

# 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 2022/23  | £       |
| Total amount allocated for 2023/24  | £17630  |
| How much (if any) do you intend to carry over from this total fund into 2024/25?    | £0      |
| Total amount allocated for 2023/24  | £17630  |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £ 17630 |

## 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><b>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</b></p> | <p>75%</p> <p>Worked with ex-navy personnel on a programme based around character building and fitness. She covered this with the children on dry land and practiced with them.</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><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 2023.</p> <p>Please see note above</p>  | <p>25%</p>  |
| <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>  | <p>25%</p>  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>50%</p>  |
| <p>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?</p>   | <p>Yes/<b>No</b></p>  |

## 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: 2023/24   |  | Total fund allocated:   |  | Date Updated:      |  |
|--|--|---|--|--------------------|--|
| <b>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</b> |  |   |  |                    | 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?: |
| Introducing OPAL- Outdoor, Play and Learning.<br><br>2 x 1 hour PE lessons to be delivered each week.  |  | This will engage all pupils with outdoor play and learning and lunchtimes. Whole school plays together.<br><br>Curriculum will be broad and balanced to meet the requirements of the national curriculum. |  | £4749.05           |  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |  |   |  |                    | 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?: |
|  |  |   |  |                    |  |
|  |  |   |  |                    |  |

|   |  |      |  |  |
|---|--|------|--|--|
| Football kits for girls team.   | Purchase of new football kits will raise the profile of PE for girls in football.  | £250 |  |  |
| Investigate PE uniform for staff.   | This will encourage children to bring their kits in and enable the staff to set a good example and show the importance of PE.  |      |  |  |
| Sports Day for all children.  | All children to take part in sports day and are encouraged to take part.   |      |  |  |
| Possibility of the new apprentice giving out a Sports Star of the week for each class in Friday's assembly. | Awards given to children based on the school games values: determination, respect, honesty, passion, self-belief and teamwork. |      |  |  |
| Quality Mark: School Games Bronze   | Work with MAT PE lead to achieve the Bronze quality mark for school games.   |      |  |  |

**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?: |
| Employ a sports apprentice who will work with the children during lunchtimes to ensure an increased amount of daily physical activity.<br><br>Apprentice to deliver 4 after school sport-based clubs every week. (First term to shadow Dance and Rugby coaches. 2 <sup>nd</sup> half term, once trained-deliver 2 clubs) | Research and employ an apprentice for this role. Apprentice to set up and run these activities during lunchtime for as many children as possible.<br><br>Training for Lunchtime supervisors may be necessary. Produce rota of games for lunchtimes to increase participation in physical activity. | £8,600             | Sustainability and suggested next steps:   |

|  |   |  |   |   |
|--|---|--|---|---|
| <p>Apprentice to work alongside teaching staff to improve the quality of teaching and learning so that it is never less than good.</p> <p>Ensure there are sufficient resources to ensure curriculum and lunchtime physical activity is well planned and delivered by staff MAT PE lead to design curriculum map.</p> <p>New scheme for PE to be implemented. CPD support is available online as part of the scheme.</p> | <p>Audit of school resources Audit of school resources to make sure school has the equipment to effectively teach the PE Curriculum.</p> <p>Curriculum map will ensure we are providing a broad and balanced program which meets the requirements of the national curriculum</p> <p>PE lead to share new scheme with staff to ensure teachers can use this effectively to teach from.</p> | <p>£1000 resources</p> <p>£900 across 3 years: £320 this year.</p> |   |   |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |   |  |   | <p>Percentage of total allocation:</p>          |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>  | <p><b>Impact</b></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>Moseley Rugby Club to deliver lunchtime, PE support and an after school club once a week.</p> <p>Dance teacher to come to support</p>   | <p>Moseley Rugby club to deliver lunchtime club, PE support and after school club once week to ensure the children have access to a different sport whilst the apprentice coach is still being trained.</p> <p>This will be done whilst the</p>   | <p>£405 for 12 weeks</p>   |   |   |

|   |  |                         |  |  |
|---|--|-------------------------|--|--|
| CPD lessons and run and after school club in the Autumn term.   | apprentice is being trained.   | £1498 for Autumn Term   |  |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                         |  | Percentage of total allocation:          |
|   |  |                         |  | %  |
| <b>Intent</b>   | <b>Implementation</b>  |                         | <b>Impact</b>  |  |
| 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: |
| Increased participation in competition raises profile of sport and PE. Achievements are celebrated by School.   | <p>Enrolment into local school sports partnership. Events organized across between local schools and across the MAT.</p> <p>Travel to other school using partnership transport where appropriate.</p> <p>Membership to the Girls and Boys South Birmingham League.</p> <p>MAT PE lead to organise gaps needed areas of competition. Medals and trophies purchased.</p> | <p>£600</p> <p>£100</p> |  |  |
| MAT Olympic Sports Day at KES   | Winning teams from Sports Day to attend whole MAT event  | Approx £800             |  |  |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |

| Purchases   | Date    | Price   |
|---|---------|---------|
| Precision Air Compressor<br>Netballs x 30<br>Basketballs x 30<br>Footballs x 30 | 4.10.23 | £803.52 |



Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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