

# 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   | £0            |
| Total amount allocated for 2022/23   | £17,100       |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0            |
| Total amount allocated for 2022/23   | £17,100       |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023          | £18,700 spent |

## Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</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.</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>Pupils from Year 1 to Year 4 are taught swimming for one term each year. The school follows the Swim England School Swimming and Water Safety programme. Pupils are assessed half termly. Any pupils not meeting the NC requirements by the end of Year 4 continue swimming in Year 5 and 6.</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>  | <p>95%</p>  |
| <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>   | <p>95%</p>  |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>  | <p>100%</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?

Yes - Our school swimming programme goes beyond the requirements of the national curriculum. Additional swimming provision provided for children who do not meet the national curriculum requirements at the end of Year 4. The additional provision and lessons are subsidised using the sport's premium.

## 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:   |  |
|---|---|--|--|---|--|
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport  |   |  |  |   | Percentage of total allocation:<br>%     |
| 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:<br>What do pupils now know and what can they now do?<br>What has changed?   | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> <li>Increase confidence, knowledge and skills of staff teaching PE through purchase of bespoke PE scheme.</li> <li>Scheme should cover a range of sports to maintain breath of curriculum to engage all pupils and help children to understand physical activity does not just include sports.</li> <li>Scheme should include lesson plans and resources to support teaching the correct techniques in all sports.</li> <li>Scheme should show a clear skills progression from Reception to Year 6.</li> <li>Scheme should include assessment criteria so pupil progress can be tracked and</li> </ul> | <ul style="list-style-type: none"> <li>Annual subscription to Get Set for PE curriculum to support staff in the teaching of PE and provide video demonstrations of the skills.</li> <li>Purchase of resources in line with Get Set for PE curriculum.</li> <li>PE lead release time to monitor impact of new curriculum and carry out assessment monitoring.</li> </ul> | <p>Costed elsewhere</p> <p>Costed elsewhere</p> <p>£1000</p> | <ul style="list-style-type: none"> <li>Staff feel confident about delivering high quality PE lessons in a wider range of sports.</li> <li>Staff making use of the CPD opportunities and demonstration videos in Get Set for PE to increase the quality of PE teaching.</li> <li>The structured sequence of learning enables children build upon prior skills and become more confident in abilities.</li> <li>Children are more knowledgeable about key sporting concepts which is demonstrated by an increased use of relevant vocabulary in PE.</li> </ul> | <ul style="list-style-type: none"> <li>Continued subscription to Get Set for PE.</li> <li>Continue to review and purchase replacement resources when appropriate to support teaching of the curriculum.</li> <li>Join Primary Cluster PE Association to access local CPD opportunities and CPD offered by School Games Network.</li> <li>Ensure regular PE assessment monitoring takes place to inform planning and secure strong outcomes for pupils.</li> </ul> |  |

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| <p>any trends identified, for example interventions for LA pupils.</p> |  |  | <ul style="list-style-type: none"> <li>• Positive feedback from staff relating to Get Set for PE scheme and higher levels of engagement and enjoyment in PE lessons by pupils.</li> <li>• Assessment of pupils carried out half termly and trends identified, allowing staff to address misconceptions and provide interventions where necessary.</li> </ul> |  |
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| <p><b>Key indicator 2:</b> 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> | <p>Percentage of total allocation:<br/>%</p> |
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| Intent  | Implementation  |                           | Impact   |   |
|---|---|---------------------------|--|---|
| <p>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:</p>   | <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p> | <p>Evidence of impact:<br/>What do pupils now know and what can they now do?<br/>What has changed?</p>   | <p>Sustainability and suggested next steps:</p>   |
| <ul style="list-style-type: none"> <li>• To support and improve pupil activity levels at lunchtimes, through purchase of lunchtime activity scheme and resources ( Happy lunchtimes).</li> <li>• To purchase additional clothing and resources for school’s OAA programme to ensure this can be offered to</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase of “Happy Lunchtime” programme to support and improve pupil activity levels at lunchtimes and training for staff.</li> <li>• Training of staff and pupil sports leaders to deliver “Happy Lunchtime activities.”</li> </ul> | <p>£1200</p> <p>£750</p>  | <ul style="list-style-type: none"> <li>• Pupil activity levels have increased at lunchtime due to instigation of “Happy Lunchtime” programme.</li> <li>• High levels of engagement with physical activities on offer at lunchtime from all year groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing purchase of resources for Happy Lunchtime physical activities.</li> <li>• Ongoing purchase of clothing and resources to support school’s OAA programme.</li> </ul> |

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| <p>all children across the school either during curriculum time (Key Stage1) or as an extra-curricular activity (Key Stage 2).</p> <ul style="list-style-type: none"> <li>• Purchase of resources to facilitate the delivery of a range of after-school sports clubs.</li> <li>• Children to understand that physical activity can take a variety of forms and the importance of maintaining a healthy lifestyle.</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase of resources to support “Happy Lunchtime” activities.</li> <li>• Purchase of waterproof clothing and associated storage (hooks, welly rack) for OAA to ensure there is sufficient clothing available for all of Key Stage 1 to partake in OAA during curriculum time.</li> <li>• Purchase of additional resources to facilitate the delivery of OAA to Key Stage 2 children as an extra-curricular activity, for example water carriers, tools, flints etc.</li> <li>• Purchase of PE resources to support afterschool sports clubs.</li> <li>• Hire of Village Hall as an indoor space for afterschool sports clubs.</li> <li>• Purchase of flooring in the forest school classroom to enable all year-round use</li> </ul> | <p>£700</p> <p>£500</p> <p>£200</p> <p>£400</p> <p>£1600</p> <p>£300</p> | <ul style="list-style-type: none"> <li>• Positive feedback from pupils and staff in relation to lunchtime activities.</li> <li>• Positive behaviour observed at lunchtimes as a result of more children being engaged and participating in physical activity.</li> <li>• All children in Key Stage 1 now have appropriate clothing to participate in OAA lessons. Less lesson time is lost due to more organized storage of clothing meaning it is easier to access.</li> <li>• Additional accessibility to the forest school classroom</li> <li>• Regular OAA extra-curricular clubs offered to Key Stage 2 children which were positively received. Children were able to learn new physical skills as a result of these clubs.</li> <li>• Increased range of afterschool clubs on offer</li> </ul> | <ul style="list-style-type: none"> <li>• Maintenance costs of school’s outdoor climbing apparatus which forms part of OAA programme.</li> <li>• Ongoing purchase of resources to support after school clubs.</li> <li>• Hire of Village Hall for delivery of after school sports clubs during winter months.</li> </ul> |
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|  |  |  | <p>using new resources, including athletics, lacrosse, cheerleading, dodgeball.</p> <ul style="list-style-type: none"> <li>• Hire of Village Hall has meant clubs do not need to be cancelled due to weather.</li> <li>• Increased take up of after school clubs (62% of KS2 pupils and 50% KS1 pupils attended an afterschool sports club).</li> </ul> |  |
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| 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:   |
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|   |  |                    |  | %   |
| 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:<br>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"> <li>• Staff to feel confident in their knowledge and skills when teaching PE.</li> <li>• Children to have exposure to a range of sports and physical activities through PE lessons,</li> </ul> | <ul style="list-style-type: none"> <li>• Subscription to Get Set for PE curriculum to provide staff with framework to deliver high quality PE lessons showing clear progression across a range of sports.</li> </ul> | £500               | <ul style="list-style-type: none"> <li>• Staff are much more confident in teaching all topics with clear skills progression in all areas of PE.</li> <li>• Children show improved</li> </ul> | <ul style="list-style-type: none"> <li>• Continued subscription to Get Set PE curriculum and continued review and update of resources to support curriculum.</li> </ul> |



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| <p>after school provision and competitive sports programme.</p> <ul style="list-style-type: none"> <li>• All children to have the opportunity to participate in a range of competitive sporting events both within school and against other schools.</li> <li>• Delivery of School Swimming and Water Safety curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase of equipment and resources to support Get Set for PE programme and after school sports provision. £5000</li> <li>• Hire of Village Hall for indoor PE lessons and after school sports provision to provide children with a large indoor space to enhance the teaching of PE. (as above)</li> <li>• Purchase of staff sports kit to ensure suitable clothing and increase confidence levels of staff teaching PE. £800</li> <li>• Membership of Swim England School Swimming and Water Safety programme and purchase of swimming pass books and badges. £150</li> <li>• Membership of local sports cluster group to ensure a full programme of competitive and non-competitive sporting opportunities is available to £1500</li> </ul> |  | <p>skills and are more confident in abilities.</p> <ul style="list-style-type: none"> <li>• Positive feedback from staff and children in relation to PE lessons, with both staff and children enjoying the opportunity to learn new sports.</li> <li>• Purchase of equipment has enhanced the delivery of PE lessons and allowed a more varied after school provision of physical activities including OAA, lacrosse, cheerleading and athletics.</li> <li>• Hire of Village Hall has meant less PE lessons and after school sports lessons are lost due to adverse weather.</li> <li>• Space and storage in Village Hall has meant that sufficient space for the resources for teaching all aspects of the curriculum, e.g. gymnastics.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing membership of local cluster sports group and School Swimming organization.</li> <li>• Ongoing hire of Village Hall.</li> <li>• Purchase of new school sports kit for KS1 and KS2 pupils to wear in competitive sporting events.</li> <li>• CPD training for staff in areas of the curriculum where they feel less confident.</li> <li>• Employment of specialist sports coaches to enhance delivery of curriculum and after school sports provision.</li> <li>• Cost of transport and staff cover to competitive sporting events.</li> <li>• Ongoing membership of Primary Cluster sports group which provides local and School Games</li> </ul> |
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|  | <p>all children.</p> <ul style="list-style-type: none"> <li>• Transport costs and staff covered to ensure all children have access to interschool competitive sporting event and non-competitive sports festivals.</li> <li>• Enhancement of website so news articles can be published of sporting events. Addition of a communication tool to raise the profile of sport and communicate with parents</li> </ul> | <p>£800</p> <p>£400 contributed towards costs</p> | <ul style="list-style-type: none"> <li>• All staff members have correct PE kit for teaching and show increased confidence when teaching PE. New kit has been positively received by staff and parents.</li> <li>• Children are more confident swimmers and have developed a greater knowledge of water safety.(95% of Year 6 pupils met the requirements of the national curriculum for swimming and 100% for self rescue – July 2023).</li> <li>• Membership of local cluster sports group provides CPD opportunities and a full programme of competitive and non-competitive sporting opportunities for all year groups.</li> <li>• By providing transport costs and staff cover all children in school have attended a non-</li> </ul> | <p>competitive and non-competitive sporting opportunities.</p> |
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|  |  |  | <p>competitive interschool sporting event and accessed professional coaching. High percentages of KS1 and KS2 children have represented the school at competitive sporting events including target groups of SEN, less active and girls.</p> <ul style="list-style-type: none"> <li>Regular news articles published of sporting events in a timely manner. Pupils feel valued and proud of their sporting achievements both within school and externally. Parents receive regular communication relating to the school's sporting achievements.</li> </ul> |  |
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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             |  |
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| 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: | <p>Evidence of impact:<br/>What do pupils now know and what can they now do? What has changed?</p> <p>Sustainability and suggested next steps:</p> |

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| <ul style="list-style-type: none"> <li>• Children to experience a broad range of sports and other physical activities through a diverse PE curriculum which delivers structured high quality PE lessons.</li> <li>• Children to have the opportunity to participate in a wide range of sports and physical activities through lunchtime activities and extracurricular after school sports clubs.</li> <li>• Children have the opportunity to attend Sports Festivals to try new sports and physical activities run by expert coaches.</li> </ul> | <ul style="list-style-type: none"> <li>• Annual subscription to Get Set for PE curriculum and purchase of associated resources to ensure a full range of sports offered in PE lessons.</li> <li>• Purchase of resources to support physical and sporting activities at lunchtime.</li> <li>• Purchase of resources to support a wide range of after-school sports clubs.</li> <li>• Transport costs and staff cover, to ensure all children in school have the opportunity to attend sports festivals, residential activities, and to benefit from professional coaching.</li> </ul> | <p>Costed elsewhere</p> <p>Costed elsewhere</p> <p>Costed elsewhere</p> <p>£2,500</p> | <ul style="list-style-type: none"> <li>• Staff are more confident in delivering high quality PE lessons across a range of different sports including basketball, handball, OAA and yoga.</li> <li>• Children are engaged in PE lessons and provide positive feedback of experiences.</li> <li>• More children are involved in physical activities at break and lunchtimes resulting in more positive behaviour choices, increased confidence and improved fitness levels.</li> <li>• Sufficient resources available to support a wider range of after-school clubs including cheerleading, lacrosse, athletics and OAA.</li> </ul> | <ul style="list-style-type: none"> <li>• Continued subscription to Get Set PE curriculum and continued review and update of resources to support curriculum.</li> <li>• Maintenance of outdoor climbing apparatus for use in PE curriculum provision and lunchtime and after school sports activities.</li> <li>• Continued purchase of resources to support “Happy Lunchtime” physical activity provision.</li> <li>• Continued purchase of resources to support after school sports provision including OAA</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>100% of children in the school have attended a sports festival run by an external provider and involving specialist coaching, including gymnastics, dance and multi skills.</li> </ul> | <p>programme.</p> <ul style="list-style-type: none"> <li>Ongoing transport and staffing costs to ensure all children in school have the opportunity to attend Sports Festivals and receive specialist coaching.</li> <li>Staff CPD opportunities through local cluster group or School Games Network.</li> <li>Employment of specialist coaches within school to enhance PE teaching and after school club provision.</li> </ul> |
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| <b>Key indicator 5: Increased participation in competitive sport</b>   |  |                    |  | Percentage of total allocation:          |
|  |  |                    |  | %  |
| <b>Intent</b>  | <b>Implementation</b>  | <b>Impact</b>      |  |  |
| 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:<br>What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |

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| <ul style="list-style-type: none"> <li>All children have the opportunity to represent the school at an intra-school competitive sporting event.</li> <li>All children in Key Stage 1 and 2 have the opportunity to represent the school at an inter-school competitive sporting event.</li> </ul> | <ul style="list-style-type: none"> <li>Membership of Chantry Cluster Sports Partnership which provides local and district (through the School Games Network) competitive and non-competitive sporting opportunities for all year groups.</li> <li>Transport costs (coach and minibus hire) and staff cover to ensure children are able to attend inter-school events.</li> <li>Purchase of resources and incentives e.g. trophies, stickers to support intraschool competitive sports events.</li> </ul> | <p>Costed elsewhere</p> <p>Costed elsewhere</p> <p>£400</p> | <ul style="list-style-type: none"> <li>80% of Key Stage 2 children and 75% of Key Stage 1 children represented the school at a least one interschool competitive sporting event.</li> <li>Target groups for example SEN, less active and girls had the opportunity to participate in inter-school competitive events.</li> <li>Children were not restricted from representing the school in interschool competitions by cost factors.</li> <li>Children had a sense of pride in representing the school and demonstrated many of the school values.</li> <li>100% of children in school participated in intra-school house sporting events.</li> <li>School were winners of the cluster girls football tournament, placed 2<sup>nd</sup> in the Year 3-4 football tournament and 3<sup>rd</sup> in the Year 5-6 netball tournament and the Key Stage 2 Panthalon. School also finished 3<sup>rd</sup> on</li> </ul> | <ul style="list-style-type: none"> <li>Purchase of new school sports kit for KS1 and KS2 pupils to wear in competitive sporting events.</li> <li>Cost of transport and staff cover to competitive sporting events.</li> <li>Ongoing membership of Primary Cluster sports group which provides local and School Games competitive and non competitive sporting opportunities.</li> <li>Continued establishment of house intraschool competitive sports programme to cover a wider range of sports for all year groups so all pupils can experience competitive sport in a “safe” environment.</li> </ul> |
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|  |  |  | Worcestershire Bell Boating Regatta. |  |
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| Signed off by   |                    |
| Head Teacher:   | Joel Turvey        |
| Date:           | 18 July 2023       |
| Subject Leader: | Caroline Lightfoot |
| Date:           | 15 July 2023       |
| Governor:       | Jamie Pratt        |
| Date:           | 18 July 2023       |