

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](#) 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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 allocated from 2021/22 | £28,881.00 |
| Total spending for 2021/22 | £28,881.00 - £27, 520 spending |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £1361 |
| Total amount allocated for 2022/23 | £17720 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £19081 |

Swimming Data

Please report on your Swimming Data below

NB – We are an infant school so this section is not applicable. However, at Violet Way, we use some of our school funding to enable Year 1 pupils to go swimming (each class goes swimming for one term)

| | |
|---|----|
| 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 2023. Please see note above | % |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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: 2022-2023 | | Total fund allocated: | Date Updated: | |
|---|---|--|--|---|
| <p>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</p> | | | | Percentage of total allocation: 29% |
| Intent | Implementation | Funding allocated £5470.04 | Impact | Sustainability and suggested next steps: |
| <p>Promote quality physical activity opportunities for children daily and ensure that lunchtime provision enables children to be active, strengthen relationships with peers and promote enjoyment / wellbeing</p> <p>To provide children with enrichment opportunities to experience a variety of sports and physical activities</p> | <p>Training for lunchtime staff in the active lunchtimes once per term with Progressive Sports</p> <p>Progressive sports enrichment days x3 this academic year – i.e. Glow in the Dark Dodgeball, Archery, Nerf Battle</p> <p>Playground leader training through East Staffordshire Sports Partnership (ESSP)</p> <p>ESSP inter-sports / competitions</p> <p>Well-being Wednesdays utilising imoves used at least twice per week to expose children to a range of dance-style moment.</p> <p>Outdoor lunchtime provision zones established and resourced, including a quiet zone outside (for children to calm / cool down following energetic activity. Resources purchased for zones and to support the delivery of active playtimes and lunchtimes and out of school clubs</p> <p>Use of Sports Premium to supplement the cost of after school clubs for PP pupils</p> | <p>Lunchtime supervisor training - £1404</p> <p>ESSP £2450</p> <p>Imoves £249</p> <p>£1367.04 resourcing costs</p> | <p>Collaborative monitoring feedback - <i>“There is absolute confidence that the academy delivers at least thirty minutes of active learning each day; parents are also being consulted with to identify how active children are at home.”</i></p> <p>Collaborative monitoring <i>“The PE leader has benefited from Continuing Professional Development which she has taken full advantage of. She is enthusiastic and assured, confident that the Long-Term Plan is aligned to the National Curriculum with inherent clear progression.”</i></p> <p><i>“A child spoke enthusiastically about swimming and the advances he has made in learning different strokes, not having to use buoyancy aids and being able to put his head in the water for longer.”</i></p> <p>Strategic Peer review feedback - <i>“In those lessons where routines were entrenched, including those for behaviour, a safe environment was created for learners, and this supported high levels of activity.”</i></p> <p>We sent a parent survey to identify how active children are outside of school – 83% of parents stated that their child is active for at least 60 minutes a day.</p> | <p>Training for lunchtime staff to continue, twice per term, with Progressive Sports</p> <p>ESSP training with school council members for playground leader training</p> <p>Enrichment opportunities for all pupils to be planned throughout the academic year (one per term).</p> <p>Offer new sports clubs from September (Multi sport in YR, Gymnastics, Football and Dance in Y1 and Y2). Vulnerable children to receive free places funded through Sports Premium.</p> |

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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: 18% |
|---|---|--|---|--|
| Intent | Implementation | Funding Allocation £3452 | Impact | Sustainability and suggested next steps: |
| <p>To measure impact of PE/ physical activity provisions through assessment (initial trial)</p> <p>Opportunity to also highlight any pupils who are a cause for concern</p> <p>Raise the profile of PE across the whole school – displays, competitions, enrichment, sports week</p> <p>Parental communication to ensure that parents are aware of the importance of active lifestyles for pupils</p> | <p>PE lead to work with the Assessment Working Party in school, led by the Vice CEO of the Trust to establish and trial new assessment approach for PE</p> <p>PE lead to ensure that sports day is well planned, parents receive information about active lifestyles and ensure that PE teaching is prominently displayed</p> <p>PE lead to receive specific subject leader training to support are raise the profile of PE across the whole school, including subject leader training with Progressive Sports and ESSP</p> <p>Parent surveys – active lifestyles</p> | <p>£100</p> <p>£702 subject leader training</p> <p>Sports day resources £200</p> <p>ESSP - £2450</p> | <p>Collaborative monitoring <i>“The PE leader has benefited from Continuing Professional Development which she has taken full advantage of. She is enthusiastic and assured, confident that the Long-Term Plan is aligned to the National Curriculum with inherent clear progression.”</i></p> <p><i>“The PE leader is clear on the next steps required to develop the subject further including the use of apparatus in lessons. Plans have been devised to provide professional development to staff.”</i></p> <p><i>“Children recalled the skills they have learned in PE very well including demonstrating some of these, for example, three-point balances and catching positions.”</i></p> <p>Strategic Peer Review <i>“The PE leader is phenomenal; she has a good understanding of intent, her role, where the subject requires further development and she confidently spoke about how SEND learners are supported. In addition, she referenced academy values and her assertions corresponded with what was observed in lessons.”</i></p> <p><i>“EYFS children were able to explicitly explain the reason for a warm-up and the impact of exercise on their muscles.”</i></p> <p>Parental response to active lifestyles at home (weekends or holidays)– 116 responses (43% response) 48% of parents said their children are active for 60 minutes or more, per day, at home. 35% of parents said there are active for 45 minutes, per day, at home.</p> | <p>To ensure that all staff are well-equipped and trained to measure impact of PE/ physical activity provisions through newly introduced assessment</p> <p>Progressive Sports Assessment support package to ensure children assessed as not achieving at expected are supported to address gaps</p> <p>Continue to raise the profile of PE and active learning with the whole school community, including parents and Governors</p> <p>We are going to be using a company called ‘Lyfta’ where inspirational videos will be shared of women in sport and disabled sports.</p> <p>PE lead to monitor girls’ participation in after school clubs (we don’t think this is an issue but are aware of this being a focus nationally)</p> <p>Offer new sports clubs from September (Multi sport in YR, Gymnastics, Football and Dance in Y1 and Y2). Vulnerable children to receive free places funded through Sports Premium.</p> |

| | | | | |
|--|--|--|---|--|
| | | | <p>16% of parents said there are active for 30 minutes, per day, at home. 1% of parents said there are active for 15 minutes, per day, at home.</p> <p>A follow up question was to identify parents who wanted further ideas to keep their children active at home – 78/116 67% requested these ideas.</p> <p>To ensure our children are active for at least 30 minutes a day at school, we sent a form out to all teachers asking them to identify anyone who was not meeting this requirement. No children were identified by teachers.</p> | |
|--|--|--|---|--|

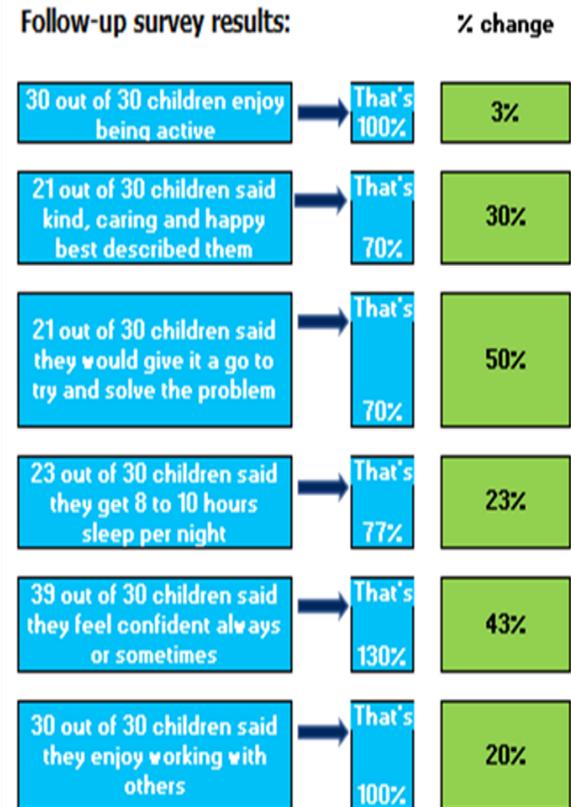
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
16%

| Intent | Implementation | Funding allocated: £2983 | Impact | Sustainability and suggested next steps: |
|---|--|--|---|--|
| Increase the range of staff confidence and knowledge in teaching PE and sport through researching and purchasing an appropriate scheme of work and training for staff (particularly for gymnastics) | <p>Training for staff in the delivery of the curriculum once per term through Progressive Sports and sport coaching for Y2 gymnastics – based on staff needs</p> <p>Subject leader training with progressive sports 4 times this academic year</p> <p>Coaching and training for staff in the delivery of the curriculum</p> <p>PE lead to observe the teaching of PE and monitor pupil voice, staff voice identifying strengths and areas for development</p> <p>imoves Active Blasts utilised at least twice per week – support staff confidence in delivering the active</p> | <p>Staff training £1032</p> <p>£702 subject leader training</p> <p>£1000</p> <p>£249</p> | <p>Collaborative monitoring feedback – “Strong links have been established with a specialist coach organisation and other opportunities identified such as working with the local sports partnership.”</p> <p><i>“Monitoring has been undertaken in PE and the leader was adept at identifying strengths when lessons were observed including within teacher modelling. She completely understands the importance of children developing fundamental movement skills alongside healthy participation. She authoritatively spoke of the approach in EYFS and how physical development is cumulatively built across each topic theme.”</i></p> <p><i>“Teachers are very positive about the PE scheme and the support this offers to them in their teaching. They recognise the importance of adjusting lessons in the scheme to meet the needs of their classes. As with other subjects, they recognise the importance of instructional teaching in PE and how vital it is to develop children’s vocabulary.”</i></p> | <p>Increase staff confidence and knowledge in teaching dance</p> <p>Introduce new dance scheme which will support teacher confidence, knowledge and skills in the delivery of the dance curriculum (Progressive Sports – dance coach)</p> <p>Training for staff in delivery of our Active Blasts (imoves training)</p> <p>imoves Active Blasts to continue to be utilised at least twice per week</p> <p>Release time for PE lead to observe teaching of PE and provide support and coaching</p> |

| | | | | |
|---|--|---|--|---|
| | blast workouts (teacher and TA training) | | <p>Strategic peer review feedback - <i>"The PE leader has benefitted from coaching and mentoring from a senior leader; subsequently, she has ably supported colleagues to improve their confidence in and teaching of PE."</i></p> <p><i>"Children were purposefully and actively engaged achieving lesson objectives"</i></p> <p><i>"An appropriate scheme of learning has been adopted for PE due to it being appropriately sequenced ensuring children build on prior knowledge within and across lessons."</i></p> | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 18% |
| Intent | Implementation | Funding allocated: £3353.04 | Impact | Sustainability and suggested next steps: |
| <p>Offering a broad range of activities to promote a wider variety of sports for pupils to engage with and increase activity</p> <p>To utilise sport and exercise opportunities to support other areas of the curriculum and learning</p> | <p>Enrichment days x3 per year (e.g. archery, glow in the dark dodgeball, nerf battle)</p> <p>Lunchtime clubs – Karate and dance</p> <p>Range of sports clubs to be offered – Football, gymnastics, street dance to PP children with discount for after school clubs</p> <p>Wellbeing Active Learning Sessions - PSHE (Progressive Sports)</p> <p>Maths on the move – active learning - Maths (Progressive Sports)</p> | <p>£981.84 for after school clubs.</p> <p>£91.20 cost for PP children.</p> <p>£1140 health and wellbeing package.</p> <p>£1140 maths on the move package.</p> | <p>Strategic peer review feedback - <i>"Because of competitions, enrichment days, the celebration of achievements and a carefully constructed display that reflects the progress of skills, PE has a high profile within the school."</i></p> <p>Maths on the Move and Wellbeing session evaluations show children made progress as a result of the interventions. They enjoyed the sessions and participated in active learning activities to support wellbeing and maths development.</p> | <p>EYFS – ‘balancability’ sessions in the Autumn term for all Reception pupils</p> <p>Multisport after school club for Reception pupils from Autumn 2</p> <p>Continue with enrichment sessions 3x per year</p> <p>After school clubs to be offered: multisport / football / dance / gymnastics</p> <p>Health and wellbeing sessions to continue</p> |

Health and Wellbeing sessions – data example:



Health and wellbeing pupil voice:

“I never knew about what foods were healthy before I did my healthy living plate”
 “I really enjoy Orienteering”
 “I loved doing running with my friends, but it did make me sweaty”

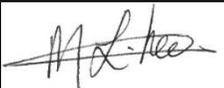
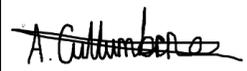
Maths on the move data examples:

| To add equal groups | | To make equal groups by sharing | | To multiply by 2, 5, and 10 | |
|---------------------|------|---------------------------------|------|-----------------------------|------|
| Lesson 1 | | Lesson 2 | | Lesson 3 | |
| Pre | Post | Pre | Post | Pre | Post |
| 2 | 3 | 1 | 2 | 3 | 3 |
| 1 | 3 | 3 | 1 | 3 | 3 |
| 1 | 2 | 2 | 2 | 1 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 1 | 3 | 3 | 2 | 2 | 2 |
| 1 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 2 | 3 | 3 |
| 2 | 3 | 3 | 3 | 1 | 2 |
| 1 | 1 | 3 | 3 | AA | AA |
| 1 | 2 | 1 | 2 | 0 | 3 |
| 2 | 3 | 2 | 1 | 2 | 3 |
| 18 | 28 | 26 | 23 | 20 | 27 |
| 55.56 % | | -11.54 % | | 35 % | |

| To order numbers to 100 | | To count in multiples of 3 | | To find 10 more and 10 less | |
|-------------------------|------|----------------------------|------|-----------------------------|------|
| Lesson 4 | | Lesson 5 | | Lesson 6 | |
| Pre | Post | Pre | Post | Pre | Post |
| 0 | 2 | 1 | 3 | 1 | 2 |
| 3 | 3 | 3 | 3 | 2 | 3 |
| 1 | 3 | A | A | 3 | 3 |
| 2 | 3 | 1 | 3 | 1 | 3 |
| 1 | 3 | 3 | 3 | A | A |
| 2 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | A | A |
| 3 | 3 | 3 | 3 | 1 | 2 |
| 2 | 3 | 2 | 3 | 1 | 3 |
| 3 | 3 | 3 | 3 | A | A |
| 19 | 29 | 22 | 27 | 12 | 19 |
| 52.63 % | | 22.73 % | | 58.33 % | |

| | | | To draw a pictogram | | To identify the properties of 2D shapes | | To identify and describe the properties of 3D shapes | |
|--|--|--|---------------------|------|---|------|--|------|
| | | | Lesson 7 | | Lesson 8 | | Lesson 9 | |
| | | | Pre | Post | Pre | Post | Pre | Post |
| | | | 3 | 3 | 3 | 0 | 2 | |
| | | | 3 | 1 | 3 | 0 | 1 | |
| | | | 3 | 3 | 3 | 1 | 3 | |
| | | | 3 | 3 | 3 | 1 | 3 | |
| | | | 3 | 3 | 3 | 2 | 3 | |
| | | | 3 | 3 | 3 | 0 | 3 | |
| | | | 3 | AA | AA | 1 | 3 | |
| | | | 3 | 3 | 3 | 0 | 3 | |
| | | | 3 | 3 | 3 | 1 | 3 | |
| | | | AA | AA | 3 | 0 | 3 | |
| | | | 22 | 27 | 25 | 27 | 6 | 27 |
| | | | 22.73 % | | 8 % | | 350 % | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|---|---|
| | | | | 13% |
| Intent | Implementation | Funding Allocation £2446.13 | Impact | Sustainability and suggested next steps: |
| To enable opportunities for competitive sport, and offering children the chance to make decisions about sports they would like to try | Gymnastic competition (ESSP) Multisport competition (Fierte) Local school Gymnastic Competition Fierte Festival - multisport competition, archery, nerf battle, games Sports days and Fierte Sports Festival competitions | £1742 ESSP £500 Sports day medals £204.13 | Children's placement in competition – Year 1 winner trophy for Fierte Multispots competition Sports days well attended by parents and families Pupil voice – pupils are positive about sports opportunities at school “After school clubs – I like football. I enjoy playing it with my friends, even if I don't win.” “I liked the archery lessons.” “I enjoyed swimming when we were in year 1” | Links with ESSP – more planned competitions in next academic year Linking after school clubs to competitions e.g. gymnastics Fierte sports competition – annual Burton Albion – football competition |

| | |
|-----------------|---|
| Signed off by | |
| Head Teacher: |  |
| Date: | 20.7.23 |
| Subject Leader: |  |
| Date: | 20.7.23 |
| Governor: |  |
| Date: | 20.7.23 |