

# 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](#).



## Details with regard to funding

Please complete the table below.

|  |          |
|--|----------|
| Total amount carried over from 2022/23   | £0       |
| Total amount allocated for 2022/23   | £19,600  |
| How much (if any) do you intend to carry over from this total fund into 2023/24?                       | £5,388   |
| Total amount allocated for 2023/24   | £19,600  |
| Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024. | £ 24,988 |

## 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><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></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><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.</p> <p>Please see note above</p>  | 51%            |
| <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>  | 42%            |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 42%            |
| <p>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?</p>   | 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: 2023/24  | Total fund allocated:  | Date Updated:   |   |   |
|---|--|---|---|---|
| <p><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</p>   |  |   | 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:  |
| <p>Healthy School council to monitor the weekly mile and which year groups need prompting to continue.</p> <p>To sustain a broad range of activities offered across the school. Where possible, interact with the local community to see what can be further offered.</p> <p>Sports coach to lead pupil premium</p> | <p>Timetable the weekly mile into each year group's week, as to ensure completion, where possible more than once.</p> <p>Meet with MAT schools and engage with the local community through various avenues.</p> <p>Discuss traditional, new and alternative sporting activities to offer.</p> <p>Organise sporting events to be delivered.</p> <p>Sports coach to review current ASC's</p> | <p>Coach to deliver sessions/club throughout the year. 30 mins x5 days a week for 38 weeks</p> <p>£1665</p> <p>Funding allocated for sports coach time to prep and coach delivery directed sessions part of coaching.</p> | <p>Pupils understand the need for sustained periods of activity and how this benefits the body. In most year groups this is delivered consistently.</p> <p>PE passport and the sports coach ensures that a broad range of activities are provided.</p> <p>Focus on Euro 2024 and Olympics to raise the profile of sport.</p> <p>Morning club adapted for PP</p> | <p>To encourage staff to utilise the healthy schools council more to promote this.</p> <p>PE LTP has been adapted for 24/25 to further develop this. Due to scheduling conflicts we were unable to attend PE sessions at Wednesfield High this year but have approached them to do this for 24/25.</p> <p>To continue morning club for PP pupils.</p> |

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| targeted clubs before school. Sports coach to feedback to PP champion of the impact of this. | and the percentage uptake by disadvantaged children. | Funding allocated for sports coach time to deliver directed sessions (5x15 minute sessions per week for 38 weeks)<br>£831 | pupils to attend – numbers increased throughout Summer Term. PP pupils in all clubs. |
|--|--|---|--|

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** 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?:  |
| Sports coach and lead to embed play pals into daily school routine through a structured timetable. Play pals to set up targeted activities on each playground. | Sports coach to work with each year group throughout the week offering additional targeted provision (following government guidelines).<br><br>Sports coach to meet with PSHE | Sports coach to train pupils and monitor during lunchtimes and break times. 5 hours for training. Every lunch time for an academic year – | Play pals utilised well this year to lead on each playground.<br><br>24/25 play leaders to attend course with sports lead to support them in their peer activities. |

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| <p>Sports lead to liaise with PSHE leader and healthy schools' council to embed living travel tracker daily. Sports lead to liaise with PSHE leader to discuss strategies to engage the least active children.</p> | <p>leaders to workout sustained costs for Living Travel Tracker. Sports lead and PSHE lead to present costings to HT.</p> | <p>39 weeks .<br/>£3418</p> | <p>Travel tracker used well – PH in top 5 schools of the local area – to promote active travelling to and from school.</p> | <p>To continue to promote and use travel tracker in 24/25.</p> |
|--|---|-----------------------------|--|--|

| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>  |   |   |   | <p>Percentage of total allocation:<br/>%</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>Sports lead to work alongside sports coach to facilitate upskilling staff in their areas of development. Sports coach to team teach and coach staff, using coaching plans where necessary.</p> <p>Sports lead and coach to obtain feedback from staff on how the display supported with scaffolding.</p> <p>Sports lead to further support</p> | <p>Sports lead and coach to teach alongside teaching staff. This could be team teaching, shadowing, coaching or observations.</p> <p>Display supporting document in areas where PE is taught. Use staff questionnaire to gain feedback on effectiveness of display.</p> <p>Sports coach to work alongside</p> | <p>Leadership time for auditing staff skills and collating information to provide CPD/ coaching plans.</p> <p>Time to plan and coach sessions</p> | <p>Sports coach supported ECTs with their PE lessons by coaching. Sports coach provides advice and resources for all staff across the school.</p> <p>Scaffolding 'step' (altering space, time given, task given equipment used, people in task) introduced in PE CPD and discussed. Display only in junior hall so not used by all.</p> | <p>To further develop sports coach's coaching of staff to upskill them.</p> <p>Sports lead to develop 'steps' approach with staff in CPD as well as focus on language to support school's oracy focus.</p> |

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| <p>professional development, mentoring and appropriate training with current staff questionnaire due to new ECT's and staff members.</p> <p>Sports lead provide staff with professional development and appropriate training to allow staff to best support all attainment levels within their cohort.</p> | <p>teaching staff throughout team teaching, coaching opportunities and coaching plans if required.</p> <p>Sports lead to design, deliver and support with further understanding a CPD opportunity supporting differentiation within PE.</p> | <p>with staff £11673</p> <p>Time to plan and deliver bespoke training depending on school needs – at least 3 in house training sessions led by the PE lead – leadership time</p> | <p>ECT and staff support given through planning via PE Passport and sports coach advice, obtaining resources, coaching, team teaching.</p> <p>CPD given on effective use of PE passport and 'sttep' differentiation/scaffolding (altering space, time given, task given equipment used, people in task)</p> | <p>PE CPD for Autumn 24 to focus on developing vocabulary in PE to support oracy and prior knowledge development.</p>                                |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |   |  |   | <p>Percentage of total allocation:</p>   |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>  |  | <p><b>Impact</b></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>Additional achievements:<br/>Sports lead to drive initiative of leading active lessons within core subjects. Sports lead to liaise with curriculum lead, maths lead and English lead around strategies to support this. Sports lead to support in embedding of kinetic letters in an active way.</p>    | <p>Collaborate with core leaders from other subjects to best deliver/promote thematic learning.<br/>Deliver a CPD session based around thematic learning.</p>   | <p>Leadership time of different leads to collaborate with PE lead in this delivery.</p> <p>Funding allocated for</p>   | <p>Kinetic letters is well embedded across school and within PE lessons. Timetable constraints for active core and non-core lessons.</p>  | <p>To liaise with Teaching and Learning team for advice on creating active links in curriculum subjects. Gain advice from Network Meetings also.</p> |

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| <p>Sports coach to sustain current diverse range of clubs offered to pupils.</p> <p>The curriculum is designed to provide a more and broadening variety of extra-curricular physical activities before, during and after school. Where possible, engage with the local community to see what can further be offered.</p> | <p>Sports lead and coach to utilize staff members and the local community to lead clubs they are confident in leading.</p> | <p>sports coach time to prep and deliver directed sessions (5x 1h minute sessions per week) £3331</p> | <p>Clubs offer a wide range of opportunities to pupils.</p> | <p>To continue to offer a diverse range of clubs.</p> |
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| <p><b>Key indicator 5: Increased participation in competitive sport</b></p>  |   |                           |   | <p>Percentage of total allocation:<br/>%</p>    |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>  | <p><b>Impact</b></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> |



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| <p>Sports coach and lead to increase and actively encourage pupils participation in the School Games through entering into local leagues across a range of different sports through WASPS association.</p> | <p>Sports coach and lead to organise competition to target a range of abilities.</p>   | <p>£2000</p>                                | <p>Girls football – first in league, came second in city final. Achieved by winning the West Midland County Finals of the ESFA Pokemon 7-a-side football tournament. Entered a range of WASPS competitions and the WASPS presentation evening (see various newsletters across the school year)</p> | <p>To continue this, widening the sports competitions/festivals offered.</p> |
| <p>Sports lead to organise more sport competition and tournament within the school and across MAT.</p>   | <p>Register interest in traditional, new and alternative events<br/>Partake in events offering opportunities to a range of students including SEND</p> | <p>Allocated as part of Key indicator 1</p> |  | <p>Sports lead to request this at next PE network meeting.</p>               |

|                 |                    |
|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | Lee Fellows        |
| Date:           | September 2023     |
| Subject Leader: | Adam Boneham       |
| Date:           | September 2023     |
| Governor:       | Darren Collinswood |
| Date:           | September 2023     |