The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by: association for Physical Education, Active Partnerships, YOUTH SPORT TRUST
Supported by: SPORT ENGLAND LOTTERY FUNDED, UK COACHING, UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£21,006.00
Total amount allocated for 2021/22	£35,152.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£21,006.00
Total amount allocated for 2022/23	£37,941.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,935.00 (£5, 686.40 rollover onto 2023-2024)

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	55% (6 out of 11 children)
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	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (priority focus)

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?	*£250 has been committed for 'catch up' swimming to support current Y5's who have not yet met the statutory requirements.* *Unfortunately, due to staffing and management issues within school, it was not possible to action this for our current Y6's.*

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:**		
Key indicator 1: 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: 25%
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:
That all children have the opportunity to take part in structured, physical activities at lunchtime, increasing their overall activity levels.	*Lunchtime activities planned, and run by Sports Council members, with support from School Council members, one lunchtime a week. NB: PHSports were going to run lunchtime activities for 2 lunchtimes each week but were unable to provide staffing.*	*£3,040.00 committed.*	*The 2 councils have done a great job of running a range of activities, including obstacle courses, for the whole school. Many children have got involved in different activities, playing more actively, and practicing skills that they may have done otherwise. They have had fun whilst doing this & the bond between the older children & the younger children has been strengthened.*	*If money is not available for lunchtime provision, this can successfully be run on a smaller scale, by the 2 councils, with no cost commitment.*
That all children have the opportunity to take part in fun, physical, lunchtime activities, increasing their overall activity levels (whilst reducing the likelihood of rough play) with pupil voice involved in the purchasing of new equipment.	*The School Council spoke with each class, then put together a shopping list of playtime equipment, which was purchased & stored in the School Council shed, specifically for break times. This included things like bouncy hoppers & French*	*£3, 356.88**		

	skipping.			
That all children can take part in structured, physical activities after school, increasing their overall activity levels & introducing them to new activities.	*Weekly after sch KS1 Sports club run by Icansport.* *Weekly after sch KS2 Sports club run by PHSports.*	*KS1 costs included above.* *£1,541.78*	*EYFS & KS1 children took part in the club, experiencing gymnastics, dance, multi skills & games, enhancing their fundamental movements kills, raising their activity levels, encouraging confidence & team work. The KS2 club was hampered by staffing issues but is now back on track.*	*To continue as part of the agreed fees & contract with Clive. (see previous comment re sustainability)*
That all children take part in 2 structured & timetabled PE lessons each week, covering 2 different areas of the PE curriculum. Each lesson is timetabled for 1 hour.	*Timetable produced by the Subject Lead, for the 2 year rolling PE programme run in school.*	*£0.00*	*Cycle A of the timetable has been effectively implemented this year & links directly to Cycle A of the Skills Progression & Assessment documents. The 2 year rolling programme ensures that all aspects are covered, without the need for unnecessary repetition.*	*Cycle B of the timetable will be built into the long-term planning for next year. (Active learning is in addition to this & is detailed in individual teacher's plans.)*
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16%
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:

For children to have fun, whilst engaged in physical, outdoor activity that promotes all areas of the curriculum and personal development, increasing engagement and learning.	*Adventure day, involving fire building, water propelled rocket making and launching, parachute egg drops, teamwork and problem solving delivered by H5 for all, with different, age-appropriate activities for each team.*	*£2,495.00*	*Superb engagement from all learners, including those who are harder to engage. Lots of enthusiasm, discussion and remembering of learning, even by the youngest children, who recounted it all in some detail, the following day.*	*%* *H5 Adventure days have enhanced our Outdoor & Adventurous activity. In the absence of funding, we would look to Friends (PTA) to fund these valuable sessions.*
For staff to access fully resourced & adaptable activities that support active learning in English & Maths, enabling them to easily deliver active sessions as part of children's regular learning in core subjects, reducing the time children spend sat at a table & marking workload for staff.	*Teach Active membership*	*£2,500 (£1,250 spent & £1,250 committed)*	*Staff regularly delivering active learning sessions, not just in Eng & Maths but in all core and foundation subjects. Children's enjoyment of activities has increased along with their engagement. Y6 SAT's results were strong, indicating that our approach is working. Work/life balance supported for staff by reducing marking, leading to more energised & enthusiastic staff.*	*Teach Active subscription has been agreed for 3 years. Staff will then have a bank of ideas & resources they can continue to use & adapt, if the subscription is not renewed.*
To raise and value the importance of staff welfare & mental health, at the end of the school year, enabling all staff to find an hour of calmness, in which to stretch, relax & de-stress.	*Yoga session provided by external coach, in staff meeting time.*	*£40.00*	*All teaching staff, some TA's & the Admin Officer took part in the session. All enjoyed it & found it beneficial, with improved mood impacting positively on their work.*	
To apply for the School Games Award, raising & celebrating the achievements of sport in the whole school community.	*Evidence gathered & the application made.*	*£0.00*	*Gold award achieved for the first time! We are very proud of this external recognition of our achievements in sport & PE.*	*To continue applying for the award, aiming to sustain Gold!*

To raise the profile of PE and sport in school, celebrating achievements, whilst showcasing teaching and progression throughout school, for all to see.	*Full size subject boards established for all subjects, including PE, which previously has a small school leaders board and some window/corridor wall around it.*	*£0.00*	*Subject board established at the start of Term 2, with lots of current photos showing each Team taking part in PE lessons from the previous term. This clearly showed progression & was a talking point for children.*	*A temporary change in management led to display taking a different focus for the middle part of the year but is now back on track & is easily sustainable, through non-contact subject leader time.*
To ensure that children develop enquiry skills and enthusiasm for learning in all subject areas, including PE.	*Staff to use key questions in their subject planning and pose questions to the children, that encourage enquiry.*	*£0.00*	*Acting on external advice, staff have worked hard to bring open ended, focus questions into all area of learning throughout the school. This has helped children to be engaged and to ask questions themselves, thus furthering their knowledge & understanding.*	*Staff to continue working in this way, with questions often written on tables, whiteboards, Powerpoints etc with the materials & opportunities for the children to respond.*
To ensure that children know the area of learning they are engaging in, thus raising their awareness of the subject and any related job role; along with a belief that they can take on these roles.	*Staff inform the children that they are being gymnasts, athletes etc, challenging any stereotypical views.*	*£0.00*	*Acting on external advice, staff have made a conscious effort to inform the children of this. Children have been able to use this vocabulary in their own conversations and talk about being gymnasts etc in a positive and confident way, thus raising their self-esteem.*	*Staff to continue working in this way. Further enhancement could involve simple props for the younger children, to help them understand/remember.*
To ensure that children are given lots of opportunities for movement, to help support their health & well-being.	*Active learning breaks built into the day, active learning opportunities in all subjects provided, free flow for EYFS & daily outdoor learning opportunities for KS1to support all subjects. Active, hands on, practical learning planned into KS2 work, particularly when concepts are introduced or being consolidated.*	*£0.00*	*Movement has been shown to help calm, & increase alertness in infants. Exercise also releases endorphins. The feel good factor helps children to be ready for learning, which in turn, promotes attainment. Brain breaks allow for concentration levels to be raised. This year's Reception cohort made strong progress*	*Staff to continue working in this way.*

			from their starting points, Y2 SAT results were stronger than anticipated, as were Y6.	
To ensure that achievements and experiences inside & outside of school are celebrated, thus raising self-esteem, whilst valuing all subject areas.	*Children share their achievements and experiences in celebration assembly, showing medals & certificates, talking about their participation etc.*	*£0.00*	*Nearly all children are confident to speak to the whole school & receive a round of applause. This reinforces their achievement & raises self-esteem, which has a positive effect on their readiness to learn.*	*Celebration assemblies to continue next year.*
For PE & active learning opportunities to be promoted at home, as well as in school.	*PE & active learning tasks included in the Pic n' mix homework options each term, for all children, except EYFS.*	*£0.00*	*The active learning & physical homework challenges have proved very popular. Children have practiced a wide range of skills, created their own games & so on, impressing staff with their enthusiasm & quality of work. This has helped families to see the positive effect this approach has on their children as learners.*	*This approach to homework will continue next year.*

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 31%
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:
Skills based curriculum supported by whole school Skills Progression &	*Activities planned to facilitate the next step(s) in the Skills*	*Small step progression and*	*Staff more confident in seeing how skills from the Progression*	*Cycle B of the curriculum will be trialed from Sept 202- July*

Assessment documents, written during the last academic year & trialed this year for Cycle A.	*Progression documents.*	*individual yr group expectations in mixed age classes much clearer and explicit.*	*document can be delivered in practice. Children's level of skill assessed more accurately and moderated with our Sports coach. Skill progression and children's experience of PE throughout school, more consistent. Refined levels of expectation in mixed age classes.*	*2024..*
Weekly CPD from Clive Tanner, Ican sport, throughout the year, plus enhanced assessment opportunities.	*Staff working alongside Clive during lessons.*	*£5,585.15 plus an additional £2,792.59 (aprox) committed for Sept 2023-July 2024*	*As above. There is a large turnover of staff this year, in addition to staff moving to different year groups/curriculums (eg NC to EYFS) as well. To support new staff & ensure that all are up-skilled, Clive will be delivering an extra half a day's coaching per week in EYFS/KS1.*	*Roll over calculated to cover the cost of Icanpsort.*
CPD from other sports specialists, eg Jenna Malloy, Dance coach, Yoga coaches.	*Staff observing & working alongside coaches during lessons, to enhance the experience and input for teaching & assessment.*	*£949.00*	*Children & staff benefiting from specialist skills and knowledge. KS2 took part in a Dance Festival- this is the first time Y3&4 have participated.*	*Staff up-skilled and confident to continue teaching in the absence of coaches.*
For the subject lead to have up to date training & information to share with & enthuse staff.	*Health & Well-being subject lead attended the Fortius PE Conference & a Fortius workshop.*	*£190.00*	*The subject lead was very enthused , trialed new ideas in sch & reported back to staff, keeping teaching fresh & engaging for the children.*	*Bi-annual attendance at the conference & annual attendance at the summer training would be optimal.*

For staff to be supported in their delivery of PSHE teaching, mental health awareness & general well-being for the children.	*SCARF subscription.*	*£365.00*	*SCARF is a very easy scheme to use & is well liked by children & staff. Weekly lessons take place in all teams.*	*Annual subscription to be renewed in the Autumn term.*
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29%
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:
Additional achievements:				
To build on the success of the EYFS monkey bars, increasing activity levels in a way that will benefit all children in terms of strength, co-ordination, self-challenge, problem solving and perseverance. ?% *With regular checks, the wall should last many years. Specific activities can be devised to maintain interest and add a new dimension eg speed trail trials.*	*Installation of traversing wall.*	*£4,500.00*	*Children being more active, enjoying a new activity, developing co-ordination, problem solving skills, purple learner skills, finger and arm strength. Older children supporting younger children, enhancing a sense of community.*	With regular checks, the wall should last many years. Specific activities can be devised to maintain interest and add a new dimension eg speed trail trials.
Yoga built into our PE offer for all, enhancing the mental health & well-being education & support we offer.	*One term of Yoga for each team, delivered by Yoga coaches who specialize in working with primary ages. Teachers and children, able to replicate and build on this*	*Cost included in previous section*	*Children using their learning to help them relax and to cope better with situations they find stressful. When coping strategies are discussed, Yoga, mindfulness &*	*Yoga coaching has enhanced our 2 year rolling PE-programme, currently funded by PE Premium, with teachers gaining CPD to continue it, if*

	throughout the year.		*controlled breathing are cited.*	*funding stops.*
To develop personal and inter-personal skills, through physical challenge and time away from home, building a strong class team at the beginning of the school year.	*Year 5 & 6 residential visit to Braeside.*	*£785.00*	*PE grant spend to enable all children to access the residential, including Pupil Premium & vulnerable families. Children surprised themselves with their achievements, giving them a confidence boost and greater maturity. Relationships were strengthened. All of this helped children to be in a good place, ready to learn. It also enabled their new class teacher to get to know the children very quickly & for her to build a strong relationship with them all.*	*Parental contributions largely support this. Top up funding to promote equal opportunity could be sought from the Governors fund, if needed.*
For our oldest children, who are just beginning to do things more independently, to have the knowledge & skills to cycle safely.	*Bikeability*	*£74.20*	*All Y6 children took part and successfully passed the course, increasing their knowledge & understanding of cycle safety.*	*Bikeability enhances the PE offer for our Y6 children. In the absence of PE funding, Friends (PTA) would be asked to support this important, life skills teaching.*
Fencing built into the PE offer for Y5 and 6, enhancing involvement and engagement for all, by offering an alternative sport, that appeals to those less inclined towards traditional team sports.	*Neil Bromley, Fencing Caoch at Swindon Fencing club, employed to provide equipment and deliver sessions that classroom staff support.*	*£840.00*	*All children positively engaged. All children gained their Level 1 Sabre award & gained skills towards their Level 3 Foil award.*	*As there is no staff member qualified to teach Fencing, this would only be sustainable if alternate funding could be found. Fencing to continue whilst the PE funding is available. Strong links established with Neil, would hopefully allow for 'taster' sessions if funding was withdrawn.*

To give all children enhanced outdoor and adventurous opportunities, including water- based activities, growing their awareness of water safety, teamwork and resilience, applying classroom-based learning to practical situations.	*Team visits to H5 Adventure facilities at Thornhill.*	*£2,850.00*	*A very positive experience for all children. Some overcame their fear of being in a craft on water, others were able to demonstrate skills and attitudes they do not normally get to show and many displayed increased maturity and/or advanced problem solving skills.*	*Strong relationship developed with H5 Adventure which we will continue to build on.*
For Sports Council members to organise a sporting event for the whole school.	*In response to the Turkey/Syria earthquake, the Sports Council, supported by School Council, organised a fund-raising day, where the children all took part in fun, physical activities they had planned & ran on the day, supported by our sports coach & the subject lead.*	*£0.00*	*All children took part enthusiastically & really enjoyed taking part in fun activities, they don't usually get to do in school. This included a few mini competitions. Over £100 being raised. Our young leaders experienced planning, organising & running a very successful, large scale event, developing their confidence & young leader skills.*	*Next year's newly elected Sports Council members will continue to have a high profile in school, with an active pupil voice.*

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	0.5%

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:
That all children in our small, village school have enhanced opportunities to participate in competitive sport with other local schools, and experience a variety of venue and facilities, including secondary schools.	*Contribution to North Wilts Sports Cluster.*	*£100.00*	*Wide variety of tournaments and festivals entered through the N Wilts Sports Cluster, including cricket, cross country, orienteering and athletics. Success and defeat experienced, developing children's resilience, teamwork and good sporting conduct.*	*Membership of the NW Sports Cluster and engagement in the opportunities it offers, to continue.*
That children with additional physical needs, our very youngest children and those who need extra support in building their skills, are enabled to readily experience success in competitive/challenge situations, alongside their peers.	*Resources order included specific items for children with additional physical needs, based on observations of the children & discussions with our sports coach. This included textured, extra grip balls in a range of sizes.*	Spend included in* budget (Key indicator 1)	*Raised confidence of the target group in their basic skills, enabling them to compete and take part in challenges, on more equal terms with others, thus allowing them to enjoy competitive play and want to participate more fully in it.*	*Resources purchased should last for several years & are maintained by the Sports Council.*
In response to pupil voice, each unit of PE delivered by our sports coach, ends with a mini competition/game, particularly in KS1, where teaching focuses more on skills acquisition.	*Competition/game play built into each unit of planning delivered by Clive.*	£0.00	*Children taking part in more competitive sport/games play. Our youngest children are learning to work as part of a team & follow simple games rules.*	*This approach to be continued & could be extended, where appropriate into other areas, eg a Strictly style dance off.*

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	*Nicki Brice*
Date:	July 2023
Governor:	
Date:	