

## The Primary PE and Sport Premium

Planning, reporting and evaluating website tool Updated May 2023

Commissioned by



Department for Education

Created by





respective roles and perform these in a way that enhances the effectiveness of the school' makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their It is important that your grant is used effectively and based on school need. The Education Inspection Framework

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

three headings which should make your plans easily transferable between working documents. To assist schools with common transferable language this template has been developed to utilise the same

offer. This means that you should use the Primary PE and sport premium to: to the quality of Physical Education, School must the funding to make Sport and Physical Activity (PESSPA) they additional and sustainable improvements

- 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
- budget should fund these The Primary PE and sport premium should not be used to fund capital spend projects; the school's

an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium  $Please visit \underline{gov.uk} for the revised DfEguidance including the 5 key indicators across which schools should demonstrate and the first property of the following the first property of the first pr$ 

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 be spent by 31st July 2023. 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must

copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final see an example of how to complete the table please click HERE We recommend regularly updating the table and publishing it on your website throughout the year. This evidences

Total amount carried over from 2021/22	£7584
Total amount allocated for 2021/22	£16703
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4633
Total amount allocated for 2022/23	£16703
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 6946

## 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?	59%
<b>N.B.</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	
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No













evidence of impact that you intend to measure to evaluate for pupils today and for the future. Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of all pupils in regular physical activity –	III pupils in regular physical activity – C	Chief Medical Of	fficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	primary school pupils undertake at least 30 minutes of physical activity a day in school			%
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	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:
We want all children to have at least	Daily Mile to hannen every day in	ŧ0	Daily mile is completed every	To track the progress of the
3 hours exercise per week in school.	school to improve aerobic fitness.		day by EYFS, KS1 and KS2.  Teachers encourage and join in.	distances that the children can cover during the daily mile
We want to reduce the amount of			Impact – children more active,	session.
obesity in our local community.			children running outside of school, children have another	
We want children to be active at playtimes.			incentive to be active at school.	
	Playground shed to house playtime	£1418	Playground shed has been	To allow our School Sports
	equipment and make it more accessible and frequently used.		bought to aide with games played at play times	Ambassadors to develop competition within their activities.
			Equipment for playtimes has been bought so the children can have new equipment to get out of the shed.	To apply this format to more sports and to keep it in line with our curriculum.
			Sports ambassadors have been trained in how to get equipment	
			out of the sned sarely.	lo sustain and replace the













Created by: Man Physical Active			
Active YOUTH Supported by:		P.E Apprentice organising games Lunchtime and Break time	EYFS Climbing frame and surface
STORY OF SHORT		£8036	£7046
IX Transfer	Children who may struggle to engage at playtimes and lunchtimes have sensory circuit sessions in the morning/early afternoon or have some activity time in the afternoon. This allows us to suit the needs of the child and allow that child to be ready for home time or be ready to learn in the	Our P.E Apprentice runs and sets on the playgrounds. This has increased self esteem and confidence in our children. Our School Sports ambassadors also run games and activities under the super vision of our PE Apprentice.  Our P.E Apprentice runs and sets our School Sports Ambassadors have left a legacy that our new ambassadors will follow.	Years 6's have also been trained on games that can be played at break and lunchtimes with the equipment that is in the new shed.  The EYFS climbing frame and surface has allowed our children to further explore their abilities with climbing and traversing and builds confidence and self esteem within our children.
	Other members of staff (TA's) will now carry on these circuits as a result of their success.	Our School Sports Ambassadors have left a legacy that our new ambassadors will follow.	equipment we have while providing more diverse equipment for playtimes.  To further provide extra coaches for our learners













Key indicator 2: The profile of PESSP	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	ool for whole scho	ol improvement
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?:
We want P.E, swimming and games to have a wider impact on our	Daily Mile-Wellbeing Multiplication (P.E Apprentice)	£0 Alre	Children complete the daily mile and as a result are more
children.		section 1	energised when coming in to the classroom to start their work. It
			is also a time for them to focus on nothing else but running. We
			have also incorporated our
			times tables into our daily mile
			athletic movement e.g star
			jumps while calling out their times tables.
	Federation P.E lead	£3494	Our qualified Physical Education lead provides all resources and lessons to allow the teaching of
			with the national curriculum.

and we shall continue to track

This will continue next year

the children's progress.

well as reciting them during.

multiplication questions as

We are also looking to answer

next steps:

Sustainability and suggested

allowed many children to receive that they can cover with the

children.

Percentage of total allocation:

have a portfolio of activities Breakfast club staff will now

Breakfast club sports provision has been provided which has

morning/afternoon.











appropriately.

year and archived

Resources are available every

Our P.E lead is employed to

provide this provision next

schools P.E vision.

knowledge and skills to assist in the To ensure of P.E apprentice has the

what they need to learn and to and be able to do and about what you want the pupils to know Your school focus should be clear

Make sure your actions to

Funding

Evidence of impact: what do

Sustainability and suggested

next steps:

Impact

**Implementation** 

intentions:

Intent

consolidate through practice:

To upskill teachers in teaching

Federation P.E lead

different aspects of P.E and Games

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Swimming education.

that our children get the best

teaches our KS2 swimmers (ASA Our federation P.E lead also

Level 2 instructor). This ensures

Federation P.E lead. to be educated by our

Percentage of total allocation:

Our KS2 children will continue

Transport — EYFS swimming

£2436

needed.

learning are addressed when throughout the year and gaps in skills. This is then tracked

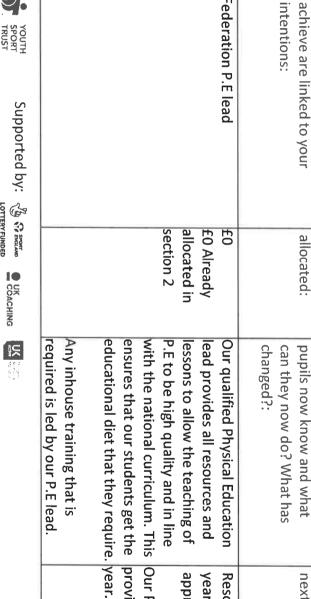
federation in PE Knowledge and track of assessments for the Our Federation lead also keeps a

they require.

get the educational diet that

year.





provide this provision next

Our P.E lead is employed to

appropriately.

year and archived

Resources are available every









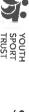
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				To challenge all children at all levels of ability.
will have the opportunity to provide more clubs.	week as well as helping and supporting in P.E lessons. These have been provided during and after school.	allocated Section 1		To ensure that all children are able to understand and complete the basics of a wide range sports and activities.
Our P.E apprentice has secured further hours next year and so	The P.E Apprentice has allowed us to provide 4 further sports clubs a	£0 Already	P.E Apprentice	To ensure children get to try a wide range of sporting activities.
Sustainability and suggested next steps:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Funding allocated:	Make sure your actions to achieve are linked to your intentions:	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:
	Impact		Implementation	Intent
Percentage of total allocation:		ered to all pupils	f a range of sports and activities of	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
Students now have an active ethos on the playgrounds and set these games up with the help of the SSA's.  Our apprentice has secured some further hours next year.	cuss ped ped	Allocated in section 1	P.E Apprentice CPD	
260	Our P.E lead works closely with			

Key indicator 5: Increased participation in competitive sport	n in competitive sport			Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
To increase the number of children	Transport	£2436	This year we have attended many   We shall attend at least the	We shall attend at least the
who attend competitive sporting			competitions with many children. same amount of competitions	same amount of competitions
events.			Amongst these we have:	and look to attend
	=			competitions that are linked
			Every child in KS1 and KS2 has	to the specialist coaches to
	SSP membership to enter	<b>5</b> 1005	attended at least one inter school further our attendance at	further our attendance at
child attends a competition.	competitions	£1090	competitive competition.	competitions.
			Every Girl in KS2 and KS1 has also	
			attended a girl's football event.	We will also provide more
To create more opportunities for Girls and				opportunities to further
SEND competitive sport.			We attended 2 further SEND	increase the breadth of inter
			competitions.	school competitions available
				to SEND, girls and KS1.
			We finished higher competitively	
			than we have previously and the	
			most amount of children have	
			attended events this year.	

Signed off by	
Head Teacher:	MULLONA
Date:	17.7.23
Subject Leader: D. Toothill	D. Toothill 1 2. 1 Softwell













Supported by: 👍 🗞 street, to the LOTTERY FUNDED





Date: Governor: Date: GEOFFREY BARNES U.C 20/11/23 17/07/23