

# 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 31<sup>st</sup> 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](#).

Created by:



Supported by:





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,477
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 19,460
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19,477.60

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	73%
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	22%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	0%
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?	Yes/ <b>No</b>

## 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: £19,460	Date Updated: July 2023	
<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				Percentage of total allocation:
				63.3%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use of sports coaches for specific sports/activities and extra-curricular.	-External sports coaches used to widen the range of sports/activities on offer, including both PE lessons and after school sessions, including tennis and skipping sessions for competitions.		£10,098.56	School timetables show amount of the sports covered by external coaches, and with which classes. -As a result of coaching/PE sessions, children can more confidently use a range of skills, such as ball handling and evading techniques. -A larger uptake of children participating in local clubs as a result of coaching sessions and extra-curricular.
Ensure pupils have an extensive selection of playground equipment to increase engagement and physical activity.	-New equipment purchased to provide each class with a class set of playground equipment to encourage active playtime.		£936.72	-All children active for at least 30 minutes a day, using equipment provided. -Children have a greater awareness of the benefits of healthy, active lifestyles.
				-Exposure to a wide range of PE lessons and active sessions leads to a greater improvement in skill and confidence thus encouraging the desire the continue with the sport.  Next steps: -Monitor sports coaches to ensure they continue to add value to existing sports provision. -Ensure children continue to build upon skills and techniques for a wide range of physical activities in 2x weekly timetabled sessions
				-Improved levels of activity and fitness from exposure to active playtime sessions and the of use playground equipment and activity trackers.  Next steps:

				Continue to re-embed and expand the use of sports leaders to demonstrate and lead games during playtimes.
Activity Trackers to promote greater activity at playtimes and dinner times	- Class sets of activity trackers for half termly competitions to identify which class/year group are most active during the day – (now for all KS2 children.	£1,163.83	Half termly competitions to encourage children to be more active at playtimes and dinnertimes. Promote active lifestyles as children will be able to track their steps throughout the day.	Half termly reward systems used to promote greater activity during the day.  Next Steps: Monitor activity of classes/ year groups and put interventions in place if necessary.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 3.7%
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:
Improve levels of equipment for teaching of PE	basketball hoop	£594	Children are enthusiastic to use new equipment and can further develop skills due to high quality resources.  Use of equipment in extra-curricular and coaching sessions clubs to broaden the range of sports children can participate in.	Children benefit from greater development of skills due to high quality equipment.  Next steps: Continuous discussions with teachers to monitor quality and quantity of equipment.
Promotion of greater physical activity at playtimes and dinner times.	Class set of badges and a trophy half termly intra-school competition for most active class.	£130.49	All KS2 children have activity trackers. Children's daily steps are tracked each day/week. Introduction of a half termly competition, using the activity trackers, to see which classes and year groups are the most active. Children are more active at	Children benefit from greater activity at playtime and dinnertime, aiming to become the most active class.  Next Steps: To further promote the most active class initiative through PE

			playtimes to increase their step count.	display board.
Sports displays and social media updates.	More displays used around school to demonstrate sporting activities. Regular sports news is shared via school Facebook page. This keeps families updated on sporting events/results.	N/A	-Parents/carers celebrate sporting success of the children, creating greater community links. -more displays around school visualising the positive intake sorts has. -A greater uptake in local clubs as a result of sharing taster sessions and participation on social media.	Continue to ensure regular communication occurs between school and parents/carers so sporting news is up to date and relevant.
End of year Sports Awards	Sporting awards provided to children who have excelled in PE/competitions during their time in the school.	N/A	-Pupil achievements celebrated to encourage and motivate wider participation.	Continue to review the achievement awards process and ceremony.  Next steps: To use activity trackers to show achievements in physical activity for classes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.3%
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:

Use of sports coaches to work alongside teachers to improve skills/confidence in teaching PE and sport.	-External PE coaches employed to deliver PE throughout the school.  (tag rugby, inspire coaching, north east dance, north east cycling, mighty warriors yoga, Hartlepool gymnastics club)	£10,098.56 (As identified from bullet point 2 in Key Indicator 1).	-Pupils have opportunities to experience a wider range of sporting activities. -New ideas, taken from coaches, introduced and implemented in planning. -Teachers use games/activities from coaching sessions within their own PE lessons. -Greater teacher confidence when delivering PE lessons.	-Exposure to expertise tuition leads to a greater improvement in skill and confidence thus encouraging the desire to continue with the sport. -Enhanced teacher skills and confidence are embedded in practice ensuring that the heightened curriculum is sustained.  Next steps: -Ensure funding is available to be allocated for external coaches to deliver PE and provide CPD for staff. - Seek out CPD courses for PE co-ordinators. - Co-coordinators to look at the possibility of using CPD courses to upskill staff to lead after school clubs.
Tees Valley Primary PE conference	PE Lead and Head teacher attended the Tees Valley Primary PE conference in January	£75	PE lead attended different workshops looking at different aspects of the PE role, such as active playtimes and the use of sports leaders and how to make PE lessons fully inclusive.	-Use of sports leaders evaluated and refined to ensure they were used effectively and aimed at the correct children. - PE lead gave feedback to staff about how to make PE lessons fully inclusive.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				6.1%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	

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:
Quidditch set	The school purchased a new Quidditch set.	£1,200	Children can experience a quidditch after school club to experience different sporting activities.	Improved pupil skills and confidence encourages greater participation in sport both inside and outside of school  Next Steps: Continue to analyse class club sheets and registers used to encourage less active to participate in after school clubs. Increase number of after school clubs led by school staff.
Opportunities to experience different sporting activities	A range of taster sessions have been incorporated to provide children with a range of sports, which they may not have experienced before Cycling and Dance.  Change 4 Life multi sports club established using Sports Leaders and led by PE co-ordinator.	Cycling: Free  Dance N/A	Children experienced a range of sporting activities not currently delivered in school. Children given possible exit routes from school into outside local clubs..	Improved pupil skills and confidence encourages greater participation in sport both inside and outside of school.  Next steps: Invite more outside clubs into school to ensure children are aware of local clubs. Increase number of after school clubs led by school staff.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:



				27.1%
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:
Transport	Hired coaches for children to attend events.	£3,069	Transport allows more children to be given the opportunity to participate in events.	Continue to use local travel companies to provide transport to events.
Cluster Competitions	Fens Primary enter the cluster competition calendar to provide pupils from KS2 with the opportunity to take part in competitive and non-competitive tournaments.	£1,200	A wide range of KS2 children have attended both competitive and participation events.	<p>Pupils involved in competitive and participation activity build confidence and desire to continue and further pursue sporting participation.</p> <p>Next steps: PE lead to continue to monitor which children have attended events and aim to increase participation of children who haven't attended events.</p>
Youth Sport Trust Mmbership	Fens Primary School bought into YST membership. Resources were shared with the staff to use during PE lessons.	£210	Termly personal challenges promoted and children now regularly set themselves a personal target to beat during PE sessions. Resources shared with staff to incorporate in lessons and extra-curricular clubs.	Personal challenges have become a regular feature of PE lessons, providing children with opportunities to improve their attainment.

Skipping festival project	Fens Primary School signed up to enter the Y4 and Y2 skipping school received coaching sessions and a range of resources to assist and upskill staff.	£700	Whole year group taught a range of skipping skills and techniques. 30 children from Y2 and 30 children from Y4 selected to be part of the skipping team and represent the school in the skipping festival.	Children have developed a love for skipping and regularly apply their skills at playtimes and dinnertimes, leading to greater activity.
Shared costs for events (dodgeball festival, Summerhill hire ((orienteering and Den building)) sportshall athletics.	The school contributed to shared costs (such as hiring facility)	£100	Children were able to attend the outlined events.	<p>More children were active and were able represent the school at events.</p> <p>Next Steps: Continue to monitor which children have attended events to ensure a wide range of children have the opportunity to attend events.</p>

Signed off by	
Head Teacher:	C Connor
Date:	19.07.23
Subject Leader:	R. Johnson
Date:	19.07.23
Governor:	B Marshall
Date:	21.07.23