

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 2021/22	£8,420
Total amount allocated for 2021/22	£18,550
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,420
Total amount allocated for 2022/23	£18,600
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£25,898 (£1,379 CF 23/24)

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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 2023. Please see note above	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%

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: £34,284		Date Updated: 17/07/23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: %
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:
<ul style="list-style-type: none"> To improve the skills based teaching of PE across Key Stage 1 and 2. To improve the confidence of staff in teaching skills based PE in Key Stage 1 and 2. 	<ul style="list-style-type: none"> Funding allocated to provided CPD opportunities for all staff with PE professionals including: <ul style="list-style-type: none"> Darren Hambrook (gymnastics) Simon Hoad (all sports) Dan Westcott (competition-based events) Cricket specialist teacher (Sussex Cricket) PE Hub planning introduced and embedded across the school 	£11,464	<ul style="list-style-type: none"> High proportion of staff agreed or strongly agreed that they feel more confident teaching PE following the CPD sessions. High proportion of staff agreed or strongly agreed that they feel more confident teaching PE following the introduction of PE Hub. Staff receive additional support depending on need and timetabling to allow to work alongside the PE teacher to continue CPD. From Staff Voice, it was clear that teachers felt less confident in teaching gymnastics. This year, every teacher has received gymnastics support and were able to deliver lessons post-CPD. Year 3 & 4 won their ACE competitions league, beating two other local schools in a variety of competitive sports (as a result of Dan Westcott and Simon Hoad's CPD and lesson support). 		<ul style="list-style-type: none"> Vocabulary maps to be used alongside progression of skills map Specialist to work alongside teachers who have requested / require support. Profile of assessment using PE floor books to be raised Ensure new members of staff are supported and feel confident in teaching the new PE scheme Less-confident teachers to observe more confident teachers in PE lessons

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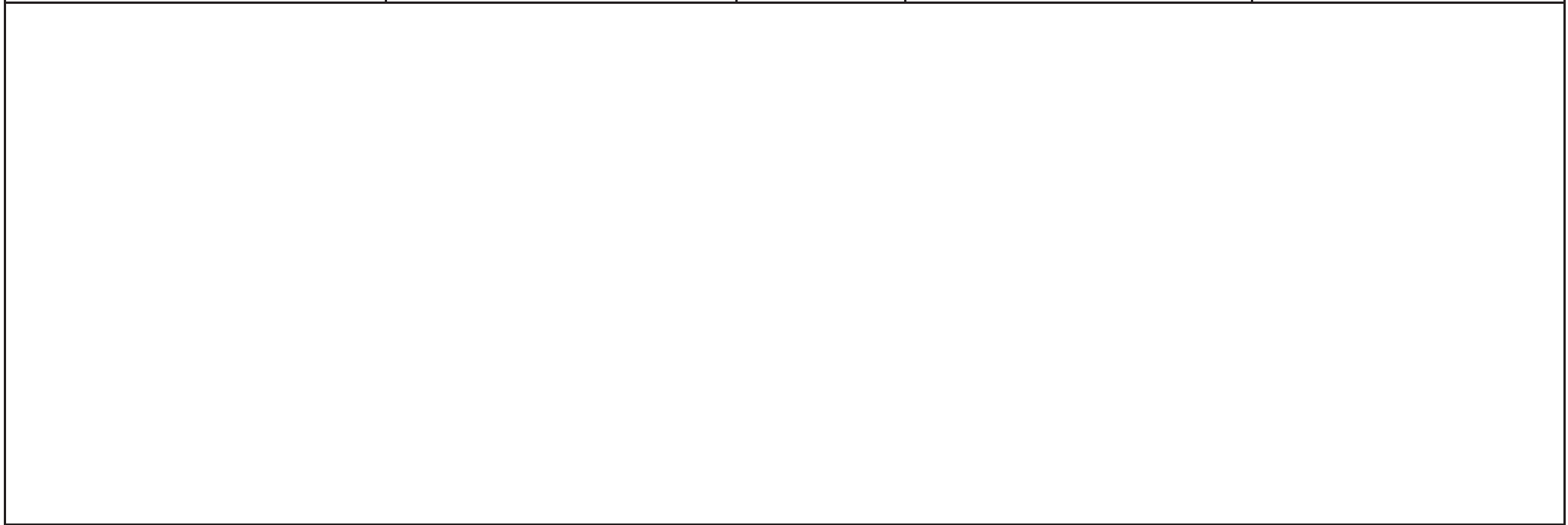
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Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
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:
To engage children in at least 30 minutes of physical activity during the whole school day, particularly focused on lunchtime provision and after school clubs.	<ul style="list-style-type: none"> Funding allocated to make clubs more accessible for all children To give a greater variety and choice of clubs and activities for all children both during school hours and after. Funding allocated for targeted children to attend clubs , such as Soccerfix football club Day off in lieu offered to staff to run an active after school club Dan Westcott ACE events, adding a competitive element to sport for all children. Lunchtime club offered by Simon Hoad to targeted children Use the Active School Day heat map to analyse which days are most active for a specific year group Walk to School Week highlighted throughout the school Crinkle crag in playground to promote active play for all children. 	£ 9,100	<ul style="list-style-type: none"> Every child in the school has had an opportunity to take part in competitive sport Clubs now offered every single day after school 80% of KS2 have engaged with a physical activity in an after school club or lunchtime club Children are more active at lunchtimes and after school and are engaged with activities such as den building, sports (football, basketball) as well as manipulating resources such as tyres. Year 5 & 6 girls and boys have attended football clubs and fixtures <p>Clubs now offered include:</p> <ul style="list-style-type: none"> Football Cricket Dance Netball Multiskills Table tennis <p>Competition-based events include:</p> <ul style="list-style-type: none"> Rounders Tag Rugby Athletics Cricket Netball Hockey 	<ul style="list-style-type: none"> PE Specialist Teacher to continue to provide staff with resources and ideas for lessons to ensure they are replicated and taught effectively. An increase of clubs to be offered to children as of next year Shooting stars (football scheme for KS1) to be introduced School currently receiving quotes for a new sand pit and new climbing / gym equipment outside Active School Day heatmap informed us that lesson times and before school were target areas so more ‘Walk to School’ weeks, active breaks and mini-miles offered

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:
				%
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:
<ul style="list-style-type: none"> To raise the profile of PE and sport in our school. 	<ul style="list-style-type: none"> New equipment in: football (goals), netball (hoops), basketball, tennis (racquets and balls), athletics and various multi-skill and multi-sport equipment. Sports Captains given RKPS specific t-shirts with names on and badges Increase use of social media and newsletter to advertise and celebrate sporting events. The ACE 'branding' and profile has been raised by regular updates being shown on the PE display board as well as the weekly events throughout the year. Termly intra-school competitions set up in collaboration with Dan Westcott. Use of School Ping, school website, newsletters and assemblies to inform our school community of events and successes. School notice board to inform those 	£815.19	<ul style="list-style-type: none"> Improved engagement within lessons and sports day. Parent and staff praise for Sports Day. Increased awareness of the need to be physically active. Increased number of children taking part in activities both during school day and after school. Children actively speaking about the termly competitions. The league tables and discussing the next event. Huge excitement about the current leaderboard (PE display) Trophies and medals along with certificates handed out for effort and achievement in sport, to encourage participation as well as 'winning' School Games Gold Award recognises provision that the school has in place to ensure that the children in KS2 are given plenty 	<ul style="list-style-type: none"> Continue to update and improve equipment as and when needed. Review Sports Day based on any feedback. Review termly competitions based on Staff / Pupil voice. Introduce staff PE 'kit' Feedback from children and parents on ACE events Longhill (local secondary school) Sports Leaders and other links in the local community

	<p>in school of successes as well as up and coming events.</p> <ul style="list-style-type: none"> • Introduction of professional and qualified coaches, delivering a range of clubs, raising the awareness of a range of sports • PE leads complete School Games Gold Mark for 2023 and regularly communicate with SGO 		<p>of opportunities to participate in festivals and competitions, both at intra and inter level. Award also evaluates communications with SGO and use of national events to encourage participation in children.</p>	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
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:
To give children the opportunity to try out new sports, which they may then choose to participate in outside of school.	<ul style="list-style-type: none"> • Termly competitions put in place for different Key Stages, league tables updated and rewards given. • Huge increase in after school clubs in a variety of sports (including netball, table tennis) • ACE events offer a wide variety of sports children may not otherwise partake in • Intra and inter-school events offer the opportunity to try competitive sport • Liaised with SGO • Fixtures arranged with other schools, including girls and boys football matches • Competitive football competitions entered (leagues and cups) • Participation in city wide sporting events and festivals • Let's Dance competition led by a coach 	£840	<ul style="list-style-type: none"> • School able to participate in fixtures against other schools in football. • We have purchased equipment to increase provision for events such as netball, table tennis • High percentage of children participating in sport, including an increase in the number of BAME girls and PP/FSM children • Children feel success; the presentation of trophies and celebration of success at weekly assemblies and in newsletters encourages other year groups to take part. • 	<ul style="list-style-type: none"> • Ensure that when needed, money is available for transport and coaching. • From Pupil Voice, review the sports taught in curriculum time and ACE events • Continuous self-reflection by school in order to create and meet next steps. • Review curriculum map to include a broader range of sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To provide a greater variety of competitive sport to more children.	<ul style="list-style-type: none"> • Termly competitions put in place for different Key Stages, league tables updated and rewards given. • ACE events offer a wide variety of sports children may not otherwise partake in • Intra and inter-school events offer the opportunity to try competitive sport • Liaised with SGO • Fixtures arranged with other schools, including girls and boys football matches • Competitive football competitions entered (leagues and cups) • Participation in city wide sporting events and festivals 	£2,300	<ul style="list-style-type: none"> • School able to participate in fixtures against other schools in football. • High percentage of children participating in competitive sport, including an increase in the number of BAME girls and PP/FSM children • Children feel success; the presentation of trophies and celebration of success at weekly assemblies and in newsletters encourages other year groups to take part. • Year 3 & 4 won the annual ACE competition • Competitive culture in the school has increased • Children now looking more at the display and match reports and other celebrations of success in the newsletter and social media • Weekly assemblies used to celebrate and raise profile of sporting achievement • Every week this year there has been a sporting event for a different year group 	<ul style="list-style-type: none"> • Ensure that when needed, money is available for transport and coaching. • Continuous self-reflection by school in order to create and meet next steps. • Maintain the number of clubs taking place after school next academic year. • Utilise the SGO next year to increase and improve our offer to children • PE leads to continue entering sporting teams into competitive fixtures within the local area (2 competitions entered each for boys and girls football teams)

Signed off by	
Head Teacher:	Euan Hanington
Date:	17.07.2023
Subject Leader:	Niall Wynne and Dan Mackarness
Date:	July 17 th 2023
Governor:	
Date:	