

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 carried over from 2021/22 | £9483 |
| Total amount allocated for 2021/22 | £16960 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £16835 |
| Total amount allocated for 2022/23 | £17060 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £33895 |

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> | N/A we are an Infant School |
| <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 2023.</p> <p>Please see note above</p> | N/A |
| <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> | N/A |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | N/A |
| <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?</p> | No |

Created by:



Supported by:



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 all 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: 55% |
| 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?: | |
| To continue to do physical activity as part of active classrooms in order to get to the 30 minutes a day (on non P.E days) Enabling children to reach their potential in all areas of the curriculum. (active children achieve up to 33% more than inactive peers) | Continue Jumpstart Johnny subscription Continue to share ideas with staff and good practise in their classrooms. Signpost staff to training opportunities. | | £239.00 | Staff report increased levels of attention following an active break using Jumpstart Johnny. Pupils are beginning to understand the importance of being more active and how this helps their concentration. | |
| Little wickets after school club for year 1 and reception children to increase the amount of physical activity they access. | Organise and plan sessions, send letters to parents and engage PP children. | | In key indicator 4 with Little Wickets cost. | 24 year 1 children and 15 Reception children accessed the after school Little wickets. Ensuring an extra 45 minutes of physical activity once a week. | |
| To deliver an afterschool club to children using our sports coach to encourage more physically active opportunities. | Coordinate and organise with sports coach. | | In key 4 indicator with Sports coach costs. | To employ little wickets to do more afterschool provision next year. Continue with sports coach employment next year. | |

| | | | | |
|---|---|---------|---|--|
| Replace Trim trail with new equipment, encouraging children to be more active during playtimes, use of trail for 5- 10 minute active breaks during the day. | Liaise with trim trail companies, 3 quotes for implementation. Agree with HT and Trust new outdoor equipment trail. | £18,422 | Trim trail is now installed and children are enjoying challenging themselves to climb, balance, jump, and step between each piece. It has encouraged children to be more active during playtime and the staff are using it for other physical activity breaks during the day. | To make sure the equipment is used all year round. Timetable sessions if required. |
|---|---|---------|---|--|

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
0%

| 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 raise the profile of sporting achievements in and out of school. Children to bring in sporting achievements from home to share in school. | To send letters/ emails to parents to ask them to share children’s achievements with us from home. Use tapestry as a form of communication. | £none required. | Pupils now share medals and trophies from home. Celebrating their achievements and inspiring others to join clubs. | To continue to raise the profile of sporting achievements – share on school Instagram page. Share with class/ whole school medals and trophies. |
| To give children celebration certificates at the end of the week for P.E as well as other subjects. | Share with staff importance of recognition in P.E such as team work, sportsmanship, effort. Etc | | Staff are beginning to think about celebrating sporting achievements in our celebration assembly and not just academic ones. | Begin a sports achievement certificate that our sports coach can award each week. |
| Children who have attended school sport competitions and events to be celebrated. | Add children into assembly the following week, give out certificates, photograph for school Instagram and tapestry. | | Children celebrate each others achievements. Cheering and clapping. Lots of children volunteer for sports events during and afterschool. | Attend more events with more children to give more opportunities to represent the school and be celebrated. |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|---------------------------------|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| To improve progress and achievement in all pupils by continuing to upskill staff. | Continue to plan and teach 1 lesson of P.E a week based on the new curriculum progression maps. Continue to observe/ joint teach P.E lessons with our sports coach to gain knowledge and confidence. | £6475.00 | All staff are becoming more confident at delivering P.E sessions. Children report they enjoy all P.E sessions and are making progress each year. | To continue the employment of the sports coach to support staff in planning and team teaching. |
| Equipment purchased in order to continue teaching P.E with the correct resources. | Continually audit and check equipment. Replacing any broken or damaged resources. Buying new equipment to teach new skills to children. | £172.03 | Good quality resources enable our Sports coach and staff to deliver quality lessons linked to the progressions documents. | Continue to monitor and audit resources and order anything we may need. |

| | | | | |
|--|--|--|--|---------------------------------|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 23% |

| 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>Additional achievements:</p> <p>Forest school experiences for all the children. Being in the outdoors, being physically active and improving mental health and well-being.</p> | <p>Employ a Forest school teacher. Plan physical activities such as den building, adventure walks etc with them. Tree climbing, rope ladders. Purchase resources they may need.</p> | <p>£1239.02</p> | <p>Children have learnt more about the outdoors and the importance of nature and physical activity in helping us feel mentally ready for learning. Lunchtime access to forest school has enabled some pupils to have a more structured time allowing them to cope better with the academic learning in the afternoons.</p> | <p>Continue with the employment of Forest school teacher with staff supporting and learning about how to deliver their own Forest school sessions.</p> |
| <p>Drumba lessons for all children</p> | <p>Buy in option for supply of drum pads and sticks and virtual Drumba sessions. Whole staff training on how to use and deliver sessions</p> | <p>£3599</p> | <p>All staff attended the training and have been delivering Drumba sessions to the children. Their coordination and movement to music/ timing has improved. Children's focus and concentration has improved in these sessions.</p> | <p>Buy in contracted for 3 years.</p> |
| <p>Dance experience with a Strictly come Dancing star. (Robin Windsor) with support from local dance teacher Cheryl Lobo.</p> | <p>Book and organise the dance day with Cheryl.</p> | <p>£899</p> | <p>The children enjoyed their experience and were very excited to be taught by a Strictly Professional. They were inspired to learn a new dance and some more children joined Cheryl's dance classes in Bingham after the day. Attitudes towards boys dancing improved. Children learnt to dance in time to music and</p> | <p>Book another day next year.</p> |

| | | | | |
|--|--|--------------|--|---|
| <p>Little wickets curriculum and after school club for reception and year 1 children to improve coordination, ball handling skills and learn about a new team sport whilst having fun.</p> | <p>To organise and coordinate curriculum sessions and the after school club.</p> | <p>£2145</p> | <p>developed a range of new skills due to a different genre of dance. (musical theatre dance)</p> <p>The children now know the names of the pieces of equipment used in cricket. They understand how to play a simple game and hold a ball to bowl. Their coordination, batting and aiming has improved.</p> | <p>Employ Little Wickets to deliver sessions next summer.</p> |
|--|--|--------------|--|---|

| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation: 1%</p> |
|--|---|---------------------------|---|---|
| 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>For a whole school sports day – linked to the Olympics. Children to take part in a variety of Olympic style activities – including – javelin, shot put, gymnastics, relay, boccia. Learn the importance of sportsmanship and respect.</p> | <p>Organise for summer term.</p> | <p>£113.82</p> | <p>All children took part in the competitive sports day. Supported by our junior school and sports coach. They understood the importance of being part of a team, working together to score points. They learnt about sportsmanship and losing respectfully. Parents attended this year</p> | <p>Repeat in Summer 2024</p> |
| <p>To continue to buy in to the school sport partnership with South Notts academy and join in with competitions organised by them, including sportshall athletics yr 1s. Multiskills competition (SEND)</p> | <p>Organise the buy in option payment. Carry out risk assessments Send letters to parents. Organise transport and take part in events.</p> | <p>£150</p> | <p>15 children from Year 2 attended multiskills festivals representing our school and as a result children’s confidence grew in having a go at new activities. 5 PP children attended who do not have as many opportunities to do sports outside school time.</p> | <p>Attend events next year.</p> |
| <p>Toothill athletics competition. Year 2’s</p> | <p>Choose pupils to attend based on athletic ability. Utilize coach for extra training 3 weeks before competition during lunchtimes to enhance and improve athletic skills. Contact parents for permissions</p> | | <p>Unfortunately this event did not go ahead this year.</p> | <p>Hopefully this event will go ahead in Summer of 2024.</p> |

| | |
|---------------|-----------------|
| Signed off by | |
| Head Teacher: | <i>S. Adams</i> |
| Date: | 04/09/2023 |

| | |
|-----------------|--|
| Subject Leader: |  |
| Date: | 04/09/2023 |
| Governor: | |
| Date: | |