of staff have been mentored to deliver Dance, Athletics, active literacy, tag rugby and tennis to a higher standard. They have reported feeling much more confident in the delivery of the curriculum and assessment. They have commented how useful it has been to see an entire unit with a specialist and see how progression and differentiation is ensured.	To ensure all new staff are given the opportunity to be mentored in their specific area of need, so support is most appropriately placed.
All staff are confident delivering and accessing a curriculum that is considered at least good	PE specialists (PASS) have been used to work alongside members of staff for a term at a time. The specialist has worked with years 1-6 with outdoor and indoor PE specific to the needs of the staff I that year group.	£6800	6 members of staff have been mentored to deliver Dance, Athletics, active literacy to a higher standard. They have reported feeling much more confident in the delivery of the curriculum and assessment. They have commented how useful it has been to see an entire unit with a specialist and see how progression and differentiation is ensured.	To ensure all new staff are given the opportunity to be mentored in their specific area of need, so support is most appropriately placed.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
All children are to be offered a broad and balanced offering of progressive and sustainable curriculum.	Rugby, Tennis, Yoga and Physical activity and Sport Specialist teacher (PASS) have coached children across the school.	£6800 (PASS) £1820 (Nick Wilkinson) £660 Bright Stars	<p>Pupils have experienced a range of sports and activities through the teaching and coaching of professionals. Teaching staff have observed lessons and develop their subject knowledge.</p> <p>Pupils in year 5 have had the opportunity to play sports outside of the curriculum including: Tri golf, ultimate Frisbee, Kabaddi and badminton.</p> <p>KS1 have developed their fundamental skills, though active literacy and storytelling with PASS.</p> <p>EYFS have had the opportunity to develop physical development through balance bike lessons.</p>	Continue to develop opportunities for pupils to experience a range of different sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 to participate in competitive sport.	New format Sports day was supported by PASS teacher. Support was given to all pupils ( in particular EYFS and KS1) in the lead up to Sports day.	£6800 PASS ( accounted for above)	Pupils confidently participated in a variety of competitive activities, both in teams during carousel activities and individually in track events. Pupils showed a high level of support for each other, determination and growth mindset.	Ensure new staff learn the activities for the day and they have sufficient time to practice them with their class and year group/KS.
Children given opportunities to compete in inter sport competitions locally.	School football team to compete in the Tonbridge & Malling schools football league.	£30	Pupils participated in a series of football matches against other local schools.	Two teams at different ability levels to be entered into the league next academic year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	