

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- 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.

sustainable improvements
Physical Activity (PESSPA)
sport premium to:



Details with regard to funding

Please complete the table below.

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.

Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2021/22	£1557.24
Total amount allocated for 2021/22	£18,060
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,910
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,910

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.

<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>	98%
<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. Please see note above</p>	92%
<p>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</p>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%
<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

Academic Year:	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:
Intent	Implementation		Impact	Next Steps
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>Provide 2 hours of quality, inclusive, progressive PE, delivered confidently by staff, for children to develop skills, knowledge and vocabulary in line with NC objectives.</p> <p>1 Hour Real PE</p> <p>1 Hour Get Set 4 PE</p>	<p>PE Lead provided CPD for teachers. Mentoring ECT'S in provisions.</p> <p>Staff voice Summer 1 about PE curriculum, delivery and provision</p> <p>PE Lead completed CPD in Real PE to help continue quality provision.</p> <p>Provided extra CPD opportunities for ECT's when possible.</p>	<p>£695 Real PE</p> <p>£370 GS4PE</p>	<p>Quality schemes have enabled children to advance through progressive learning activities in both games and sport formats. Pupil view indicated 88% of pupils had a positive view of PE lessons with 78% confident in understanding their learning objective.</p> <p>PE Lead has completed Real PE CPD and created online profiles for all staff to access Real PE CPD in their own time.</p> <p>PE Lead has supported all ECT's in delivery of PE lessons mentoring them until competent to deliver units independently.</p>	<p>Make sure Real PE and Get Set 4 PE continue to offer quality learning and CPD</p> <p>Continue to find CPD opportunities for staff and deliver in house CPD when/if possible</p> <p>Continue to develop knowledge as PE Lead</p>

<p>Make sure all appropriate resources are available for delivery of PE lessons</p>	<p>PE Lead monitored stock/resources to make sure both schemes could be delivered effectively through out year groups</p>	<p>£385.08 resources</p>		
<p>Provide targeted activities or support to involve and encourage all children in active play at break times to further boost physical activity</p> <p>Designate pupils to be play leaders to put out and remove playground equipment in order to encourage responsibility and a sense of leadership</p> <p>Invest in improving playground infra structure as well as equipment</p>	<p>We provided a range of activities the children can choose from during play times by using Pupil Voice and snapshot observation/interviews.</p> <p>Play leaders made equipment available at break times in designated zones enabling children to access a range of activities.</p> <p>Pupil Voice questionnaire carried out to monitor engagement and activities (Spring 1)</p> <p>Snapshot view taken at break times by PE lead to monitor engagement</p> <p>Added Outdoor Trim Trail to playground complementing existing out door gym.</p>	<p>£9890.00 Trim Trail</p> <p>£131.48 additional equipment for break times</p>	<p>Playtimes saw a wide range of children access different activities either as individuals or in groups.</p> <p>Behaviour improved and incidents recorded on Arbor decreased</p> <p>Pupil Voice showed overwhelming approval for activities (97%) in Spring 1 however with the playtime changes in Summer 1 this will need reviewing</p>	<p>Playtime split into to sessions Spring 2 – adaptations to play leader set up will need to be made next academic year to ensure break times remain well provisioned and regulated</p>
<p>Continued monitoring of attendance of after school sports clubs and activities.</p> <p>Using data to target hard to reach groups.</p>	<p>Used Arbor to create after school registers to monitor engagement of PP, SEN, SEMH, boys, girls and total engagement.</p> <p>Continued use of Pupil Voice from targeted children to identify</p>		<p>Data provided a much better snapshot of attendance to afterschool clubs helping . Overall attendance rose from 62% to 64% of children of which;</p> <p>Girls 52%</p>	<p>Continue to use data to inform provision of activities to enable more children to be reached.</p> <p>Regular feedback from Pupil Voice to inform</p>

Review provision of after school activities to provide engaging games and sports	engaging activities and provide if possible. On the back of this information we provided a new girls football club, hockey and tennis. Continued to use local providers and staff to provide a range of activities		Boys 48% SEN 6% PP 19% SEN/PP 8%	activity provision
Provide teachers with easy to use in lesson resources for active brain breaks within the school day. Encourage K for a Day when appropriate	Signed up to iMOVES for in class active breaks.	FOC	iMOVES has been used but intermittently as the curriculum is tightly packed and spare minutes are hard to find. K for a day used for afternoon brain breaks	Help teachers embed use in afternoons or at appropriate times to help re-engage pupils in learning. Provide evidence to show how and why these tools are useful to use.
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	
Increase and actively encourage pupils' participation in the School Sport Day through developing a format accessible to every child.	Organised and ran an inclusive school sports day based on last year. Provided staff with information pack and briefing to make sure format ran smoothly		All pupils in school that day took part in their Sports Day (LKS2/UKS2) Staff delivered it smoothly and helped encourage all children to meet their own personal goals	Keep running a fully inclusive sports day Provide Sports Day certificates to acknowledge participation

<p>Apply for School Games mark to show children, parents and staff that our provision is developing and our school had been recognised for it.</p>	<p>We applied for Schools Games mark and narrowly missed out on Silver</p>		<p>Through using School Games mark we have been more effective in targeting our PE and Sports provision and only missed out on Silver because we had not used an active travel scheme such as Modeshift Stars</p>	<p>Investigate active travel schemes that are easy to implement for school and teachers.</p> <p>Apply for Silver School Games Mark</p>
<p>Use Dojo to inform parents of upcoming sports events and activities and share results/outcomes</p>	<p>PE Lead provided regular sport/games update on Dojo allowing parents to see what events children were competing in and what out of school activities we participated in.</p>		<p>Dialogue between school and parents improved in terms of uptake and attendance at clubs and intra curricular events</p> <p>Parental appreciation of our PE offer increased through Dojo/personal feedback to PE Lead</p>	<p>Keep dialogue going with parents so they can see the full provision of sports/games activities their children can take part in. Encourage parental support and appreciation of provision to underpin value of PE/Sport provision</p>
<p>Display board dedicated to intra and inter activities, upcoming events and pupil feedback on experience</p>	<p>GC put up new display board in the hall. PE Lead created a display of activities children had participated in outside of school and their feedback on the activities they attended.</p>		<p>Pupils and visitor can see the range of provision and the impact the activities have had on our children further highlighting the importance of PE/Sport in enriching the school experience.</p>	<p>Make sure the board is updated regularly and a range of activities and experiences shown.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
Intent	Implementation	Impact	Next Steps
Continue to provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across school.	<p>PE Lead provided CPD for teachers through Real PE's online training portal. Mentored ECT'S in provision of PE</p> <p>PE Lead took appropriate CPD to enhance and broaden knowledge of Real PE, Real Gym and Real Dance</p> <p>PE Lead attended Points Network meetings where possible.</p> <p>Provided extra CPD opportunities for ECT's where possible.</p> <p>Unit planning/ lesson plans, videos and resources for each year group on 365 for ease of access</p>	<p>Teacher feedback shows increased confidence in delivering Real PE and Get Set 4 PE lessons which in turn has lead to better pupil feedback during unit assessments (Real PE).</p> <p>However unit assessment is not used consistently through year groups to give a completely accurate picture of the impact of PE on our pupils</p>	<p>PE Lead to request staff meeting to show assessment in Real PE and Get Set 4 PE</p> <p>One Unit per year group to be formally assessed for PE Evidence</p>

<p>Provision of 2 hours of quality, inclusive, progressive PE.</p> <p>1 Hour Real PE</p> <p>1 Hour Get Set 4 PE</p>	<p>Yearly subscription to Real PE</p> <p>Yearly subscription to Get Set 4 PE</p> <p>All Units, lesson plans, videos and resources on 365 for ease of access. Termly email from PE Lead showing Year group units for both schemes</p> <p>PE Lead completed CPD in Real PE to help continue quality provision.</p>		<p>Teachers are delivering better quality PE Lessons with a focus on skills and personal progression.</p> <p>CPD for Real PE Has been made available to all teachers via an online portal to enable them to fully understand it's ethos and the benefit of physical literacy to the whole child. This had helped in confidence in delivery and better focus on outcomes.</p>	<p>Ensure CPD opportunities are not being missed</p> <p>Use Teacher feedback to tailor CPD where necessary.</p> <p>Make sure assessment is used to evidence progress</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
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Intent	Implementation		Impact	Next Steps
<p>Continue to Introduce a varied of sports and physical activities to encourage more pupils to take up sport and physical activities, taking into account Pupil Voice.</p> <p>Attend competitive and non-competitive events and activities</p>	<p>Delivery of a range of after school sporting activities after referring to Pupil Voice</p> <p>Use of Points Network to attend out of school competitions such as Tag Rugby and Baminton</p>		<p>New sports delivered after school;</p> <p>Tennis, Hockey and girls football in addition to the ongoing clubs of Cosmic Yoga, football and Karate</p>	<p>Look to provide new after school activities by utilising Sports Leaders from Westfield e.g Change 4 Life</p> <p>This will further broaden the range of activities offered and highlight Westfield Sports Leaders as aspirational models for our children.</p>

				Make sure school has the right equipment to deliver these and new sports.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	Next Steps
Every year group to have an opportunity to attend out of school competition	<p>Attended Points Network events and competitions where possible.</p> <p>All Year groups had the opportunity to attend an out of school competition</p> <p>Y3 – Badminton Festival</p> <p>Y4 – Athletics, orienteering</p> <p>Y5 – Basketball, Tag Rugby, Rounders</p> <p>Y6 – Swim Festival, Tag Rugby</p>	£2000 Points Network	Chn fed back how much they enjoyed the experience of out of school competition. Their personal outcomes evidenced increased confidence, application of skills, resilience, team work and fun	Build network with family of schools to share knowledge, attend FOS competitions and best practice.

Attend Network Games at EIS	Y4 group to attend Network Games at EIS	£458	As above, the children's written feedback evidenced enjoyment, resilience, team work and application of skills	Find an alternative provision that matches the outcomes of the Network Games and gives chn the same opportunity
Enter competitions or tournaments across the local area, including those run by sporting organisations or family of schools	Attend events when and where possible.		FOS events (without Points Network) did not begin until Summer 1	Increased attendance at FOS events.

Signed off by	
Head Teacher:	<i>A. D. Corias</i>
Date:	21.7.2023
Subject Leader:	Miss S Badger
Date:	21.7.2023
Governor:	
Date:	