

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. **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	£5000
Total amount allocated for 2021/22	£23,295
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,130
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,130

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	N/A%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A%
<p>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?</p>	No

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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 <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: 86%
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?:	
Service level agreement with All Active Academy to help provide opportunities for regular physical activity	School to receive support from AAA including; access to all opportunities outlined in this SLA, centralised calendar of opportunities, regular communication promoting updates and opportunities, half termly PE coordinator meetings and shared resources and skills.		£2150.00	An enhanced, established PE curriculum delivered to all pupils by all staff. Regular communication with Bromsgrove PE leads. Attended PE meetings delivered by AAA Links established with the local Middle School to deliver Sports Day and transition events. Year 1,2,3,4 have attended sports festivals delivered by AAA	
New PE resources to ensure all pupils have access to high quality equipment to be used when teaching Outdoor PE.	Purchase of additional PE resources to support PE sessions e.g. balls, beanbags, quoits. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.		£3000	PE lessons are active and engaging for all children New PE planning allows children to learn new skills that build on their REAL PE skills and apply them to a specific sport. E.g sending and receiving in REAL PE transfers to netball	
				Sustainability and suggested next steps:	
				Continue to build links between our school and the local community. Continue to participate in local competitions providing opportunities to all pupils.	
				As children move into a new year group, they will build on their skills they have previously learnt. The skills children will learn next will continue to be taught in a progressive sequence	

Creation of new playground Trim Trail to increase the space to play and remain active at playtimes.	School will purchase equipment to enhance children's opportunities to be physically active during their school day.	£10,000	A significant increase in opportunities to be physically active Children's emotional well being has improved Active and focused playtimes Year 2 child quote "I enjoy playing with my friends on the clatter bridge" Year 3 "I couldn't do a roll over on the bars but I practiced and practiced now I'm really good at it."	Children will continue to have opportunities to use the trim trail Introduce children who are less active using the trim trail to increase their physical activity
Continue to facilitate organised opportunities for active sessions at lunch. To raise activity levels at lunchtimes.	Play leaders will facilitate active lunchtimes by leading games and activities. All years across the school will have play equipment boxes with sports equipment to freely use during lunchtimes.	£400	Play leaders have been effective in leading games and activities during break times. Year 4 play leader "I have loved being a play leader. It has helped develop my confidence talking to children and showing younger children how to play games"	Continue using Play Leaders in year 4 to develop Year 4's leadership, confidence and communication skills and increase physical activity for younger children
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
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:

To provide staff with training and guidance in supporting pupils with mental and physical well-being focusing on using 'Zones of regulations' .	All staff to attend whole school training courses targeted around supporting children's and adults health and wellbeing.	£1000	Zones of regulations is effectively used across all classrooms. Children can confidently talk about their emotions, colour zones and express how they are feeling when they have expected and unexpected emotions	Children will continue to use Zones of regulations in classrooms Staff will continue to use the trauma informed schools approach when working with children Continue the implementation of well being time.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 3%
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:
Staff to be competent, confident and knowledgeable when delivering PE sessions	Using REAL PE and Gym staff will have supporting documents to deliver a PE curriculum that holistically develops children's Physical Education. Develop an enhanced Outdoor PE curriculum that supports REAL PE. Outdoor PE sessions will be progressive and build a sequence of learning.	£500	The use of PE planning has developed an outdoor PE curriculum that is progressive and allows children to develop their sportsmanship as well as teaching skills children need to play sports. It has allowed children to transfer their skills between sports and use a range of equipment such as hockey sticks, golf clubs etc. The new PE planning has also provided a progressive sequence of skills for gymnastics and dance. Staff have commented their confidence when teaching PE has	Continue to teach REAL PE alongside PE planning PE planning to ensure children have a broad, balanced PE curriculum that is progressive and they enjoy

			<p>been developed and children are enjoying learning in their PE lessons.</p> <p>Year 2 Teacher – “It is much easier to teacher outdoor PE with a clear plan and you can see children progressing within in each lesson”</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 3%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Use of external coaches to deliver a range of sports to classes throughout the year.</p> <p>Additional achievements:</p> <p>Tuesday 14th February - Cheery Class Gymnastics Festival</p> <p>Bikeability 23rd and 24th May Year 4</p> <p>Tennis Festival - 24th May for Year 3</p> <p>Golf festival 24th May for Year 3</p> <p>Sports Day 22nd June</p> <p>4th July - Worcester Summer Games at Bromsgrove School Cedar</p>	<p>Sports coaches to be used to deliver a wider range of sports through extra-curricular activities.</p> <p><i>Years 2,3,4 have all attended at least one Sports Festival delivered by external coaches.</i></p>	<p>£600</p>	<p>Children have had the opportunity to participates in a range of activities learning new skills, working as teams with children and other schools. Staff have been able to gain ideas and experience by seeing sports and activities delivered by external coaches. After school clubs have been delivered by external coaches. Clubs register show strong attendance for sports clubs.</p>	<p>Continue to develop the broad range of sports and after school clubs offered to children.</p> <p>Conduct a pupil questionnaire to find out what clubs they would like to be offered in school .</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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 participate in competitive sports	Children to attend sports festivals, sports days and after school clubs.	£500	Children from 2-4 have attended at least one sports festival. Children in 1-4 have attended after school clubs PE lessons teach competitive sports e.g hockey, tag rugby, tennis	Children to continue to attend festivals led by the all active academy that allow children to participate in sports that are competitive.

Signed off by	
Head Teacher:	<i>L Shawanda</i>
Date:	5 th July
Subject Leader:	Rebecca Hughes
Date:	4 th July
Governor:	<i>Carl Kestoh</i>
Date:	5 th July