

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](#).



Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17, 200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17, 230
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17, 230

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	N/A
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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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: £17, 230		Date Updated: July 2023	
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: 20%
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>*Sustain effective afternoon sports club provision through the continued employment of an experienced afternoon club manager/sports teacher.</p> <p>*Provide all pupils with the opportunity to attend an afternoon sports club (1.40pm-3pm).</p> <p>*Increase participation in after school sports clubs.</p>	<p>*PE leader and club manager to co-ordinate termly club timetable.</p> <p>*Club manager to ensure all year groups attend at least one weekly sports/physical activity club.</p> <p>*PE leader and club manager to evaluate impact of afternoon club delivery e.g. levels of engagement.</p> <p>*Club manager to plan for basic and fundamental movement skill development across all year groups.</p> <p>*Club manager to provide additional training for competitive sporting events.</p> <p>*All Active Academy coaches supporting development of KS1 and KS2 after school clubs.</p>		<p>£12, 000 - contribution to afternoon club manager/ sports teacher.</p> <p>£4000 – contribution to yoga teacher.</p> <p>£1089 SLE agreement with All Active Academy.</p> <p>£141 – equipment.</p> <p>Also impacting K12, K13, K14 and K15.</p> <p>As a result, above funding to be shared across all key indicators.</p>	<p>*100% children offered an afternoon sports club.</p> <p>*At least 80%+ children reached national expectation in all year groups (outcomes supported by the focus on fundamental movement skill development during afternoon clubs).</p>	<p>*Continue to increase girls' participation in after school sports clubs. Introduce a fitness/aerobics club in the autumn term.</p> <p>*Use pupil feedback from sports leaders to support girls' participation.</p>

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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: 20%
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:
*Continue to increase participation, specifically those who are less active, in PE and school sport.	<ul style="list-style-type: none"> *Change 4 Life archery club (accessed through All Active Academy Sports Network) to target after school club children to increase physical activity. *KS1 and KS2 football club introduced from spring term following parent feedback. Run by external coach and supported by BFS staff. *Play leaders trained and to run daily sessions during afternoon playtimes. *Fully operational School Games Day with individual races and team sports providing competitive opportunities for YN-Y4. *Annual meeting with school governor to review PE/school sport offer. 	See above.	<ul style="list-style-type: none"> *100% pupils attended at least 1 inter school sports competition. *100% pupils engaged in intra school competition including whole school wake and shake. *Increased participation in after school sports/physical activity clubs. *Football club at full capacity in the spring and summer terms. *Positive feedback for play Leaders from pupil discussions (summer 2023). *Governor report issued in July 2023 charting progress for the year including increase in participation in after school clubs. 	Open fitness/aerobics club in the autumn term.
*Develop comprehensive evidence bank for PE/sport.	<ul style="list-style-type: none"> *Inform staff through professional development meeting. *Organise folders on school network. *PE leader monitor collection of evidence. *Evidence used to make end of unit/end of year judgements. *PE leader to use evidence for moderation between local schools. *Evidence used as part of governor review. 	See above.	<ul style="list-style-type: none"> *Range of evidence collected for all classes. *Evidence used by class teachers and PE leader to moderate judgements. *Evidence used to moderate judgements in gymnastics and dance at local school moderation. *Evidence used to create a bespoke balance progression document for BFS. *Evidence used to support discussions as part of annual governor subject review. 	*Use evidence collection to support staff CPD, particularly ECT.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
*Develop confidence, skills and knowledge of Early Career Teacher.	<p>*PE leader to plan comprehensive CPD opportunities (gymnastics, dance, games and OAA).</p> <p>*External sports coaches to develop knowledge and skills in new sports (Chance to Shine cricket).</p> <p>*PE leader to organise professional development meeting to support matched provision in PE.</p> <p>*PE leader to organise dance festival, through partnership with All Active Academy, with involvement of ECT.</p>	See above.	<p>*Improved confidence and knowledge/skills of Early Career Teacher.</p> <p>*Developed understanding and confidence to plan, teach and assess PE lessons.</p> <p>*Increased confidence of teacher to lead a performance-based activity at a festival.</p>	*PE leader to co-ordinate training for new teacher starting in September 2023.

<p>*Train play leaders to ensure safe, happy and active playtimes.</p>	<p>*PE leader to organise play leader training. *Year 4 children to attend play leader training through All Active Academy. *Year 4 to attend termly play leader meetings with PE Lead. *PE leader to monitor play leading sessions during afternoon playtime. *Inform parents of the role of play leaders through PE newsletter.</p>	<p>See above</p>	<p>*Play leaders supporting safe, happy and active playtimes. *PE Lead monitoring shows that play leaders are supporting some of the most vulnerable children in school e.g. children with SEND. Positive feedback from pupil discussions. *Reduced use of friendship bench during afternoon club playtimes. *PE newsletter issued in spring 2023.</p>	<p>*Elect Year 4 play leaders for 2023-2024 and organise training in autumn 2023.</p>
<p>*Develop role of Sports Leaders in school.</p>	<p>*Year 3 and Year 4 pupils to be selected for Sports leaders by teachers and children. *PE leader to organise termly meetings. *Sports leaders to support pupil voice in school. *Sports leaders to film new wake and shake videos to support whole school fitness. *Sports leaders to support running of School Games Day. *Sports leaders to maintain organisation of PE equipment. *Inform parents of the role of sports leaders through PE newsletter.</p>	<p>See above.</p>	<p>*Sports leaders attended half termly meetings which included training, pupil voice feedback and activities to develop the PE and Sport offer in school. *Sports leaders were involved in developing pupil voice e.g. asking pupils about the after-school club offer with a particular focus on girls' interests. *New wake and shake filmed by sports leaders and used by all year groups. *Sports leaders judged the final wake and shake competition. *Sports leaders supported the running of School Games Day including setting up equipment and acting as marshals during the final Year 4 event. *Sports leaders maintained the organisation of the small PE shed. *PE newsletter issued spring 2023.</p>	<p>*Elect Year 3 and Year 4 sports leaders for 2023-2024. Further develop their role in School Games Day and level 1 school events.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
*Continue to increase opportunities for after-school physical activity/sports clubs.	*Offer new clubs to appeal to the children and increase participation in after-school clubs. *Inform parents of after-school sports clubs.	See above.	*Range of clubs offered including KS1 sports club, team games club for Years 2-4 and dance club. *New football club, delivered by external coach and supported by BFS staff, introduced in the spring term and now a permanent fixture of the club timetable. This club is at full capacity. *Change 4 Life archery sessions delivered through After School Club.	*Use pupil voice feedback to inform the BFS sports club offer e.g. dance/cheerleading. *Increase the number of girls attending football sessions through partnership with All Active Academy and local girls' football teams e.g. taster sessions.
*Develop use of specialist coaches within the PE curriculum.	*PE leader to organise Chance to Shine Cricket sessions for all year groups (YR-Y4). *Yoga teacher assigned to all year groups through afternoon club delivery. *PE leader to monitor sessions, gather feedback from staff and assess levels of engagement.	See above	*All children in Year R-Year 4 participated in a 6-week block of sessions with Chance to Shine Cricket (summer term). *Children signposted to local cricket clubs. *Development of teacher skills/knowledge and confidence through practical cricket CPD. *Positive feedback from children and staff with high levels of engagement. *Mindfulness and yoga sessions for all year groups as part of afternoon club delivery. Positive feedback from children and staff.	*Use staff questionnaire to determine staff CPD needs and organise specialist coaches for 2023-2024 e.g. racket sports.

*Develop participation in festivals and competitions in a range of sports.	*All children (YR-Y4) to attend at least one level 2 sporting competition. *PE leader to organise timetable of sporting events. *PE leader to investigate new sporting opportunities.	See above	*All children attended competitive events in a range of sports including cross country, bellboating, gymnastics dance and multi-skills. *YR attended a skateboard and scootering festival for the first time. *YN participated in an EYs sports event on site.	*PE leader to continue to investigate new sporting opportunities e.g. mini red tennis events, tri-golf through All Active Academy support.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
*Develop increased participation in competitive sport through School Games Day.	*Ensure staff are aware of key changes through professional development meeting and email correspondence. *Organise track events and team games. *Introduce level 0 events to support personal competition. *Lead professional development meeting around matched provision with a focus on School Games Day (progression within and between events). *Create resources to aid successful implementation e.g. timetable, map.	See above.	*All children (YR-Y4) were given the opportunity to participate in track and team sports. *YN participated in track events in their own EYs sports event. *Increased opportunities for level 0 competition, particularly through multi-skills event. *Matched provision enabled all groups of learners to participate. *Sports leaders supported the successful running of the event.	*Further develop role of sports leaders in School Games Day.

Signed off by	
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Date:	27 th July 2023
Subject Leader:	Fleur Webb
Date:	27 th July 2023
Governor:	Dr Hugh Evans
Date:	27 th July 2023