

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.

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 2024. 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 2022/23 | £1,576 |
| Total amount allocated for 2023/24 | £16,680 |
| Total amount of funding for 2023/24. Ideally should be spent and reported on by 31 st July 2024. | £18,256 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £128 |

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. | |
| 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 2024. Please see note above | 91% (1 child = 9%) |
| 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 | 91% (1 child = 9%) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 91% (1 child = 9%) |
| 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: 2023/4 | | Total fund allocated: £16,801 (+£1,576 c/f) = £18,256 | | Date Updated: 30 th July 2024 | |
|--|--|---|--|---|---|
| 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 | | | | | |
| 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?: |
| 1.Enable all children to access high quality curriculum PE in the school setting. | | PE coaches to work with specific teachers, TAs and MDSAs to deliver high quality PE twice a week, supporting staff with long, medium and short term planning and improved implementation. | | Part of total | Pupil voice and observations show pupils enjoy PE lessons and feel provision is of a high quality. |
| 2. To embed a culture of daily exercise into the school day. | | Fit Nic delivery by pupils (with staff input). Huff and Puff equipment managed and refreshed / rotated to maintain enthusiasm. | | £100 | Observation of Fit Nic and discussions with staff show positive impact on start of the day and energy levels of pupils. All opportunities are accessible to all and specific children are supported to join in. |
| 3. To develop a programme of after school clubs and make these accessible to all. | | Further sports clubs in place eg multi skills, cricket, athletics, | | Part of total | Over-subscription and attendance in sports clubs shows pupils and parents value the opportunities provided by the school. SEND children have been fully supported to participate. Ensured |
| | | | | | Sustainability and suggested next steps: |
| | | | | | Extend the sessions and range of hours that children can access the sports activities. |
| | | | | | Further expand on Fit Nic delivery with class based active learning sessions and physical ‘lesson breaks’. |
| | | | | | Expand and/or vary clubs further to include another day and target more children. |

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| 4. Encourage all children to use active ways of getting to school. | Wiltshire Council Bikeability Year 6) and Scootability (all children). Walk Safe is also provided (free). | £236 | Disadvantaged children get a place. Children are competent in handling their bikes and scooters around the village. More children observed taking bikes and scooters to school. Less traffic in the morning and after school. | Children and parents have requested the scheme continue moving ahead with the potential of children being able to access higher level courses. |
|--|---|------|---|--|

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

| 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>1. Develop use of sport leaders, TAs (including in Early Years) and MDSAs and equip with skills to develop their peers.</p> <p>2. More opportunity to access PE beyond formal lessons.</p> <p>3. Physical activity used to support SEND children benefitting from physical play including fully accessible clubs, Fit Nic and inter-school fixtures.</p> | <p>Development of training programme for sports leaders and CPD for teachers to develop a physical / active learning approach to other subjects.</p> <p>MDSA and TA CPD to support in working with physical intervention and high needs children.</p> | Part of total + additional £21 | <p>Positive comments from parents at after school events re: organisation of sports days, physical development in EYFS and lunchtime clubs.</p> <p>Quality PE teaching, including EYFS provision, observed including as part of wider curriculum subjects.</p> <p>Observation and discussion shows TAs more regularly using physical activities as a support strategy particularly for children with SEMH.</p> | <p>Pairing with local secondary school to develop the programme for sports leaders for September annually.</p> <p>Further CPD for teachers and TAs to support development of whole school approach to PE and developing active lifestyles.</p> |

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

| 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: |
| 1. Continuing CPD for teachers, TAs and MDSAs. | To further develop quality of teaching and learning including break / lunch times. | Part of total | Pupils demonstrate greater skills and enthusiasm for physical activity. | Continue the CPD approach to the teaching of PE with more adults involved. |
| 2. Planning and overviews developed with sports teacher and staff to ensure coverage and breadth of experience | High quality targeted planning to ensure curriculum coverage | | Pupils can talk confidently about PE and its purpose. | Develop a sustainable assessment programme in line with the school's assessment system. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| 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: |
| 1. Become part of local, Calne schools sports cluster. | To involve children in inter-school sports and activity programme. | £250 | PE Lead has been involved in meetings relating to upcoming events for this year and next. Older children have joined other schools in events at one of the local secondary schools and the younger children have had multi-skills session with outreach coach. | Re-establish link with Chippenham based secondary schools including training for Sports Leaders and more events. Aim to attend most of the Calne Cluster events. |
| 2. Transport children to cluster sports and activity programmes. | To provide insurance cover for staff and parents to transport teams to events. | £186 | | |

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|---|--|------|---|---|
| 3. To ensure all Year 6 children are confident and safe in the water. | To pay for continued swimming lessons for the Year 6 children who were not confident at the beginning of the year. | £213 | All children gained confidence and improved strokes and almost met the Year 6 expectations for swimming. This will help them to be safe in water. | Consider how to ensure confidence is gained in lower year groups whilst providing for the older children. |
|---|--|------|---|---|

| Key indicator 5: Increased participation in competitive sport | | | | |
|---|--|---|--|--|
| 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: See Key Indicator 4 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| As in Key indicator 4 – Local school sports cluster events are a mixture of competitive and participatory. Plus our Sports Leaders plan and run our Sports Day which involves a variety of athletics events, some competitive and others participatory. | | | | |

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| Signed off by | |
| Head Teacher: | <i>CKitts</i> |
| Date: | 30.7.24 |
| Subject Leader: | <i>CKitts</i> |
| Date: | 30.7.24 |
| Governor: | <i>RPhillips</i> (Chair) |
| Date: | 30.7.24 |