

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£1977
Total amount allocated for 2021/22	££18,089
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,043
Total amount allocated for 2022/23	£18,157
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 28,177

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>	
<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>	72%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72%

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

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:		
<p>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</p>			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:
Enhance physical activity during play and lunchtimes.	Training for support staff with Jenny Mosley to be booked.	£1425	Lunchtime play has been reorganised for football team playing with adult supervision and a pupil rota for team responsibilities created. Children were involved in setting the play rules to follow.	New equipment for teams purchased and three pitches in use. All children wanting to be involved have access. Circle games are being introduced and this will continue into next term with team leaders to be trained to deliver play ideas.
Increase physical opportunities for all through active play	New play and field equipment to be ordered. Lunchtime coaches and staff booked to enhance active play for all. Purchase of storage box for Forest School equipment and other resources to use in the wildlife area.	£3975 £2874 £330	All pupils use the field or playground at break and lunchtimes for a variety of purposes. This is evidenced in the pupil voice. Adults supervising football and use of MUGA for non-football activities. Forest School equipment purchased to use in new environment including storage.	Play box equipment in regular use. Replace damaged box next year. Continue to use CUiC coaches to support lunchtime active play. Storage box will last for several years. A new Forest School leader will

				need to be trained.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Sustainability and suggested next steps:
Year 6 swimming to be assessed in autumn.	Additional swimming lessons and transport for those Y6 unable to achieve national curriculum requirements.	£2000	Of the 16 assessed as not at national curriculum requirements, 50% could swim confidently in front crawl over 15m(was previously 5m).	The targeted group to be identified and supported sooner.
To offer a variety of physical activities to broaden horizons and develop a lifelong interest.	Lunchtime coach and school staff to deliver a variety of physical activities for all year groups. After school clubs to offer activities based on pupil voice choices to increase uptake.	£4000	Club attendances show continued participation within uptake of afterschool clubs.	Participation in clubs to be maintained. Continue to use pupil voice suggestions for afterschool club provision.
	All year groups participate in Active Essex challenges.		The importance of healthy physical activity and fun are combined in the Santa Dash, Comic Relief Dance and Laughing Yoga.	This will continue next year as part of the yearly calendar of events we participate in.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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>Training with Jenny Mosley for lunchtime support staff to enhance play opportunities.</p> <p>Subscription to PE Hub</p> <p>To adapt PE assessment for school coaches</p>	<p>Staff to have a day's training in how to deliver quick, simple, traditional circle games and support safer play.</p> <p>Up to date information and new lesson ideas to be shared with ASM coach.</p>	<p>£1425 see above</p> <p>£375</p>	<p>Football teams have been created, with pupils having responsibility for kit and equipment, and all pupils involved in creating the rules to follow. Staff have been taught simple circle games to teach to pupils.</p> <p>New Dance plans implemented utilising new skills and coaching staff gave positive feedback. Pupils reported learning new styles of dance and pupil voice feedback evidences engagement.</p>	<p>Training of team leaders from Y5 to take place in autumn to teach new games to younger pupils.</p> <p>Teaching staff to have responsibility for teaching PE from September, so will continue this next year for all to access quality resources.</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:

Provide experience day for all pupils - Skipping Workshop	‘Dan the Skipping Man’ workshop booked to work with each class to show different rope skipping activities.	£405	Rope skipping activities observed on the increase after the visit, particularly in lower school.	Include ropes in playground equipment, and team leaders training to include skipping challenges.
Play Pod equipment topped up	Playpod equipment to be used during lunchtimes to enhance creative and active play sessions for 30+ minutes a day.	£850	Lower school accessed this during Autumn and Spring terms. Pupils report pleasure and fun in creating own games.	All pupils to have access next year when playtime arrangements change.

Key indicator 5: Increased participation in competitive sport

				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>To provide pupils with access to a range of competitive sporting opportunities including intra-school competitions and inter-school competitions, via Essex Games.</p>	<p>PE subject leader attended meetings with staff of Colchester Institute to organise training sessions for athletics in preparation for Sports Afternoon.</p> <p>Transport booked to travel to sporting events and competitions.</p>	<p>£2,930</p>	<p>All pupils have participated in inter-house competitions, including Sports Afternoon, football and dodgeball tournaments. The overall winner this year was Cap Pillar. The pupils know how to 'high jump' safely.</p> <p>There was no SGO from Autumn 22 to Spring 2023.</p> <p>Essex Games events attended by Y5 and 6. School team came second in Dodgeball. Year 5 took part in competitive physical activities organised by local secondary school. Girls football tournament organized.</p>	<p>The rolling programme of Inter-House competitions will be adapted to include a pupil voice suggestion. Links with Colchester Institute students to be maintained, as the student act as role models for continuing to be physically active into adult life.</p> <p>To continue to increase pupil participation in attending competitive sports and access the Essex Games. Links to further develop girl's football are being established.</p>
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Head Teacher:	
Date:	25/7/2023
Subject Leader:	Chantal Chapman
Date:	7.7.23
Governor:	
Date:	25/07/2023