

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 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. **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 July 2023. To see an example of how to complete the table please click [HERE](#).

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Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,840
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,840
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17.840

<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>	83%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<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

Academic Year:	Total fund allocated:	Date Updated: July '23		
<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>			<p>Percentage of total allocation:</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>All children should be able to:</p> <ul style="list-style-type: none"> • Have the choice to access a range of independent, physically active activities before school, at breaktimes and at lunchtimes (totalling an hour) • Access structured, physical activity opportunities before school and throughout the school day (totalling an hour) • All children should know: • The benefits of physical activity and its importance for physical and mental health • All children should learn and 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Make playground equipment available throughout the school day • Deliver inclusive playground activities delivered at breaktimes and lunchtimes • The benefits of physical activity and its importance for physical and mental health will be promoted by '10 a day for mental health' posters • Sharing and taking turns, including others in games and the following and upholding of rules will be discussed during structured activities and promoted through Star of 	<p>Funding Allocated:</p> <p>A for A - £834</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • Children engage with equipment and are physically active during breaktimes and lunchtimes • Children participate in child-led or adult-led activities • Majority of children are able to share, take turns and include others in games • '10 a day for mental health' posters are around the school promoting healthy practices with the children being able to explain their benefits 	<p>Sustainability and suggested next steps:</p> <p>Wake and Shake activities for all classes</p> <p>PESSDPA Star of the Week to continue and be shared in the newsletter.</p>

<p>consolidate through practice:</p> <p>How to share and take turns</p> <p>Include others in games</p> <ul style="list-style-type: none"> ● Follow and uphold the rules of a game. 	<p>the Week awards.</p>			
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>All children should be able to:</p> <ul style="list-style-type: none"> ● Explain the participation opportunities available to them ● Have (and achieve) aspirations for representing the school in interschool competition ● All children should know: ● PESSPA is inclusive and accessible for all ● Where to look for upcoming participation opportunities and previous event results ● All children should learn and consolidate through practice: 	<ul style="list-style-type: none"> ● Offer inclusive PESSPA participation opportunities to all children ● Celebrate PESSPA achievement (including Star of the week awards) as well as sporting achievement outside of school in weekly celebration assemblies (emphasise the importance of being humble in defeat, being gracious in defeat, taking pride in performance and finding enjoyment in participating) 	<p>A for A £654</p> <p>Release time for PE C.L £224</p>	<ul style="list-style-type: none"> ● 80.25 % participation rate in extracurricular opportunities (107 of 132 (1 = 0.75%) participations from children in KS2) ● Achievements are celebrated in weekly assemblies ● Children share achievements and value results other than victory 	<ul style="list-style-type: none"> ● Organise Extra-curricular event offer for new academic year - through Federation event PD calendar.

<ul style="list-style-type: none"> To be humble in victory and share their achievements with pride To share performances graciously, taking pride in outcomes other than victory 	<ul style="list-style-type: none"> Enrichment and engagement days from external sports coaches, clubs and initiatives PESSPA Displays in classes and around school Reporting on PESSPA matters in the newsletters and on the school website 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
All children should be able to: <ul style="list-style-type: none"> Thrive in a learning environment where staff have improved delivery confidence, PE subject knowledge, vocabulary and skills All children should know:	<ul style="list-style-type: none"> Subscription and utilisation of Complete PE Subscription and utilisation of of the PE association Recruiting sport coaching company, Achieve4All, to work 	Complete PE £452 PE Association £416 A for A £1995	<ul style="list-style-type: none"> The resources have been used along with other material to create a South Hams Federation PE Curriculum which has been implemented and is now being evaluated. 100% of staff report 	<ul style="list-style-type: none"> Continue to implement and evaluate the curriculum with curriculum leader time set aside to review and refine Continue to work

<ul style="list-style-type: none"> • What they have learnt, what they will be learning and what they need to do to improve <p>All children should learn and consolidate through practice:</p> <ul style="list-style-type: none"> • Their physical skills • Cognitive application of those skills in e.g. games • Social interaction through PESSPA e.g. teamwork, leadership and problem solving • Emotional and wellbeing outcomes e.g. integrity and self-discipline 	<p>alongside PE curriculum lead and other staff to increase confidence, knowledge and skills</p> <ul style="list-style-type: none"> • PE co-ordinator to cascade Achieve4All CPD across all federation schools • Implementation of a bespoke PE curriculum so that staff are able to meet include and challenge all children 	<p>PE curriculum lead -£418</p>	<p>increased delivery confidence and subject knowledge having worked with A for A and other PE professionals</p>	<p>with A for A to deliver units that staff report as areas for development</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
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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>All children should be able to:</p> <ul style="list-style-type: none"> • Experience a broad range of sports and activity through a variety of PESSPA opportunities • Find activities that they enjoy and are good at which they would like to pursue outside of school <p>All children should know:</p> <ul style="list-style-type: none"> • The benefits of trying new experiences and going out of their comfort zone <p>All children should learn and consolidate through practice:</p> <ul style="list-style-type: none"> • To be enthusiastic when trying new activities • To transfer skills previously learnt in other areas to new areas 	<ul style="list-style-type: none"> • Bespoke curriculum to give a clear progression of skills and sports strategy. • A for A to provide support in previously undelivered subject areas such as Inclusion • Offer a range of non-competitive participation events for all children to experience physical activity in different settings including events as part of the SHF events programme, inclusion events and charity events such as the Kingsbridge Rotary Swimarathon • Deliver Forest School which allows children to be physically active as they learn, explore and enjoy the outdoors. 	<p>* Forest School specialist £11,079</p> <p>* PE and Forest School equipment £834</p>	<ul style="list-style-type: none"> • Curriculum is embedded • PE leaders across the federation scheduled to meet regularly during the new academic year • A for A delivered an Inclusion unit to raise awareness and empathy of all children for those with different needs – children learnt how to use equipment to make inclusive games and can explain a range of Inclusion sports • 80.25 % participation rate in extracurricular opportunities (107 of 132 (1 = 0.75%) participation rate in events • Events for target groups including KS1, girls, SEND, PP and CIC not delivered 	<ul style="list-style-type: none"> • Continue to embed and review curriculum with subject leader time set aside to review and refine • Deliver events for target groups including KS1, girls, SEND, PP and CIC not delivered
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<p>Key indicator 5: Increased participation in competitive sport</p>			<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	

<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>All children should be able to:</p> <ul style="list-style-type: none"> ● Have the opportunity to represent their colour team and compete in the intra-school sports day ● Have the opportunity to represent the school and compete in interschool competition <p>All children should know:</p> <ul style="list-style-type: none"> ● How to compete effectively as part of team, being humble in victory and gracious in defeat ● How to go about pursuing participation in the sports that they enjoy outside of school and become lifelong participators in sport <p>All children should learn and consolidate through practice in a competitive environment:</p> <ul style="list-style-type: none"> ● Their physical skills · Cognitive application of those skills in e.g. games ● Social interaction through school sport e.g. teamwork, 	<ul style="list-style-type: none"> ● Deliver intra-school sports day where all children have the opportunity to compete in a wide range of traditional and non-traditional activities ● Deliver a programme of events that provide all children with the opportunity to be competitive in inter school competition (including events targeted at KS1, lower and upper KS2, girls, SEND, PP and CIC) ● Provide parents and carers with information on sporting opportunities for their children to pursue their interests outside of school 	<p>PE curriculum release time for QA - £417</p> <p>PE curriculum release time to support at Fed planning sessions and events - £417</p>	<ul style="list-style-type: none"> ● 80.25 % participation rate in extracurricular opportunities (107 of 132 KS2 (1 = 0.75%) participation rate in events ● Events for target groups including KS1, girls, SEND, PP and CIC not delivered ● 5 Federation events delivered incl Gym and dance show/ Cross country/ Swimming gala ● Events gave children limited opportunity to compete and represent the school and develop: <ol style="list-style-type: none"> 1. Their physical skills 2. Cognitive application of those skills in e.g. games 3. Social interaction through school sport e.g. teamwork, leadership and problem solving, Emotional and wellbeing outcomes e.g. integrity 	<ul style="list-style-type: none"> ● Deliver full programme of events including those targeted at KS1, girls, SEND, PP and CIC

leadership and problem solving, Emotional and wellbeing outcomes e.g. integrity and self-discipline			and self-discipline	
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Signed off by	
Head Teacher:	T.Coulthard
Date:	28.7.23
Subject Leader:	Sue Taylor
Date:	28.7.23
Governor:	Jane Greaves
Date:	28.7.23

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