

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	N/A
Total amount allocated for 2021/22	£20,320
How much (if any) do you intend to carry over from this total fund into 2022/23?	N/A
Total amount allocated for 2022/23	£19,760
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,760

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>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</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>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.</p> <p>Please see note above</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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/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:	
			20%	
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:
<ul style="list-style-type: none"> - To achieve a minimum average of 98% of children participating in PE lessons school wide from years Reception - Year 6. - To increase physical activity levels in all students when both in and out of school. - To provide a wide range of extra-curricular sporting activities for the children which further lead into sporting event opportunities of representing the school in competitions. - To increase physical activity during lunch time provision. 	<ul style="list-style-type: none"> - Children to attend school wearing their PE kit on their PE lesson day. - To provide and create links to local sports clubs and teams outside of school, and to promote sporting teams within school. - CPD provided to LSA staff who are on lunchtime duty around 'Active' playground games and activities to play with the children, to be staff led during lunchtimes. - To provide 9 extra-curricular sports clubs (4 before-school & 5 after-school) weekly, to maximise opportunities to participate in a range of 	£3,952	<ul style="list-style-type: none"> - PE kit percentage data consistently at 98-100% in all classes across the school, leading to increased participation. - Higher attendance and application to extra curricular clubs, with more children competing to get into the sport teams. Higher participation at Thurrock SSP events. - Lunch & playtime sports equipment provided for all children, structured system of equipment usage implemented, staff on playgrounds now 	<ul style="list-style-type: none"> - Maintain the system of children attending school in their PE kit on their lesson day(s). - To further develop links with external specialist club providers for sports such as fencing. - To continue with CPD to staff for more games to play with the children at play times with the equipment provided. - To provide more club opportunities by developing those links to external providers.

	sports.		leading active games with the children. - More than 9 extra-curricular clubs provided every week for the children (sports) with consistently high attendance for all.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
20%

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:
<ul style="list-style-type: none"> - Develop an ethos of shared responsibility across the school in PE, SS, and PA. - To further raise the profile of SS within the school. - To implement a more holistic approach to PE, focusing on the cognitive and emotional aspects, as well as the physical. - To use SS as a vehicle to improve all children's behaviour. - To improve the cross-curricular links between PE and other core subjects. 	<ul style="list-style-type: none"> - Utilise the SSP and TPSFA, to attend a variety of sport competitions. - CPD offered to PE staff to ensure they are competent in the holistic approach to assessment of "head,heart,hands" - A strong emphasis on learning behaviours to be made in the team selection process for SS events. - Regular meetings between the PE lead and curriculum lead, to maximise cross-curricular links. - Intra-school competitions and tournament results published in the school newsletter, the academy's bulletin and 	£3,952	<ul style="list-style-type: none"> - Regular promotion of sporting events and success to parents via ClassDojo & newsletter. - Provided an entry into a wide range of competitions. - Enabled the school to compete at a wide variety of different sports. - Attendance data recorded from lessons and extra-curricular activities. - Participation data shared with both staff and parents to increase the profile across the school. - Three clubs a night were available to the children, five times a week. 	<ul style="list-style-type: none"> - Parent workshops to be provided, with support from nutritional experts. - Half termly challenges focusing on the children's Physical activity levels in and outside of school. - Utilise the ROH project to strengthen subject links. - To work with targeted pupils on whole school priorities using PE and School Sport to raise standards. - Develop an ethos of shared responsibility across PE, SS and PA. - To ensure staff access PE specific CPD across the academic year to raise

<ul style="list-style-type: none"> - To improve the cross-curricular links between PE and other core subjects. - To provide each cohort with nightly extra-curricular opportunities. 	<p>mentioned within staff briefings.</p>			<p>the profile and importance of the subject.</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: 20%
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>
<ul style="list-style-type: none"> - To share PE knowledge and examples of good practice amongst the PE specialists within the trust. - To maintain and develop the high quality PE lessons delivered to the children by all teaching staff. - To ensure staff are competent in delivering an updated and broader curriculum. 	<ul style="list-style-type: none"> - Attending teaching and learning CPD sessions to upskill the PE staff's lesson delivery. - Teaching staff will be required to use a filming device during their PE lessons, which will be analysed by the PE lead to improve their practice. - CPD provided to all staff in the niche sports now delivered. - 	<p>£3,952</p>	<ul style="list-style-type: none"> - Deeper knowledge lessons provided to children in gymnastics, in a safe environment. - Safe lessons delivered. - National curriculum guidelines are met to a high standard. - Records of meetings, notes and handouts. - Observations and monitoring of PE delivery. 	<ul style="list-style-type: none"> - afPE quality mark to be applied for in the 23/24 academic year. - Provide LSA's with CPD in order to enhance physical activity during breaktime/lunchtime. - Further CPD needed to PE specialists to help deliver niche sports.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
<ul style="list-style-type: none"> - Refining the mastery curriculum, which introduces the children to a number and new and niche sports. - To provide the children with a wide variety of extra-curricular clubs, three times a week per PE staff member.. - To maximise the school day, providing extra-curricular opportunities before, during and after school. - To increase the enrichment opportunities available for children. - To ensure all children develop a love for sport in some capacity. - Increased number of development/'have a go' opportunities. 	<ul style="list-style-type: none"> - Regular lesson observations using filming tools to monitor good practice. - Additional sporting provision to be invited in over the course of the year. - Staff members to be encouraged to participate in clubs and champion a sport. - Sporting success stories across staff and pupils. 	£3,952	<ul style="list-style-type: none"> - More children competing against other schools in a variety of competitions. - Records of events entered, records of children and participation levels and percentages across school. - Extra-curricular attendance data, to show percentages of children participating in clubs. - Pupil voice 	<ul style="list-style-type: none"> - To increase children's awareness of the sporting world and raise the profile of these. - Links with local and professional clubs to increase awareness of events. - Provide the children with a variety of avenues into certain sports (club affiliations etc). - Specialised teachers/guests/athlete visits.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> - To actively promote the significance of children representing their school in sporting competitions. - To participate in competitions which cater for children of differing abilities and levels of expertise. - To celebrate pupils' achievements in sport, both in school and outside of school. - To celebrate achievements through a GLC Primary Sports Awards event at the end of the year. 	<ul style="list-style-type: none"> - The new TSSP format means a variety of events cater for all abilities and all children (compete, develop, participate, and for all). - Weekly achievement assemblies celebrate achievements of individuals and teams. - All SS achievements published on the school's media platforms, in newsletters and shared on Class Dojo.. 	£3,952	<ul style="list-style-type: none"> - Event calendar provided to children, staff and parents. - Competition results recorded and published through a variety of media. 	<ul style="list-style-type: none"> - To provide every child with the opportunity to represent the school in a sporting competition. - Closer tracking of participation data, tracking children selected for competitions, ensuring opportunities are maximised for a wide range of pupils.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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