

# 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



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£16700
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£16780
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 0

## 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 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><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	77%
<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>	67%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%

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?

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:		
<b>Key indicator 1:</b> 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:	
			79%	
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:
Improve pupil engagement during playtimes. Ensure that children are more active through physical play accessible to all children	Through consultation with children and other stakeholders, develop a new 'trim trail' that can be used by all children to promote physical wellbeing	£9,000 for trim trail	Children are more active at playtimes. Introduction of new apparatus has improved children's access to physical activity. Equipment can be used during PE lessons as well as at playtime. Evidence through monitoring, pupil interviews, school council meetings.	Continue to promote and use equipment during PE lessons to give ideas on activities that could be completed by the children.
Contribution towards transportation costs and hire costs of the sports hall	Ensure that all pupils in KS2 have the opportunity to have access to high quality swimming lessons and indoor PE sessions in the indoor sports hall at Bridport Leisure Centre.	£4300	Children able to use a large indoor space to take part in PE lessons.	Develop more coaching opportunities next year

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %7
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:
Continue to offer a wider range of activities outside the curriculum in order to involve more pupils	Increased range of sports clubs Clubs are popular and accessible to all	Staff time	Pupil engagement – more pupils taking part in extra curricular clubs	Continue to offer a wide range of clubs next year, building on those offered in 22/23
Run Bikeability courses for children in KS2	Level 1 and 2 training organised with National Instructor	Staff time	100% of year 6 pupils trained to level 2. Greater proportion of children cycling to school. Majority of children in Y5 trained to Level 1.	Follow up L3 courses in school holidays offered.
Celebrate sporting achievements in collective worship throughout the year – individual and school events	Regularly update school display board and ensure all achievements are being shouted out in celebration assembly. School certificates given to those children that participate within school competitions as well as being celebrated within celebration worship.	Staff time	Celebration assemblies and school sports display to celebrate those children that have received a sporting achieved a sporting achievement in and outside school	Continue to regularly update display board. Encourage teachers to ask their children for any sporting successes on a weekly basis. Ensure all children with a sporting success are being noticed within the weekly celebration worship.
Continued funding of updating school sports equipment to offer students a wider range of sports.	Assess sports equipment and identify resources that require updating. Further investment into different sports equipment to encourage children to participate within a wider range of sports. Re-using old and providing new equipment to all classes to be used at playtimes.	£400	All staff to have access to all sports equipment meaning lessons are well resourced and every child has the same opportunities to access a wider range of sports. Children provided a wider range of equipment to use at playtimes encouraging to become more active	Ensure old equipment is continued to be re-used throughout the school at playtimes.
		Staff time		Discuss sports day with school

Whole school sports day –all children across KS1 and KS2 to take part in whole school sports.	All children throughout the school are encouraged to take part in all sport events on sports day. Staff to encourage all children to take part building self-confidence and overall enjoyment for sporting activities.		Pictures of sporting events on Facebook, website and newsletter	council and take on board any improvements/suggestions
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Staff across the school are supported to increase their confidence, knowledge and skills in PE and sport	<p>CPD offer from coaches (Premier Education)</p> <p>PE coordinator to lead staff meetings on coverage in PE across the school, including attainment, progress and assessment</p> <p>PE coordinator to monitor pupil standards in PE across the school</p>	Staff time and part of coaching cost	<p>Staff have improved confidence in a different sport and are assessing progress and attainment more effectively</p> <p>Standards in PE across the school are monitored</p>	PE lead is effective in monitoring the standards within PE and Sport as systems are established
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Additional achievements: Children have access to a wide range of clubs and activities	All children to be actively encouraged to join extra-curricular sports sessions. School Sports Coordinator employed to organise local school sports and to liaise with schools.	Staff time	-A wide range of sports have been offered that provide experience and accessibility to all children. -Involvement in a range of competitions including: football, netball, cross-country, multi skills (KS1), Quadkids,	Maintain for KS2 but improve access to sports clubs for KS1. Gymnastics and Dance club
KS2 PE lessons include a range of different sports	Invite coaches in and staff to attend CPD with other pyramid schools	Staff time – Supply	Children took part in dodgeball, gymnastics, football, athletics, dance etc. as part of their in school PE lessons. A range of sports clubs were offered.	Offer a wider range of sports to KS1 and EYFS next academic year – use staff skills and also Forest School
Use of Forest school and outdoor learning opportunities	All children provided with outdoor learning opportunities Staff make use of forest school area and other local landmarks (beach) for outdoor learning	Staff time	Ongoing project. All children access outdoor environment. Improved links with local community Forest school area used by Early Years and other classes as appropriate Range of activities offered on school trips	New Forest School Provider next year. Continue work with National Trust to use the Hive beach for outdoor learning opportunities
Village playing field marked for competitive sports	Athletics markings during the summer and football pitch during the winter inc. overmarking fortnightly	£400	Children able to take part in measured events and compete to their highest potential	Host more football matches next year  Get more athletics markings (throwing and more lanes on track)

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:
Use local PE co-ordinator and sixth form/gold ambassadors to help set up matches and sports festivals.	Organise competitive sport with local primary schools outside of organised competition such as friendly matches in hockey, netball, football, tag rugby etc.	Staff time £503	All year groups participate in sports festivals throughout the year organised by Colfox sports Co-ordinator.	Sustainability and suggested next steps:
Sports lead to arrange inter-school competitions. Aimed at encouraging children to enjoy taking part competitively	Ask school council to speak to peers and identify competitions children would like. Sports lead to ensure competitions can be accessed by all children	Staff time	Friendly matches as well as competitive events happened this year.	Sports lead to ensure these competitions take place and children are given the opportunity to compete during next academic year
Engage high % of PP and SEN children in sports	Identify barriers through pupil voice. Listen to pupil voice and set up clubs/competitions that children would like to compete in.	Staff time	Sports lead to work closely with school SEN lead and PP lead to focus on participation of SEN/PP children	Continue to promote next year and include different sports as appropriate
			Sports lead to coordinate with SEN lead and PP lead and arrange way to overcome barriers that restrict children from competing.	

Signed off by

Head Teacher:	A. Gough
Date:	17.7.23
Subject Leader:	A Gough
Date:	17.7.23
Governor:	
Date:	