

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 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 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	£984
Total amount allocated for 2021/22	£19,372
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,380
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 20,364

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	58%
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	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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:	
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: 13%
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 increase daily physical activity for all children, throughout the school day. Encouraging 30 active minutes a day, in school, whilst promoting being active at home for at least 30 minutes a day.	The training of Playground leaders, in year 6, to help promote games/ activities for the younger years. (Trained by NOSSP affiliated PE mentor) NOSSP affiliated PE mentor provides an afterschool club to ensure those children who are PPG or have SEND are supported to be active. Support from NOSSP affiliated PE mentor to provide high-quality resources and activities to support children being active. The purchase of new equipment, such as tennis balls, to ensure that all children have access to sports and that lessons can be targeted	£2123 £48.50	The older children have been able to develop their leadership skills, whilst the younger children have been able to learn new games, bonding with children they may not usually play with in an active way. This has also given more children different ideas of how to be active at break times. Targeted support for specific groups of children (PPG and SEND) meaning that these children have had the support to access being active in different ways. Children are now more active at break and lunch times, using resources to initiate new games.	To ensure that the playground leader resources are up to date and appealing so that each year group/ playground has a range of equipment. As year 6 children leave, ensure new playground leaders are trained and set up to ensure children are supported to be active during break times. This could then be repeated at the end of the year with year 5 children so they are ready for September. Ensure Sports Council continue to set challenges so that children across the school are encouraged to be active.

	<p>smaller groups.</p> <p>Challenges to promote physical activity in school, set by Sports Council, such as the Easter challenges.</p> <p>Weekly activity diaries have been completed in different year groups to ensure children are also being active before or after school, so that we can monitor and target children.</p> <p>Promotion of the weekly mile and use of Go Noodle, super movers and cosmic yoga.</p> <p>Continued use/ subscription of Active Maths weekly, in curriculum lessons.</p> <p>Planned active sessions in afterschool club, with the help of Youth Activators.</p>	£575	<p>Most pupils are now active for at least 30 minutes a day.</p> <p>Children are reporting to be active at home and have been engaged and want to be proactive in being healthy and active outside of school as well.</p> <p>Improved fitness levels across the school.</p> <p>Children's attitudes, engagement in lessons and concentration have improved and children have reported to enjoy learning in an active manner.</p> <p>After school club have been able to engage different children in being active, through the use of Youth Activators.</p> <p>Children will be active at break and lunch times, using the games and support from Youth Activators to initiate new games.</p>	<p>Ensure that new staff, including the ECT and TAs are given training by the NOSSP affiliated PE mentor so that they are also equipped with the games/ ideas to support children's active break times.</p> <p>Continue to promote active schemes/ activities, as well as assessing new ideas that could also be used.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				38%
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:

<p>To raise the profile of PE and Sport throughout the school and for children to be aware of the benefits of leading a healthy active lifestyle.</p> <p>Leadership opportunities for pupils, including Sports Council.</p> <p>To raise the profile of Forest School throughout the school.</p>	<p>More opportunities for inter and intra-house competitions, such as the Cross-Country event, as well as the Rounders event.</p>	£2123	<p>Children have positive attitudes towards PE in school and enjoy taking part in physical activity and competitions, against other classes/ schools.</p>	<p>Ensure that School Council continue to raise the profile of PESSPA and ensure they are setting challenges or advice to the pupils.</p>
	<p>Sports being raised in PE such as athletics and cricket, taught by an experienced PE mentor (NOSSP).</p>		<p>Children have an increased understanding of how PE and sports link to their mental health and wellbeing.</p>	<p>Continue to promote school games values, as well as competitions.</p>
	<p>Playground leaders trained and implemented across the school, as mentioned previously.</p>	£2850	<p>Children are encouraged and supported to take part in physical activity during all parts of the school day.</p>	<p>Arrange festivals to target and support the children, such as More Able or SEND.</p>
	<p>Trained Forest School leader, to ensure children are experiencing outdoor learning and being active in different ways.</p>	£2000	<p>Children are learning to be active in the outdoors so that they can explore their local environment and understand how to be safe yet adventurous.</p>	<p>Continue to work alongside NOSSP to ensure children have the experience of their expertise, as well as teachers being able to learn from the mentor.</p>
	<p>Commando Jo scheme to ensure that children can access physical activity in different ways, even during themed days/ cross curricular learning.</p>	£687.50	<p>The profile and standard of the delivery of PE is extremely high due to support from the new scheme.</p>	<p>Participate in the new offer from Youth Activators so that we can pay for a yearly subscription.</p>
	<p>Continuing with the scheme of work (Get Set 4 PE), to ensure that children are accessing high quality lessons across the school and are progressing through the year groups.</p>		<p>Sports Council has given year 4, 5 and 6 students opportunities for leadership, where they have led and explained ideas, relating to physical activity as well as active lifestyles, linking to healthy eating and mental health.</p>	
	<p>Sports Council to continue to promote being healthy and active and ensuring they are supporting children both in and out of school with ideas or activities.</p>		<p>Children are able to celebrate</p>	

	<p>Sports Day involving the whole school, so that children can celebrate and demonstrate their skills with the wider community.</p> <p>PE knowledge organisers linking to mental and physical health in the key questions.</p> <p>PE achievements celebrated weekly during assemblies and also during termly newsletters.</p> <p>Playground leaders trained and implemented across the school.</p> <p>Youth Activators to work with different children across the school. (Nursery and reception, Year 3 and 4 at lunch and then After School Club).</p>		<p>their love for PE and PA alongside their parents and the parents can also see the importance of PE and PA.</p> <p>Children feel that PE/ sports are celebrated in school and then feel motivated and engaged to achieve more.</p> <p>Increased participation in sports events, giving children opportunities to celebrate their achievements.</p> <p>Children are engaging children, across the school to join in games, be more active and socialise with new children. In doing so, these children are learning a range of new skills.</p> <p>Children thoroughly enjoyed working with a new adult, who provided new games and challenges for the children.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:


<p>To ensure all staff, including support staff feel confident delivering PE lessons and playground games.</p> <p>Increases knowledge and confidence of subject leader and teachers, so that PE can be led effectively.</p>	<p>Implement a new scheme so that all planning, differentiation and assessments are consistent across the school.</p> <p>NOSSP affiliated PE mentor has supported many teachers in the school and has also worked with TAs and HLTAs.</p> <p>PE leader to attend PE network days (2 full days) with other PE leads from Oxfordshire.</p> <p>PE leader to attend PE partnership meeting with a cluster of school's PE leaders.</p> <p>Resources given to teachers and support staff, such as playground resource cards or useful websites/activities.</p> <p>Two ECTs to attend PE training day to gain an insight into teaching PE and also gain ideas and knowledge of primary PE.</p>	<p>£687.50</p> <p>£2125</p>	<p>Staff feel confident delivering PE as they have clear plans and resources that also link to differentiation and extra challenges. This scheme gives teachers many activities/ games to enable children to develop sport related skills.</p> <p>Staff feel confident teaching PE as they have been supported by the NOSSP affiliated mentor, where expertise and resources have been shared.</p> <p>As a leader, the knowledge and understanding of the subject and responsibilities are clear.</p> <p>Connections with other schools have been made and experiences and resources have been shared.</p> <p>ECTs have ideas and knowledge to then bring back and implement in their own classes. This has also increased their confidence.</p>	<p>Ensure the new PE lead has time to develop their own CPD and confidence in leading the subject.</p> <p>Make use of the training course run by Get Set 4 PE.</p> <p>Continued attendance of active workshops and CPD opportunities to ensure the subject knowledge of all staff is developed.</p> <p>Continued use of NOSSP mentor to work alongside members of staff. This will especially be useful for teachers who are new to the profession or teachers who are new to the year group.</p> <p>Continue to monitor the scheme Get Set 4 PE, to ensure teachers and support staff are confident with the progression in each lesson/ term.</p> <p>Subject leader to attend partnership meetings and network days.</p> <p>Ensure the new ECT and HLTA</p>
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				are attending the NOSSP training day.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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:
<p>To allow children to experience a wide range of sports and activities.</p> <p>To deliver a broad range of sports and activities within and outside of the curriculum to inspire and engage children.</p> <p>Provide additional clubs set up to focus on specific groups of children.</p>	<p>Children experience a wide range of sports in their PE lessons over the year, that are planned in line with NOSSP competitions.</p> <p>Through the partnership with NOSSP, children will attend many events aimed at different children (whole classes, SEND, less active, most able, etc).</p> <p>Forest School sessions for some year groups run by a full qualified Forest School leader.</p> <p>Weekend Forest School sessions for children and their families.</p> <p>Clubs have been established for children that are less active, such as a multi-skills club, run by NOSSP</p>	<p>£2123</p> <p>£2850</p> <p>Separate funding for the weekend sessions (OSF)</p>	<p>Children remain active in different ways, inside and outside of the curriculum.</p> <p>Children who are less active have a chance to develop some key skills and learn games/ activities that they could use outside of school to stay active.</p> <p>Children have focused on the values of the School Games and have been able to experience competition, focusing on a range of activities.</p> <p>Children have access to a forest school on the school site and are able to participate in outdoors active learning.</p>	<p>Taster sessions to inspire and encourage participation in new sports (e.g. Chance to Shine).</p> <p>To continue to offer a range of sports and physical activities, both in the curriculum and during clubs.</p> <p>Ensure clubs such as Stool Ball and Girls Active continue into the new academic year.</p> <p>To complete a pupil voice of what sports they would like to see in school/ as a club.</p>

	<p>affiliated PE mentor.</p> <p>Running sporting clubs that are different to the sports offered on the curriculum, such as Stool Ball.</p> <p>New resources for PE lessons, including a class set of tennis balls, to support multiple classes teaching tennis at one time.</p>	£48.50	<p>Our wider community, including parents and grandparents can understand how to be active outdoors.</p> <p>Children have time to experience new sports and activities and are signposted to events and clubs outside of the curriculum and school setting.</p> <p>Children will have access to new sports that are not taught in the curriculum.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<p>To increase participation in competitive sport.</p> <p>To provide opportunities for all children to take part in competitive sport.</p>	<p>Sports Day for both KS1 and KS2.</p> <p>Children in years 1 and 2 attended a multi-skills event, where the whole year group attended.</p> <p>As part of the NOSSP partnership, many children in years 1-6 have</p>	£2123	<p>Children were able to be competitive in both group situations in the activities and individually in the races/ sprints.</p> <p>Increase in the number of children taking part in competitive sport in school, due to the different</p>	<p>Continue to work alongside NOSSP and attend as many events as possible, in the local area.</p> <p>Continue to develop inter house competitions in school, termly between classes in each</p>

	<p>taken part in festivals or competitions such as orienteering, rounders and tag rugby.</p> <p>Children have also taken part in interhouse competitions in school, against their own year group.</p>		<p>intentions of each event.</p> <p>Most children have now experienced attending an event and competing against other schools.</p> <p>Children have experienced teamwork and for some, have experienced their first sports day.</p> <p>Improved self-confidence and self-belief due to new curriculum design enabling children to develop skills before having opportunity to take part in a competition.</p>	<p>year group.</p> <p>Create a new event to run across school, such as the Cross Country.</p> <p>Try to arrange for more inspirational sports people to come into school to inspire the children.</p>
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Signed off by	
Head Teacher:	S.E Horbury-Jakeman
Date:	17.7.23
Subject Leader:	Anna Penniston
Date:	17.7.23
Governor:	
Date:	17 th July 2023