

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. **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	£0
Total amount allocated for 2021/22	£18,050
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,020
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,020

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	Not applicable
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	Not applicable
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not applicable
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?	Not applicable

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: £18,020	Date Updated: June 2023	
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: 70%
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:
Encourage more physical activity during lunchtimes for all pupils through use of Sports Leaders.	With the support of RSSP training, Sports Leaders to lead lunchtime games for all pupils on rotation throughout the week.	£3,150 for 2022-2023	The Sports Leaders have met each week to discuss a timetable of games to run at lunchtimes. These are run by a rotation of children each and every day, weather depending. Therefore, they have been successful in encouraging more children to be physically active at lunchtimes. The Sports Leaders are always visible on the playground because of their t-shirts and hats. This means that the children have built up a good relationship with the other children and are enthusiastic about wanting to play the games that are being offered.	New Sports Leaders to be trained to take over the role in September. PE leader to consider the feedback from the current Sport Leaders and ensure changes are made to develop the role further.

Identified 'vulnerable' children within school to have the opportunity to attend extra-curricular clubs to increase their physical activity, in line with RADY.	Autumn term audit to discover least active pupils in school. Find out if all identified 'vulnerable' children are in at least one club over the year. If this is not the case, offer a club to them. Pupils to be offered a school-funded club.	£150	Autumn term audit completed - most PP children were not accessing an after-school club within school or out of school. All PP children have been offered one fully funded after-school club place. Only 6% of PP children signed up for a school-funded club. This opportunity has not been as well received as hoped.	Investigate the possibility of offering a lunchtime club to be run by an outside agency.
School to be well resourced in order to support regular physical activity – curricular and extra-curricular.	Staff to make the PE leader aware of any gaps in resources or additional resources required in order to support regular physical activity within curriculum lessons, extra-curricular clubs and breaktimes. PE leader to source appropriate resources according to the need within school.	£2,500	Mostly, we have a wide range of PE equipment, which has meant that all children have had the opportunity to receive high quality PE teaching. There are some areas where we will need to purchase more equipment. Pupil voice interviews revealed that children are fully engaged in their PE lessons and the evaluation of data shows good progress against outcomes.	PE leader to regularly audit the PE equipment and purchase new equipment as required. PE leader to send out a staff questionnaire to identify gaps in resources and purchase ready for next academic year.
To develop 'OPAL' within lunchtime and playtime provision.	Work with OPAL leader to identify the needs of the children within our school. Observe lunchtimes with the guidance of the OPAL leader Work with all staff to provide ideas for enhancing and enriching playtimes and lunchtimes. CPD to ensure consistency with playtime and lunchtime provision. Engage parents in the 'OPAL' way.	£6,700	This is not as far along in its development as we would have hoped. New storage shed has been installed. School is awaiting promised equipment.	Continue to develop and source equipment.
Disadvantaged and least active children to receive access to home learning packs.	New resources purchased to lend out to identified PP children and those who are less active than their peers. Resources to be lent out over the weekend to encourage children to be more active with their families.	£179.99	PE and Sport Home School Learning Packs have been purchased and are regularly being sent home with children. These have been positive with some children recording how they	Continue to send these bags out to PP children first, then to other children who are less active out of school hours. PE leader to send a questionnaire to all children in the autumn term

			have used the equipment. All children know what they are and their intended purpose. This has led to an increase in the physical activity of our most vulnerable groups of children.	to find this information. This information then needs to be shared with all staff so that the relevant children can be targeted.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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:
Continued celebration of sporting and physical activity success across the school so pupils feel a sense of pride and community.	Children who attend festivals through RSSP to be awarded certificates and/or medals that are presented in our whole school assemblies in order to raise the profile of PE. Details of the festival and who attended to be included in the school newsletter. Pictures of the children who have attended the festival to be displayed on the PE and Sport display board.	£260.52	All children who have attended a festival have received a certificate that has been presented in our celebration assembly. This has led to a greater awareness of festivals that children have attended and the increased sense of achievement for the children involved. A short blurb about the festival and a picture of the children attending has been added to the newsletter meaning that parents are informed of the achievements of children which in turns raises the profile of PE and Sport within the school. Pictures of the children have been displayed on the PE and Sport board in the hall. This is visible to all children, staff and visitors, again raising awareness of PE and Sport in the school. Children have an increased sense of achievement and there are now	Continue to attend the festivals run by the RSSP and celebrate the achievements of all children who have attended in our celebration assemblies. Continue to record successes on the PE and Sport display board and within the school newsletter.

			more children who are bringing in medals, trophies and certificates to share in assembly.	
Sports Leaders to have a high profile across the school.	With the support of RSSP training, Sports Leaders to lead lunchtime games for all children on a rotational basis throughout the week. Sports Leaders to feel a sense of pride by being a role model to younger children who they support at lunchtimes. Children to wear 'Sports Leaders' uniform whilst carrying out their role to feel a sense of pride and responsibility. Children to be involved in the OPAL assemblies.	£1,227.84	Sport Leaders are highly visible at playtimes with their t-Shirts and hats. Children have been involved in some OPAL assemblies. All of the children across the school know and recognise the Sports Leaders. Sports Leaders have successfully supported Sports Days that have happened within the school. Feedback from staff states that their children were well supported by the Sport Leaders. Parents feedback has praised the attention the Sports Leaders give to the younger children.	New Sport Leaders to be trained to take over the role in September.
Year 4 children to be aware of safety factors when riding a bike.	Level 1 Bikeability to be offered to all Year 4 children.	£69.85	All Year 4 children were offered the opportunity to take part in the Level 1 Bikeability. 10 children signed up and 9 children completed the course. All 9 children are now confident in riding a bike.	Level 1 Bikeability to be re-booked and offered to Year 4 children in preparation for the Year 4 residential.
Year 1 and 2 children to be aware of basic safety factors when scooting.	Scootability to be offered to all Year 2 children.	£241.85	All Year 2 children were offered the opportunity to take part in Scootability. 42 children took part and all are more confident riding a scooter and know how to keep themselves safe.	Scootability to be re-booked and offered to the new Year 2 children.

To raise the achievement of children's participation in PE sessions through celebrating the sporting values shown for each half term.	Make children and staff aware of the sporting values. Set a sporting value for each half term. In the celebration assembly at the end of each term, teachers to nominate a child from their class who has shown those values. Those children to be awarded a PE and Sport certificate. A photo of the nominated children will be displayed on the PE and Sport display board.	£51.16	PE Values are displayed on the PE and Sport board for all to see. Each half term a child has been nominated from each class and has received a PE and Sport certificate in the celebration assembly. These have been shared in the school newsletter. Children are aware of the sporting value for each term and work hard to demonstrate the value in PE sessions. Children are working hard in the PE sessions and there is a different child each half term receiving the values award.	Continue to promote the love of PE by using the sporting values. Continue to nominate a Sporting Values Champion each half term from each class, sharing these in our celebration assembly, on the PE and Sport display board and in the school newsletter.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%

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:
For staff to be upskilled in teaching Physical Education and Sport.	Join the Redborne School Sports Partnership (RSSP). This provides support for local schools, including professional development for teachers and entry into all local school festivals and transition events.	Part of the RSSP funding	Children have entered and attended the selected festivals for the academic year. A range of staff have attended the festivals with the children, not just the PE leader. They have been able to observe how the activities have been run and organised so they can use these ideas within their own sessions. Feedback from staff has been positive and they now have a greater bank of games and activities that they can trial in their own PE	To continue to be part of the RSSP. To continue to take advantage of all CPD opportunities offered.

			lessons. Through the RSSP, a Badminton taster session was organised for Years 2, 3 and 4. Teachers were given the opportunity to see how warm-up sessions could be structured and how to use different equipment. Feedback from all staff involved was extremely positive and the children were enthusiast too.	
For ECT's to be upskilled in teaching Physical Education and Sport.	Luton Town to offer some CPD training for a 6-week block to upskill teachers to develop their subject knowledge and confidence.	FREE	This has been offered for a 5-week block for one ECT and for a 4-week block for the other. This is currently taking place.	
Further develop the skillset/confidence of PE leader.	PE leader to attend the PE conference in May 2023 and any other relevant training.	£410	PE leader attended the Annual PE Conference at Centre Parcs.	PE leader to research courses to develop their role further.
Continue to subscribe to 'Get Set 4 PE'.	Subscribe to Get Set 4 PE. PE leader to conduct lesson observations and discussions with pupils.	£550	Get Set 4 PE subscription renewed for this academic year. A curriculum map is in place to ensure there is a broad and balanced PE curriculum for all children across the school. Progression documents show that there is clear progression across the school from Nursey to Year 4. Lesson observations by the PE leader and as part of a PE 'Deep Dive' demonstrate high quality teaching of PE. Children were active in the lessons and enthusiastic about the activities they were completing. As part of pupil voice, children could confidently talk about a range of PE activities they had completed. They were passionate about PE and could say what they enjoyed doing and	Continue to subscribe to 'Get Set 4 PE'. PE leader to continue to monitor PE lessons and gather feedback from children through pupil voice.

			why.	
Develop new staff's awareness of the tools available on 'Get Set for PE' so that they can access children's progress and attainment effectivity.	Questionnaire to see which staff would benefit from support.	£51.16	All staff are using the 'Get Set 4 PE' plans and are confident with this. High quality PE lessons are being taught across the school. All staff are using the assessment tool.	No new staff are due to begin in September. PE leader to continue to monitor use of the assessment tool.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19%
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 be able to experience a broader range of sports or physical activities.	Through RSSP children to attend local school festivals and transition events where there are a range of sport or physical activities for children to take part in. Participants to include PP, SEND, vulnerable and disadvantaged children.	£3,402	Where possible, different children have attended the RSSP festivals. PP, vulnerable or disadvantaged children are always represented within the group of children selected. One of our KS1 Kurling teams won their competition. Our swimming team came 3 rd , narrowly missing 2 nd place. Our cricket team was knocked out in the play-offs so didn't reach the finals.	Continue to enter the festivals and monitor the children who attend so that a wide range of children are given the opportunity to take part and experience a wide range of activities.
Children to experience new physical activities.	Children to experience a new sporting experience that has been led by experienced staff e.g. dance to support culture capital opportunities and British Values.		Children in Years 2, 3 and 4 were given a taster session in Badminton. Children were enthusiastic and were able to transfer some skills.	Continue to take advantage of the RSSP offer next academic year.

Race for Life - for children to take part in and raise some money for charity.	Children to take part in a school based 'Race for Life'. Children to race with a race number and to have the opportunity to raise some money for Cancer Research. All children will receive a medal for taking part.		This has not happened this year.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.3%
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:
All children to participate in a year group Sports Day representing their designated house.	Children to have the opportunity to participate in their year group Sports Day. Children to partake in the carousel of activities as participation. All children to be offered the opportunity to take part in the competitive element of Sports Day through races e.g. running, hurdles, egg and spoon, sack and relay.	£50.20	All children have had the opportunity to take part in their Sports Day. These have showed progressive requirements of children's sporting abilities and have allowed children to experience non-competitive activities through a well-balanced carousel of activities and competition in a supported environment. Sport Leaders fully fulfilled their roles across the school by supporting Pre-School, Reception, Year 1, 2 and 3 to ensure smooth running of events and modelling of activities so that the younger children were clear about what the activity involved. Positive feedback has been received, both verbally and via emails. Sporting values have been further embedded by the use of golden tickets and stickers.	This will continue to happen next year. Ensure that all Sports Ambassadors demonstrate activities to the younger children before the activity starts.

All children to participate in an intra-school event that is run by the Sports Leaders.	Sport Leaders to design an intra-school event, supported by the PE leader, and deliver this to the rest of the children within the school. The winning class within the phase will receive a sporting reward.		This has not happened, however, all children are invited to take part in a 'Tour de France' bike and scooter activity being organised and run by the PTA.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	