

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	£
Total amount allocated for 2021/22	£
How much did you carry over from this total fund into 2021/23?	£2,188
Total amount allocated for 2022/23	£17,344
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,462
Total spent 2022-23 by end financial year	£18,662
Underspend at end financial year 1 st April	£800

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	76%
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	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%

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:
				61%
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 have more children, more active, more of the time. Increasing the time pupils spend being active. This will have an impact on pupils' academic achievements, mental wellbeing, their self-esteem, and overall fitness. Teachers to incorporate activity breaks into their day. To increase engagement of pupils who currently do not participate in extracurricular sport or for those who find it difficult to access after school clubs. To extend the quality of provision. To support children to be more physically active during the school day	Track children's participation in school sport and physical activities. All classes to include activity breaks in their day. Cosmic yoga, super movers, daily mile, fitness profiling skill challenge recommended to classes. Teacher to choose age appropriate task. Target after school/lunch time clubs at different classes/focus groups each term so everyone has the chance to attend a club, Including bus children. Engage those who cannot usually access competitions due to transport/bus etc. Encourage active travel to and from school.	£ See anticipated spends 2022/23 excel spreadsheet	145/163 of children have attended a club and/or an event, which is 89%. Increased time active during the school day. Not just break and lunch. Improved fitness-profiling data. Lower BMI scores for those in the overweight/obese category. Improve skill scores. EH and HT observed. Children are active for majority of the lesson. Inputs are short and effective. This adds into active time for children during the day.	Clubs will continue for different children at lunch times as it allows us to focus on the children that normally miss out due to transport etc. Lunch clubs also allow us to run and target children through intervention groups. Continue with active curricular lessons to engage all children. Eg active maths (some children love maths so don't realise they are doing activity and some children love activity so don't realise they're doing maths). Continue with activity breaks as these have proved effective in improving overall fitness and concentration in class.

	Observe lessons to ensure children are moving for most of the time and not stood listening for long periods of time.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0% (inc in other indicators)
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:
Raising the importance of physical activity at break and lunch times. Both HT and EH to encourage children to join their session. Children will feel a sense of pride in representing our school in the community or in a virtual way. Their engagement in school life will be more positive as a result of their participation in sport/extra-curricular activities. Attendance at school will remain positive as a result. Raising the importance of the daily 60 minutes to the whole school community	Continue to use the break and lunch time play equipment and encourage the use of the new trim trail. HT and EH to run lunch time clubs. All children will practice their Leadership Skills from EYFS throughout the school. Monitor leader logs in each class. Working with CGS Outreach to develop the intra- school sport calendar in order for all children to participate in a sporting competition each term. Competitions and events to be mentioned in gold book assembly. Children to be celebrated and feel pride for representing the school. Develop the role of the School Sport	See anticipated spends 2022/23 excel spreadsheet	All children have access to the equipment throughout the week on an equal timetable for breaks and lunches. Not the same children using repetitively. Activity levels raised across school All children accessing leadership opportunities during their lessons and internal school events. Evidence on class leader logs and twitter. All children take part in a termly intra school house sports event based on the unit of PE they have just completed. All children have experienced a competition. Learning sportsmanship, our school values Sports Crew have monthly meetings to discuss topics and present a voice for their class. They have also delivered a	Continue to engage children at break and lunch times to increase the PE, School Sport and Physical Activity. Continue Sports Crew meetings and develop play time leaders to ensure play opportunities for children on days that EH and HT don't provide a club. Continue to publish sport/PE results and experiences on twitter. Share with family and community.

	Crew so that sport and participation has a voice within the school. Achieve school games award title/school games mark		healthy eating assembly. School games award submitted. Gold will be achieved. - Maintained and grown school's engagement in the School Games and the delivery of 60 active minutes for every child. - Created positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of our young people. - We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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:

More children will experience high quality PE, be inspired and will attend additional activities beyond those offered at school. The breadth of experience will help all staff deliver something that they are confident in. More confident and competent staff. Enhance the quality of teaching and learning. To increase capacity and sustainability	School staff to work with visiting teachers and coaches in order to increase the quality and depth of their PE delivery. (e.g. Carre's Grammar School, Emma Hudson Fitness). CW to attend PE forums and have professional dialogue with other PE leads. Share practice. Provide each class with a roadmap for the year. Staff questionnaire to establish training requirements. Use Active School Coordinator to support staff PE development. Pupil voice via questionnaires, interviews and sports crew at the start and end of year – do you like / enjoy PE etc	See anticipated spends 2022/23 excel spreadsheet	All PE plans are saved onto the Gdrive and sent to teachers. Knowledge organisers are now in place to help teachers break down the skills being taught and have a greater understanding of that unit of work. Children also use these to refer to throughout the term. This consolidates knowledge and shows the teacher what each child can do/understand. Each class has a road map. Every staff member completes termly questionnaires and gets the chance to deliver, take notes and collect session plans. CW aware of current initiatives and the most up to date information. CW gained ideas for successful practice that has worked in other schools.	Continue using all things we have in place currently to ensure staff are increasing confidence, knowledge and skills when teaching PE and Sport. Continue to use roadmaps that that have been created for each year group. It will help teachers to understand why the sessions are taught when they are within the year. Each staff member to work with CGS 2 terms per year to cover a unit of PE as CPD. Take part in the team teach process and utilize our ASCo HT for knowledge, observe high quality teaching and work on areas the teacher would like to improve.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Additional achievements: Children will have positive, memorable experiences that increase their understanding of the range of sports there are. Staff will get a better understanding of the range of interests and PESSPA motivations that our children have. Broaden the opportunities within school for children to be physically active and engaged in sports. Attend events and encourage participation through lunch clubs, C4L clubs and playground leaders	Have a varied curriculum with a range of sports available for the different units of PE. Analyse Pupil questionnaire and liaise with School Sports Crew to see which sports are wanted in clubs by the children. CW, EH and HT to provide after school clubs for each class equally timetabled throughout the year so all children have access to 3 clubs per year. EH and HT to provide lunch clubs for target groups across all year groups timetables throughout the year. Bus children, low fitness profiling, SEN, PP, low confidence ETC. CW to send children to competitions and external events that provide experiences in different sports EG ultimate Frisbee, lacrosse, water polo.	See anticipated spends 2022/23 excel spreadsheet	Frisbee, lacrosse and water polo competitions attended. 1st place in lacrosse competition. The children who attended have gained an experience they wouldn't have ordinarily have been exposed too Non-traditional sports included in the curriculum EG tchoukball, Ultimate Frisbee, Kabaddi. Children have gained knowledge of another sport and shown that their skills are transferable. National School Sports Week challenges we have spoken about what events take place at the commonwealth games. Children get access to lunch and after school clubs that cover old, new and traditional sports and activities. Sports crew talk to different classes and gather ideas for what sports they want to do for clubs and events. Pupil voice heard. 145/163 of children have attended a club and/or an event, which is 89%.	Continue to offer a range of Sports and activities through our curriculum and clubs. Try new sports. Use CGS Outreach events to allow different children to experience new sports and activities. Continue to develop the use of twitter to show how engaged we are at lunch times/ afterschool clubs trying new games.
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

9%

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:
Children to experience competitions and festivals with/against other local schools To increase pupil participation and success in competitive sports. To introduce different sports to children and enjoyment of a new sport. In terms of reinforcing the messages of the importance of choices that lead to better health need children to grow in competence in sport and physical pursuits so being active is enjoyable as well as challenging. Emphasis on developing skills and fitness in a fun setting. Coach taster days to inspire.	Wow nomination for CGS camps. For children for that show an interest/talent in sport but don't currently participate in any sport outside of school. CGS camp funded. Gifted and talented nominations for CGS camps. CGS camp place funded. Attend CGS events, festivals and competitions. End of term house competitions. Whole School Games Day. Coaches in for cheer leading, taekwondo, dance, tennis and cricket.	See anticipated spends 2022/23 excel spreadsheet	81/163 children have attended an external competition. Some of those children have attended more than 1 competition. An increased number of children participating in clubs/competition outside of school according to pupil questionnaires. Children attending CGS wow camps and gifted and talented camps.	To make transport to competitions more sustainable. Continue to attend events, festivals and competition offered through CGS. Continue to offer internal competitions.

Signed off by	
Head Teacher:	R.Allen
Date:	
Subject Leader:	C.Willett
Date:	21/06/23

Governor:	D.Gates
Date:	