

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£ 17,726.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,726.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£ 17,726.00

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 as best you can. 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>	37.9%
<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>	37.9%
<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>	37.9%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	37.9%
<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>	Yes/No

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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: £ 17,726.00		Date Updated: January 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					31%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 Scheme of Work to ensure continuity and consistency of PE lessons across the school.	Purchase of PE Passport		£300	Staff like the scheme, but have identified additional CPD needs to support and strengthen subject knowledge.	Continue to purchase PE Passport Support through Edsential and FOB
Implement and support PE across the school through targeted interventions with Full of Beans	Full Of Beans Curriculum support KS1		£5238.84	Limited impact	Broaden curriculum support across all key stages Subject Leader training to be identified and implemented
Key indicator 2: The engagement of all 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:
					45%
Intent	Implementation		Impact		

Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 engage and take ownership of lunchtime/playtime provision. Children are to support staff in facilitation of playtime provision.	Active Playgrounds in place through Full of Beans Training Active Playground Lead	£ 350.00 £7714.44	Children enjoy the Active playgrounds and the activities on offer, such as archery. Additional equipment required and to be purchased.	Identified children will support with this and carry information through. Purchasing of additional playtime equipment.
Provide Scheme of Work to ensure continuity and consistency of PE lessons across the school.	Purchase of PE Passport	See Key Indicator 1	Staff like the scheme, but have identified additional CPD needs to support and strengthen subject knowledge.	Continue to purchase PE Passport

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				27%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 Scheme of Work to ensure continuity and consistency of PE lessons across the school.	Purchase of PE Passport	See Key Indicator 1	Staff like the scheme, but have identified additional CPD needs to support and strengthen subject knowledge.	Continue to purchase PE Passport Support through Edsential and FOB

Develop children's self-awareness and mental health	Full Of Beans Mini Mermaid programme for girls in KS2	£1020	Participating pupils reported that they had enjoyed the sessions and had supported themselves at what they had achieved. They did not make links with using this to support wider mental health moving forward.	Seek alternative programmes to support mental health through sport based activities Explore programmes for both boys and girls.
Introduce opportunities for children to experience new activities to encourage more pupils to take up sport. Extra-curricular clubs offered to all children to support children enjoying a number of sports throughout the school year.	All pupils to have high quality sessions led by teachers on a timetabled basis. Pupils to have at least 4 hours of physical activity on offer each week, which includes PE lessons, Active Playgrounds and after school clubs. There will be a variety of clubs on offer such as: football, dance, rugby cricket and netball to be facilitated through Full of Beans	£3778.25		
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 1.6%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 give children a range of opportunities to experience various sports</p> <p>Children will receive equipment to participate in various activities during lunchtime provision.</p>	<p>Purchase of Cross Country School membership</p>	<p>£30</p>	<p>After school clubs have been created to deliver various sports.</p>	<p>Continue to deliver sports clubs increasing the access to all pupils</p>
<p>Ensure participation in extracurricular activities, including residential trips.</p>	<p>Subsidise residential fees for children, including transport.</p> <p>Provide costed and free extra-Curricular clubs</p>	<p>Subsidised through Governor Money</p> <p>See Key Indicator 3</p>	<p>Pupils spoke positively about their trip to Pentre (Y5) and how it had helped develop their confidence and resilience.</p>	<p>Look to financially support PP and FSM children. Explore grants available.</p> <p>Look into more cost effective locations and accessibility for children across other Year groups.</p> <p>Begin to provide free after school extracurricular clubs</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>

Participate in local sports competitions organised by Woodchurch High School to promote engagement with local schools and develop relationships within the local area.	PE Lead to liaise with WHS sports staff Additional session to support the children's development of skills	n/a	All children who attended sports competitions felt more confident in their ability. Children were able to participate in a competitive environment	Continue to participate in competitive sporting events. Increase participation across the school.
Promote participation in competitive sports throughout a range of activities..	Participate in various events supplied by Woodchurch High School, Wirral School Games	n/a	All children who attended competitions felt more confident in their ability. Children were able to participate in a competitive environment	Continue to participate in competitive sporting events. Increase participation across the school Ensure links with Wirral School Games established
Enhance mental and physical development, social skills and even improvements in academic performance. 2. Children to learn how to cope in a competitive environment	Children to compete and participate in Sports Day.	n/a	All children across the school participated in sports day.	Continue to develop sports day to include a variety of events.

Signed off by	
Acting Head Teacher:	Julie Davies
Date:	January 2024
Subject Leader:	Kirsten Roberts
Date:	10.1.24
Governor:	Debbi Jeffrey
Date:	

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

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council