

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,050
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,214
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,214

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	88%
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	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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?	Yes/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:	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:
				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:
To continue to increase the number of pupils engaged in regular physical activity – including the most reluctant and inactive.	<p>Continue to provide a range of clubs (lunchtime and after school), which are funded through the Sports Premium grant. Children who are less active will be targeted. These activities include:</p> <p>PhysiFun Football Girls football</p> <p>Invest in break-time equipment that will help provide a wider range of physical activity opportunities. Possible zoning of playground during break times will facilitate more purposeful opportunities for pupils to engage in physical activity.</p> <p>Continue to offer extra-curricular clubs provided by school staff.</p>	£5700 to cover the cost of the clubs.	<p>A range of clubs, specifically PS Sports Coaching, are funded through the Sports Premium grant. Data from GetSet4PE identified children who are less active or underachieving and they are invited to participate, along with children who fall into the Pupil Premium category. Specifically, these activities include football, athletics and dance. These children are now more regularly active and also their mental health and behaviour has improved.</p> <p>Extra-curricular clubs are still provided by school staff. These include: Football, Netball, and Athletics.</p>	<p>Ensure that the same or similar clubs are offered to both girls and boys.</p> <p>Continue to target less active and underachievers.</p> <p>Employ swimming instructor to take on extra sessions in summer term for those unlikely to be able to swim 25m.</p> <p>ED to train sports leaders to support in lunchtime clubs.</p>

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<p>To use benchmark data on GetSet4PE to target and improve physical activity levels.</p>	<p>These include: Football, Netball and Athletics.</p> <p>Staff to identify which children to target as most reluctant or inactive. Benchmark data from GetSet4PE will help to identify these children.</p> <p>Using GetSet4PE, continue to identify those children who are underachieving within PE and target these during lessons and invite to extra-curricular clubs.</p> <p>ERPSSA membership ensures that there are various competitions and tournaments throughout the year – ensure that there is coverage across year groups who attend and a wide range of children who are taking part.</p> <p>Maintain a strong link with Royal Holloway University and attend their ‘festival days’ for each year group (if they are offering) and continue to have volunteers to help run extra-curricular clubs.</p>		<p>Using GetSet4PE, children who are underachieving within PE are still targeted during lessons and progress within lessons has been noticed – see PE observations. This also fed into invites being sent out to attend extra-curricular clubs.</p> <p>ERPSSA membership continued meaning that we were able to attend competitions and tournaments throughout the year. Majority of competitions have been for the talented groups of children but also targeted tournaments for the SEN too. This enabled competitions to be tailored to meet the needs of all children.</p> <p>Royal Holloway University links have remained but their festivals haven’t restarted. RHU students have come in to take a varying range of abilities in Girls football and mixed rugby. This has allowed students to ‘try’ new sports and encourage participation across the genders.</p> <p>Year 6 sports captains have helped prep and will run the</p>	<p>Continue to log data on GetSet4PE. Tracking of children will be much easier when Infant School move over to GetSet.</p> <p>ERPSSA membership to be budgeted for to enable children to access competitions and tournaments.</p>
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			intra-house competitions in Summer 2.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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:
To monitor the PE scheme of work (GetSet4PE). This scheme will allow consistency across the PE and Games sessions as well as clearly identifying the progression of skills and a tool for assessing children within PE.	<p>PE lead to provide training to staff.</p> <p>Staff questionnaire to be completed after the end of the academic year to assess its impact upon the teaching and learning and the teacher's confidence.</p> <p>PE lead to observe lessons to ensure that the scheme of work is being followed and implemented correctly.</p> <p>PE lead to meet as regularly as possible with the PE lead at the Infant School to check on progression of skills and consistency of teaching.</p>	£1000 to cover the cost of the subscription and supply costs.	<p>Progression of skills is clear and evident. Staff voice in June showed that staff were still enjoying using this scheme of work.</p> <p>ED observed year 6 lesson to ensure that the scheme of work is being followed and implemented correctly – this was of a good standard and the children were engaged, active and showed a good understanding and attainment of the objectives (see lesson observation form).</p>	<p>Liaise with Infant school about how they are getting on with planning for the launch of GetSet.</p> <p>Continue to observe and monitor lessons across the school – possibly with the Infant School too.</p>

	Enrichment activities chosen for residential trip should focus on developing wider skills and attitudes within PE that will improve pupil attitudes towards learning i.e. collaboration, risk taking, perseverance.				
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					17.5%
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:	
To purchase a range of resources and equipment to support the high-quality teaching of PE across the school. This will ensure that class teachers and coaches have the equipment they require to teach successfully.	Purchase equipment as required in order to teach a full and engaging curriculum. Renew GetSet4PE subscription to ensure consistency of lessons across the school. Work with Games provider, Planet Soccer to undertake lesson observations / team teaching.	£2000 £900 subscription £300 supply cover costs for observations	Equipment necessary to teach a full and engaging curriculum was purchased and now this needs to be monitored to ensure lessons are successful. GetSet4PE renewed and there is still consistency across the school with games and PE lessons. Progression of skills and tracking of progress is clear.	Get sports leaders to check equipment in and out of PE shed. Keep checking GetSet4PE for CPD opportunities and offer to staff.	
To ensure that all members of staff are fully confident in all areas so that children have access to high quality PE lessons.	Staff to complete a survey. Identify key areas for development and send members of staff on CPD courses provided by Active		Work with Planet soccer is cohesive. Weekly discussions and ‘check-ins’ with sports coach provide a good way to ensure that the Games and PE		

	<p>Surrey.</p> <p>PE lead to meet as regularly as possible with the PE lead at the Infant School to check on progression of skills and consistency of teaching.</p> <p>Use staff meeting time to disseminate any information regarding PE developments.</p> <p>Release time to be provided for observations of PE teaching.</p>		<p>delivery is effective.</p> <p>CPD opportunities have been given to staff however lack of time to attend has prevented this.</p> <p>Release time has been provided for 1 observation of Games teaching however lack of time / cover has prevented more.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Ensure that all pupils have an opportunity to participate in a wide range of sports and activities, with the right equipment and training.</p>	<p>Continue strong links with Royal Holloway University who provide taster sessions covering a variety of sports currently not on offer.</p> <p>Analyse data from club registers to evaluate popularity and attendance.</p> <p>Ensure fair coverage of sport offered for both genders.</p>	<p>£2000 – supply for teacher release to attend a range of competitions</p>	<p>Royal Holloway University links have remained but their festivals have still not restarted. RHU students have come in to take a varying range of abilities in Girls football. This has allowed students to ‘try’ new sports and encourage participation across the genders.</p> <p>ERPSSA membership continued meaning that we were able to attend competitions and tournaments throughout the year. Majority of competitions have been for the talented groups of children but also targeted tournaments for the SEN too. This enabled competitions to be tailored to meet the needs of all children.</p>	<p>Assess the quality of clubs we have on offer by using pupil voice.</p>
<p>Continue to attend tournaments and festivals on offer from ERPSSA and Active Surrey.</p>	<p>Ensure that a range of pupils attend these events and children gain a valuable experience from their attendance.</p>			
<p>Additional achievements:</p> <p>Year 5 and Year 6 football team came 2nd in their second season's league</p> <p>Year 5/6 netball team entered a full season's league – 5th place.</p> <p>Year 3 came 7th out of 17 schools at District Sports</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Increase the range and variety of competitions and festivals on offer – in particular those for lower school.	<p>Close tracking of pupil representation enables specific targeting of individuals, to ensure that as many pupils as possible have the opportunity to compete for the school.</p> <p>Continue links with the community – Coopers Hill tennis, Royal Holloway University, Bishops Gate school.</p>	£2000 – supply for teacher release to attend a range of competitions	<p>Competitions and tournaments have been attended throughout the year – including Yr3 attending the Bishopsgate Tag Rugby festival.</p> <p>Majority of competitions have been for the talented groups of children.</p> <p>Coopers Hill, RHU and PS Coaching links are still strong</p>	Keep a rolling total of all children who represent school at some point throughout the year – keep trying to better this each year going forward.

<p>To continue to develop opportunities for intra house competitions throughout the school.</p>	<p>Continue to enter all years into competitions to ensure that there is participation from all ages in school.</p> <p>PS Coaching to include intra and inter school competitions within Games sessions.</p> <p>The annual football and netball intra house competitions to be run in the Summer term.</p>		<p>and these links offer children a pathway to further their skills and progression outside of school.</p> <p>The annual yr6 football intra house competitions were run for year 6 – giving all children in year 6 a chance to play football competitively.</p> <p>Possibility to include years 3, 4 and 5 next year, however these year groups still experience competition during each unit of work in their Games lessons.</p>	
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Head Teacher:	
Date:	
Subject Leader:	E Drew
Date:	March 2023
Governor:	
Date:	