

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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£19,120
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 0

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 2023.</p> <p>Please see note above</p>	52 %
<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>	52 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	52 %
<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

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: £19,120		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: %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>To raise the profile of PE and PA across the school. Ensure that children are engaging in a range of physical activity. Making PE a pleasurable experience for all. All children accessing 2hrs of PE across the week</p>		<ul style="list-style-type: none"> Attending festivals and competitions regularly with a range of children. More inter-house competitions for KS1 celebrating PE success in assembly and newsletters Regular movement breaks/ dailymile variety of clubs provided starting a new football league- girls and boys target less active groups for clubs e.g. PPG coaches available to upskill CTs. Agreed scheme of work with the use of the MSSP lesson ideas MSSP subscription 		<p>£</p> <ul style="list-style-type: none"> Children are signing up to extra curricular activities. Children reflect on experiences for write up in the newsletters Children are more physically active during playtimes Play leaders running events for KS1, EYFS and LKS2 and sharing new knowledge children more focused in class Range of children including with SEND, PP and EAL attending various competitions/ festivals 	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>All children to understand the importance of PA for a healthy lifestyle.</p> <p>Children to understand the importance of a warm up and cool down .</p> <p>Celebrate success in physical activity/sport each month.</p>	<ul style="list-style-type: none"> • Cross curricular Links to PSHE/ DT healthy lifestyles/ diets • Share key knowledge during inputs • regular discussions about how the body changes during PE sessions • children taking ownership by leading warm ups/ stretches • assessment opportunities • coaches available to upskill CTs and children • use of the MSSP lesson ideas • sports awards given during achievement assemblies 	£	<ul style="list-style-type: none"> • evidence of cross-curricular learning in journals • children are able to discuss changes to their bodies confidently and discuss benefits on their health • children competent at leading activities including inter house competitions across EYFS, KS1, LKS2 • children recognised on school newsletters / twitter page for their sporting achievements and events at the school or local Merton competitions • Children understand that respect is part of playing sports 	<ul style="list-style-type: none"> • Introduce sports man/ woman of the month where children receive certificates for their ongoing hard work. • Next academic year, to run a range of after school sports clubs (both staff and local clubs). • Continue with movement regular breaks in class time

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>Increase staff confidence, knowledge and skills in a range of sports and PA.</p> <p>Ensuring that teachers have worked alongside a professional coach to develop their understanding and confidence of various sports.</p>	<ul style="list-style-type: none"> • staff audits to baseline at the beginning of each term • mentoring/ team teaching with experienced coaches from MSSP • team teaching alongside colleagues who are more confident • time for observing good practice • staff meetings led by EC/ experts for CPD • ECT training /CT extra training/ courses 	<p>£</p>	<ul style="list-style-type: none"> • Staff able to team teach alongside experts with confidence and complete a strong sequence of lessons • staff audit scores improved for confidence in a range of sporting skills • staff able to reflect on strengths and weaknesses of lessons <ul style="list-style-type: none"> • staff implementing new strategies to engage all children • staff providing feedback on courses that were attended and sharing new knowledge with their colleagues. • staff audit shows staff's areas for development which can now be targeted through team teaching and staff training 	<ul style="list-style-type: none"> • Continue to audit staff regularly to gain an insight on confidence and developmental needs. • Organise more lesson observations/ team teaching of high quality PE sessions • Run a CPD during a staff meeting. • Send more staff on training courses • Introduce new assessment format
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Ensuring that the curriculum map gives children the opportunity to participate in a range of sports</p> <p>Enter and compete in a range of competitions – cluster, borough and development</p> <p>Targeted clubs for children who do not regularly take up a sport.</p> <p>Ensure that we have high quality equipment to be able to teach a range of sports.</p>	<ul style="list-style-type: none"> • Curriculum map for each term linked with upcoming competitions. • Ensuring that there is quality equipment provided for the children to get the best out of the sport. • Release time for PE coordinator. • Range of lunch time and after school clubs available • Ordered equipment needed to teach our curriculum effectively • Agreed scheme of work and the use of the MSSP lesson ideas • 	<p>£</p>	<p>Positive feedback from both staff and children about the range of physical activity opportunities available.</p> <p>Children are more engaged with physical activity due to the range of sports available at lunch time.</p> <p>Staff are confident to adapt lessons with a range of resources/equipment they have available to deliver a varied and rich curriculum.</p>	<p>Continue to adapt the curriculum map to ensure each year group experiences a range of new activities and sports each half term.</p> <p>Continue to provide a range of physical activities that engage all during play times.</p> <p>In summer term, book coaches, swimming for next academic year.</p> <p>Encourage staff to run physical activity after school clubs</p> <p>Continue to enter a range of competitions - both cluster, development and borough.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Enter and compete in a range of competitions – cluster, borough and development</p> <p>Ensure there are half termly Year group inter house competitions.</p> <p>Run a range of varied sports day events and SEN inclusive activities</p> <p>New Yr 6 girls and boys football leagues entered.</p>	<p>MSSP subscription</p> <p>Ensure that where possible different children are taken to each competition</p> <p>Equipment purchased to ensure all children have an equal chance to engage in sport</p> <p>Enter both single and mixed gender events</p> <p>Yearly Sports day EYFS, KS1 and KS2 and the ARP held with parents able to attend and support.</p> <p>Earning REFSPECT awards at events.</p>	<p>£</p>	<p>Positive feedback from parents and children about the competitions/festivals their children/ themselves have been part of.</p> <p>Inclusive with our selection for the regular competitions/festivals. A wider range of children and abilities are able to attend both developmental and borough events.</p> <p>Increased participation for children with SEN.</p> <p>school newsletter contains pictures and information about sporting events at the school or local Merton competitions.</p> <p>Sporting activities highlighted and celebrated on twitter.</p> <p>Yr 6 boys leagues finished 2nd place in the league and the girls finished 3rd place.</p>	<p>Adapt school house teams to ensure equal numbers in each house group.</p> <p>Raise the profile of interhouse competitions at the end of each unit of work.</p> <p>Enter as many cluster and borough competitions and festivals next academic year.</p>

Signed off by	
Head Teacher:	

Created by:



Supported by:



Date:	
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Date:	22.08.2023
Governor:	
Date:	