

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 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 evidence of 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	£19,132.11
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,390
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,390

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	83.3%
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	83.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94.4%
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

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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:	Date Updated:	Percentage of total allocation:
<p>Key indicator 1: 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</p>			
Intent	Implementation	Impact	
<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>We want children to understand their bodies and be able to perform basic body weight challenges. We want them to have the fundamental skills (balance, co-ordination, agility) ingrained. We want physical activity to be at the heart of what the school is all about, so starting the day with exercise is paramount to this. Also, having areas where the children can go to be active is vital.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>We have continued with the Daily Boost this year and had new playground markings installed. On top of this we have also had outdoor play equipment for EYFS and a restructure of the outdoor space. An outdoor gym was also installed. Included in our Daily Boost offer is skipping and hula-hooping. We also have Forest Schools which creates so many different learning opportunities and also helps towards the 30 minute offer.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>All children are regularly taking part in the daily boost. All children have access to the upper body area every day. Hula-Hooping and Skipping are embedded in our Daily Boost agenda and termly results are taking to show progress of children. We welcomed “Hoop Guy” in to launch our Hula hooping challenge day which is a Thursday every week. He inspired and challenged the children and out of 60% who said they couldn’t hula hoop we now have only 10% that say they can’t</p>	<p>Sustainability and suggested next steps:</p> <p>To build the daily boost into a country club on one of the days and develop our active mornings further to incorporate different activities. To welcome back hoop guy or another agency like “Dan the skipping man” to launch our skipping next year. To ensure all children are accessing the daily mile and being recognised for this.</p>
	<p>Funding allocated:</p> <p>£3,496.80 + £3,525.14 + £3,496.80 + £250 EYFS outdoor equipment = £1452</p> <p>Total = £12,452</p>		60%

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 11%
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: We want sport and physical activity to be at the centre of how we implement our school improvement plan. P.E kit is clear and simple and children should be able to perform safely.	Make sure your actions to achieve are linked to your intentions: To ensure we do this we have continue with our membership for PE passport. This enables teachers to deliver a broad and balanced curriculum. Each child gets a P.E sports t-shirt to wear for lessons so children are uniformed. School sport display and pupil voice to raise the profile.	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Assessments updated regularly on P.E passport. Easy to see high achievers and off-track children. Children's pictures up when they have represented the school or attended a club.	Sustainability and suggested next steps: Use of video on PE passport for assessment purposes.
	Funding allocated: £718.00 £1,279.95 = 1997.95		

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: We intend to send staff on CPD to extend and develop their already high skill level in the delivery of P.E. We have a focus on "Skills not Sports" and feel it is vital that all our staff members have an understanding of what high quality P.E and School Sport looks like. Also to allow the P.E	Make sure your actions to achieve are linked to your intentions: A new member of staff has been attending sports trips to increase experience of coaching and also helped out with after-school clubs. PE coordinator has attended two CPD course and health and WB conference with head teacher as part of the SSPAN offer. Tennis	Evidence of impact: what do pupils now know and what can they now do? What has changed?: More after-school clubs running at school. Tuesday – netball, dance and KS1/EYFS multi-sports Thursday – Football	Sustainability and suggested next steps: Outside agency to run lunchtime clubs next year.
	Funding allocated: £600 for supply cover £200 CPD – Health and WB conference £250 tennis		

<p>coordinator time to organize the curriculum, plan trips and write ½ termly sports reports we have ensured he has adequate classroom cover.</p>	<p>coach in to work with PE coordinator and deliver 10 hours of tennis lesson + develop the delivery of P.E coordinator.</p>	<p>coach = £1,050 Opportunities for CPD through SSPAN offer</p>	<p>Percentage of total allocation: 5%</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>			
<p>Intent</p>		<p>Implementation</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>We are advocates for new sports at Richard Hill and are always on the lookout for new initiatives and opportunities. We recognize that our children need wide range of experiences in order to help them find a sport/physical activity that they will want to do forever. So, part of our intent is to ensure all children in KS2 get the chance to attend a sports trip or are given the chance to attend a sports club.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Little Springers gymnastic club Hula hoops Hula Hoop guy</p>	<p>Funding allocated:</p> <p>£375 £108 £350 = £833</p>	<p>Impact</p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Huge uptake of initial gymnastics club offered through SSPAN. We then paid for 2 clubs one for KS1 and one for KS2 which were really well attended. 50+ children taking part in extra-curricular gymnastics. 60% who said they couldn't hula hoop we now have only 10% that say they can't</p> <p>Sustainability and suggested next steps:</p> <p>Extend this offer to KS1 and EYFS.</p>

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Key indicator 5: Increased participation in competitive sport				
Percentage of total allocation:				
17%				
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:
We aim to attend various competitions through our SSPAN membership and challenge the children to be competitive at some of these. Others we will attend as experiences or for participation. Travel to events is always a challenge for us. We have worked on ways to address this.	Membership to SSPAN – our SGO asks us to state the reason we attend each event. We are becoming more competitive and where we have had a club running prior to the event we will aim to attend and win the event. We have used some budget to help with travel costs and utilized parent support for after-school trips.	£1,600 £1,200 = £2,800	Through pupil voice the children have explained that the experiences they have at trips really inspires them. Parents have been very supportive and helped our particularly with cross-country and other trips and after-school activities.	Look into a school mini-bus or ways around lowering the cost for transport.

Signed off by	
Head Teacher:	

Date:	8/9/23
Subject Leader:	TOMM
Date:	8/9/23
Governor:	S. Neackos
Date:	8/9/23