

# 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	£0
Total amount allocated for 2021/22	£18770
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18740
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18740

## 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 2022.</p> <p>Please see note above</p>	70%
<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>	56%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	40%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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:		
<p><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</p>			Percentage of total allocation:	
			%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Ensure that all children receive a minimum of 2 hours high-quality PE teaching each week.</p> <p>Enable breaktimes and lunchtimes to be active and allow children access to a range of physical activities.</p> <p>Ensure all children have access to a range of extra-curricular after school clubs which promote physical activities.</p>	<p>Medium term plans and overview of the year is in place.</p> <p>Established scheme 'Get Set 4 PE' is used to support planning.</p> <p>Continue to work with South Dartmoor Partnership.</p> <ul style="list-style-type: none"> <li>○ SSP to train and support staff.</li> <li>○ Participation of festivals during curriculum time and after school.</li> <li>○ To provide support and training for YPL and staff at lunchtimes.</li> </ul> <p>Regular audit and purchasing of resources to improve lunchtime activities and curriculum delivery.</p>	<p>£</p>	<p>Pupil survey show children are engaged and show a positive attitude about having 2 hours of PE each week.</p> <p>Lunchtime activities have a variation which has helped improved pupil engagement. This has led to a reduction of incidents with behaviour. Sports coaches help to facilitate this.</p> <p>A broad range of clubs being run after school with a strong uptake due to the cost being subsidised.</p>	<p>Continued revisiting medium term plans to ensure there is full coverage of the PE curriculum.</p> <p>Continued training opportunities for new and existing staff and YPL at lunchtimes.</p> <p>Continued engagement with local clubs and extend opportunities through football leagues, including girls' football.</p> <p>Reintroduction of the 'Golden Mile' to encourage children to run for longer periods.</p>

	<p>Regular meetings with YPL to support their delivery and continue to survey the children's views on possible lunchtime and after school clubs.</p> <p>Premier Sports to provide additional extra-curricular activities, supplemented by existing support staff to provide outdoor learning opportunities.</p> <p>Sports coaches to run focused interventions at lunchtimes 4x per week (see indicator 5).</p> <p>Daily DPA promoted through 'Golden Mile' alongside traditional team games, skipping etc.</p>			
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: %</p>
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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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure that all children have access to a broad, rich and engaging curriculum which develops thinking, social skills and allows inclusion for all.</p> <p>To target children to develop their fine and gross motor skills.</p> <p>Subject leader to ensure that the</p>	<p>Subscription renewed for South Dartmoor Sports Partnership. This will provide opportunities to upskill teaching staff through team teaching.</p> <p>To provide opportunities for competitions and festivals to take place and target all year groups and abilities.</p>	<p>£</p>	<p>High quality PE lessons are being taught across all year groups. Following the support curriculum, core skills are being taught, support by the use of growth mindset values.</p> <p>Targeted invention children have been participating in 'Fun Fit'</p>	<p>To continue to look at outdoor learning books that can be linked to different subjects for all year groups from the partnership.</p>

<p>children have access to a range of festivals or competitions and ensure that every child has an opportunity to attend at least one SSP festival or non-competitive event each year.</p> <p>To ensure that we capsulise Highweek's growth mindset values into every PE lesson, including any extra-curricular activities.</p> <p>Continued work with YPL in Y5/6 with Premier Sports and South Dartmoor Partnership during impact days and provide ongoing CPD to support PE events and active play.</p>	<p>PE co-ordinator to be given release time to attend SSP conferences and feedback on up to date initiatives and to implement actions.</p> <p>Staff to attend SSP insets to deliver high quality PE lessons.</p> <p>To continue our participation in different sporting festivals and competitions. Any travel costs to be covered by the sports premium.</p>		<p>sessions to improve the fitness, self-esteem and social skills.</p> <p>Majority of years have had access to at least one non-competitive sporting event and many more, including pupil premium children, have entered into competitions.</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:
				%
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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure that all children have access to high quality teaching of PE.</p>	<p>Teachers to work alongside specialist staff from the partnership to deliver that term's PE planning. This will include activities that could be used for DPA opportunities.</p> <p>CPD inset to be offered to all staff to support their delivery of the PE curriculum.</p>	<p>£</p>	<p>Staff have continued to feel well supported by specialist support and the Get Set 4 PE curriculum planning. To have helped them to plan and deliver high quality lessons.</p> <p>Specialist support has helped staff to the expectations of each lesson and how to differentiate to meet the needs of all pupils.</p>	<p>Continue to provide on-going training for staff through the use of PE specialists.</p> <p>The SDSP dance specialist to support teachers by linking their curriculum topic theme to dance lessons.</p> <p>Ongoing regular audits to ensure the equipment is of high</p>

	Get Set for PE curriculum has been introduced to staff to help their planning.  Audit and purchase PE equipment/resources to support the deliver of lessons and extra-curriculum activities.		Audit of PE equipment has ensured that equipment is of good quality and plentiful, ensuring that lessons can be taught.	quality and quantity to ensure lessons are taught.  Continue to use Get Set 4 PE and PEDPASS documents to support planning of lessons.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
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:
To broaden children's experiences by establishing outdoor learning activities for all.	Staff have been identified and trained on the 'Wild Tribe' course and have been able to deliver outdoor learning lessons.  Travel cost to staff who attended.	£	Staff has received training and are completing outdoor learning as part of the wider curriculum.	Continue to provide outdoor learning and provide update/new training to ensure the staffing levels are covered.
To widen opportunities for all children to attend an extensive range of sporting clubs after school.	A broad range and varied clubs offered through the year by Premier Sports, Total 14 and Doorstep Arts.		Club numbers have been high, helped by not charging parents/careers for their children attending. Waiting lists for some clubs has meant a rotation system is system is in place to ensure access to everyone, especially those who receive pupil premium.	Premier to take over football club to ensure continuity with staffing.

<p>To ensure that physical activities run at lunchtimes for all children in EYEFS, KS1 and KS2.</p> <p>To ensure that targeted children have access to opportunities offered by SSP and Premier Sport coaches such as Change 4 Life and Olympic Festival events. Promoting more girls to join a football club and events for the gifted and talented to attend.</p> <p>To provide opportunities for Y5/6 children to develop their leadership skills.</p> <p>Offer top-up swimming sessions for those children who have not achieved 25m at Y6.</p> <p>Year ¾ to attend Olympic Day held in the summer term.</p> <p>Y5 to attend sporting spectatcular.</p>	<p>YPL in Y5/6 have ran activities at lunchtimes, providing support to their peers.</p> <p>On-going audit of equipment to ensure it is of a high quality and plenty in number, allowing a wide range of activities to take place.</p> <p>Continue with a clear rota for the use of sports court and field, ensuring all children have fair access.</p> <p>SDSP to provide specialist training for YPL.</p> <p>Ongoing support to be provided to YPL and MTAs.</p> <p>To identify those that did not achieve 25m ensuring they are given further support through top-up sessions.</p> <p>SDSP offered many days of competitions and festivals.</p> <p>Coombeshead provided Y5 an opportunity to attend this event.</p>		<p>YPL has lead activities with the guidance of MTA. Children have experienced a wide selection of games. Behaviour has improved and there has been fewer negative incidents.</p> <p>YPL has enjoyed taking a senior role and working for younger children. This has provided them with confidence and a sense of pride as they prepare themselves to transition to secondary school.</p> <p>Top swimming lessons provided to a small group of children that have not reached the required standard. The groups were smaller and this had a greater impact.</p> <p>As before, children received medals and a specially team coloured t-shirt to take away with</p>	<p>Train new YPL to replace the current year 6 children leaving. Continue to provide a wide selection of games and activities for younger children.</p> <p>To monitor the progress of Year 6 swimming and plan an intervention list for those children that fail to meet the standard.</p> <p>To continue to work closely with secondary schools, so that we have the greatest</p>
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Sports day.			them. Children were able to celebrate their success in our Friday assembly.	participation levels of sporting events.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:	Sustainability and suggested next steps:
To ensure that we have a range of competitions and tournaments.  To continue to provide competitions for a range of abilities such as 'Change 4 Life' and SEND children.	To continue to attend the events and competitions hosted by SDSP as well as other local secondary schools.		£  Children from across KS2 have had experience of being part of a competition.  To allow PE to be seen as an inclusive and that participation is the most important aspect to improve over health.	Enter the football league for Y5/6 snf Y3/4. To enquire about other competitions in the local area for other sports (netball, tag rugby).  To work closely within the partnership and local secondary schools to ensure opportunities are created to allow a wide range of abilities and backgrounds to participate in a range of competitive sports.

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	