

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 2024.**

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 2024. To see an example of how to complete the table please click [HERE](#).



Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£17, 230
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17, 210
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17, 210

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/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: 2023/24		Total fund allocated: £17, 210		Date Updated: July 2024		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>*Sustain effective afternoon sports club provision by ensuring a successful transition to a new afternoon club leader/teacher.</p> <p>*Provide all pupils with the opportunity to attend an afternoon sports club (1.40pm-3pm).</p> <p>*Provide additional opportunities for after school sports clubs.</p>		<p>*PE lead and club manager to co-ordinate termly club timetable.</p> <p>*Club manager to ensure all children attend at least one weekly sports/physical activity club.</p> <p>*PE lead 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>£1107 SLE agreement with All Active Academy.</p> <p>£103 – equipment.</p> <p>Also impacting KI2, KI3, KI4 and KI5.</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>*Most year groups with at least 80% working at the national expectation. Some year groups achieving 30% greater depth.</p>
Sustainability and suggested next steps:		*Continue to increase access to after-school sports clubs for Key Stage 1. Rugby Tots to start in September 2024.				

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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.	<p>*Sports Leaders organise Fun Run (Golden Mile) to raise money for PE and school support.</p> <p>*Change 4 Life club (accessed through All Active Academy Sports Network) to increase physical activity for after school club children.</p> <p>*Fitness Club introduced for Key Stage 1 in the autumn term.</p> <p>*KS1 and KS2 football club delivered for the whole year. Run by external coach and supported by BFS staff.</p> <p>*Play leaders trained and to run daily sessions during afternoon playtimes.</p> <p>*Fully operational School Games Day with individual races and team sports providing competitive opportunities for YN-Y4.</p> <p>*Annual meeting with school governor to review PE/school sport offer.</p>	See above.	<p>*100% pupils participate in Fun Run.</p> <p>*100% pupils attended at least 1 inter school sports competition.</p> <p>*Year 2 selected to dance at Worcestershire Summer School Games, July 2024.</p> <p>*100% pupils engaged in intra school competition including whole school wake and shake.</p> <p>*Increased participation in after school sports/physical activity clubs.</p> <p>*Governor meeting to share progress – Summer 2024.</p>	<p>*Sports Leaders to organise annual fundraising event for all year groups.</p> <p>*Track physical activity of children receiving pupil premium. Target intervention to increase physical activity beyond 30 minutes expectation.</p>
*Sustain comprehensive evidence bank for PE/sport.	<p>*Inform staff through professional development meeting.</p> <p>*Organise folders on school network.</p> <p>*PE leader monitor collection of evidence.</p> <p>*Evidence used to make end of unit/end of year judgements.</p>	See above.	<p>*Range of evidence collected for all classes.</p> <p>*Evidence used by class teachers and PE lead to moderate judgements.</p> <p>*Evidence used to support discussions as part of annual governor subject</p>	*Use evidence collection to support staff CPD, particularly ECT.

	*Evidence used as part of governor review.		review.	
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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.	<ul style="list-style-type: none"> *PE lead to plan CPD opportunities through All Active Academy and internal school support. *PE lead to support planning, lesson delivery and assessment. *ECT to observe gymnastics lesson delivered by PE lead. *ECT to participate in gymnastics session led by Active Academy as part of whole teaching staff training. *ECT to work alongside experienced teacher to plan dance lessons for a dance festival. 	See above.	<ul style="list-style-type: none"> *Improved confidence and knowledge/skills of Early Career Teacher. *Developed understanding and confidence to plan, teach and assess PE lessons. *Year 2 participated in a local dance festival and were invited to perform in the Worcestershire Summer School Games, July 2024. 	*PE lead to co-ordinate training for new teacher starting in September 2024 and second year ECT.

<p>Enhance CPD for gymnastics to update skills and knowledge.</p>	<p>*PE lead to organise training with All Active Academy.</p> <p>*PE lead to invite all teachers, afternoon club manager, PPA cover teacher and group provision lead to training (all attended).</p>	<p>See above.</p>	<p>*Improved knowledge and skills for teachers from Early Years to Key Stage 2.</p> <p>*Training reported to parents through School PE/Sport newsletter.</p> <p>*Activities to improve core strength (noted as barrier to progress in gymnastics) introduced in PE lessons, assembly and afternoon clubs.</p>	<p>*PE lead to monitor standards and progress for gymnastics through planning and work scrutiny in the spring term. Determine impact of CPD.</p>
<p>*Train play leaders to ensure safe, happy and active playtimes.</p>	<p>*PE leader to organise play leader training.</p> <p>*Year 4 children to attend play leader training through All Active Academy.</p> <p>*Year 4 to attend termly play leader meetings with PE Lead.</p> <p>*PE leader to monitor play leading sessions during afternoon playtime.</p> <p>*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.</p> <p>*PE Lead monitoring shows that play leaders represent and support some of the most vulnerable children in school e.g. children with SEND.</p> <p>*Reduced use of friendship bench during afternoon club playtimes.</p> <p>*PE newsletter issued in summer 2024.</p>	<p>*Elect Year 4 play leaders for 2024-2025 and organise training in autumn 2024.</p>
<p>*Develop role of sports leaders in school.</p>	<p>*Year 3 and Year 4 pupils selected as sports leaders by teachers and children.</p> <p>*PE leader to organise termly meetings.</p> <p>*Sports leaders to support pupil voice in school.</p> <p>*Sports leaders to organise whole school fundraising event (spring 2024).</p> <p>*Sports leaders to support running of School Games Day.</p> <p>*Inform parents of the role of sports leaders through PE newsletter.</p>	<p>See above.</p>	<p>*Sports leaders attended training with Tracey Freer, School Games Organiser for All Active Academy (autumn, 2004).</p> <p>*Sports leaders attended half termly meetings which included pupil voice feedback and activities to develop the PE and Sport offer in school.</p> <p>*Sports leaders were involved in developing pupil voice e.g. asking pupils about the after-school club offer.</p> <p>*Fun Run in spring 2024.</p> <p>*Sports leaders judge every wake and shake competition.</p> <p>*Sports leaders supported the running of School Games Day including setting up equipment and acting as marshals during</p>	<p>*Elect Year 3 and Year 4 sports leaders for 2024-2025. Organise training through All Active Academy.</p>

			the final Year 4 event and supporting Reception in multi skills. *PE newsletter issued spring 2024.	
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.	* KS1 fitness club and football club for KS1 and KS2. *Change 4 Life sessions delivered through After School Club.	*Continue to increase access to after-school sports clubs for Key Stage 1. Rugby Tots to start in September 2024.
*Develop use of specialist coaches within the PE curriculum.	*PE leader to organise gymnastics CPD through All Active Academy. *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	*Development of teacher skills/knowledge and confidence through gymnastics CPD. *Mindfulness and yoga sessions as part of afternoon club delivery. Positive feedback from children and staff.	*Investigate use of external coaches to support curriculum delivery (team teaching).

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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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
*Sustain 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. *Continue level 0 events to support personal competition. *Create resources to aid successful implementation e.g. timetable, map.	Funding allocated: See above	*All children (YR-Y4) participated 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 marshalled Year 4 long distance run and supported Year R multi skills.	* PE lead to use keep in touch days to lead and organise School Games Day, 2025.

<p>*Sustain participation in festivals and competitions in a range of sports.</p>	<p>*All children (YR-Y4) to attend at least one level 2 sporting competition. *PE lead to organise timetable of sporting events. *PE lead to investigate new sporting opportunities.</p>	<p>See above</p>	<p>*All children attended competitive events in a range of sports including athletics, multi skills, hockey, gymnastics and dance. *Year 3 attended local school network athletics event. *YR attended infant agility festival. *YN participated in an EYs sports event on site and Fun Run.</p>	<p>*Develop staff knowledge of School Games competition formats for PE lessons and after school clubs.</p>
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Signed off by	
Head Teacher:	Anna Moss
Date:	15 th July 2024
Subject Leader:	Fleur Webb
Date:	15 th July 2024
Governor:	Mrs I Welch
Date:	15 th July 2024