

# 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](http://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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,718
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,718

## 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 2022. Please see note above	56%
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	90%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%
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?	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: 2022/23		Total fund allocated:		Date Updated:	
<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:
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Purchase of PE equipment and resources to support all learner's regular activity within PE lessons, clubs, playtimes, lunchtimes. Impact on pupils: <ul style="list-style-type: none"> <li>Children access a broad range of activities using equipment.</li> <li>Increased levels of activity within PE lessons, playtimes and lunchtimes.</li> <li>Adventure playground used within the 30 minutes of physical activity within the school day which needed repairs all children to use safely.</li> </ul> Raised engagement of pupils to take part and raised self-esteem and confidence.		Update PE Equipment as necessary. Purchase of tennis balls, athletics equipment that needed replacing such as javelins, long jump covers and relay batons. This was for use during curriculum time and after school club.  Table tennis equipment for lunchtime play with the Well Being Ambassadors.  Adventure playground equipment updated.		£3500.49 (£2976 for Adventure Playground upkeep)	
				Increased pupil participation within lunchtimes, playtimes, competitions with more equipment available.  Pupils are challenged more due to differentiated equipment used. Pupil's engagement increased by introducing new equipment.  Higher quality PE lessons being taught and supported	
				81%  Sustainability and suggested next steps:  Continue to monitor equipment provision for whole school.  Explore new equipment that could be used to support and challenge pupils.	

<p>Dance Teacher – Spring Dance Company, to enhance the delivery and engagement of dance throughout the school with cross curricular links to RE.</p> <p>Impact on pupils will be:</p> <ul style="list-style-type: none"> <li>• Enhancing child’s creative learning through story telling.</li> <li>• Opportunities for children to showcase new learning acquired in performances.</li> <li>• Acquisition of new dance skills. Focus on the whole body, wellbeing and mind.</li> <li>• Dance teacher to provide CPD to the staff within the school and enhancing their knowledge of dance for the future.</li> </ul>	<p>Timetable to teach dance to pupils and provide CPD to all staff across whole school during a whole school workshop. Raising the profile of dance through RE.</p> <p>Arrange meetings and support PE coordinator with resources for staff.</p>	<p>£900.00 (Spring 2023)</p>	<p>Higher quality dance lessons being taught and CPD for staff across all Key Stages including EYFS.</p>	<p>Use the resources and skills provided by Spring Dance Company to enhance curriculum dance through RE being taught in the future.</p>
<p>Girls football coach- A key priority for the year was to ensure equal opportunities in games for girls and boys.</p> <p>Following a competition called ‘#Let girls play football’, we wanted to develop the girls’ football skills further.</p> <p>A club was set up with a knowledgeable coach in girl’s football.</p> <p>Developing the opportunities for girls’ football within the curriculum.</p> <p>Enhance the delivery and engagement of girls’ football in KS2.</p>	<p>Timetable Tuesday lunchtime football club - all KS2 girls able to attend.</p> <p>Opportunities for girls to engage in high quality football club.</p>	<p>£200.00 (coach to event in Spring 2023)</p>	<p>Following pupil voice and informal questionnaires with each class and staff there is a change in perception of girls’ football and how it can support the whole body and mind.</p>	<p>Continue to target children who do not attend sports clubs and encourage less active children to take part in clubs such as the football club.</p>

<p>Increased awareness in fitness and health and keeping all children physically active. Increased levels of activity at lunchtimes. Improve behaviour and encourage those children who are less active to be involved.</p>	<p>Leamington Football coach at lunchtimes (Thursday) to organise games and encourage activity. More equipment accessed and a range of games taught. Supporting Well Being Ambassadors with organising clubs for all children such as orienteering, football league competitions and obstacle course challenges.</p>	<p>£3187 – Sum, Aut 2022 and Spr 2023</p>	<p>Monitoring pupil engagement in activities by midday supervisors and current sports apprentice.  PE subject leader recording children involved with lunchtime clubs and ensuring that all children can access physical activity during their day.</p>	<p>Improved attitude by children and training in the future for midday supervisors.  Continue lunchtime support in the future and the coach to guide the new PE coach in September 2023 with ideas to engage children at lunchtimes.</p>
<p>Apprentice to enhance PE throughout the school. Impact on pupils will be:</p> <ul style="list-style-type: none"> <li>• Increased levels of participation in physical activity at lunchtimes and break times.</li> <li>• Increased participation of pupils taking part in extracurricular clubs.</li> <li>• Acquisition of new skills. Well organized PE lessons as equipment is set up and ready to use which results in an increased amount of time where pupils are active.</li> <li>• Preparing children for competitions to maximize their performance.</li> </ul> <p>Apprentice to support Sports Ambassadors role within school and PE Crew</p>	<p>Timetable to support pupils and staff across whole school. Timetable Change 4 Life club and targeted children to support. Arrange meetings and support Sports Ambassadors and PE crew and PE subject leader</p>	<p>£6586</p> <p><b>Total: £14,373.49</b></p>	<p>Support during extra- curricular clubs timetable, registers of attendance. Lunchtime clubs and activities organised are inclusive to encourage less active and those who cannot stay after school. Observation and monitoring of Apprentice and PE lessons. Images captured using Seesaw and updated on sports noticeboard.</p>	<p>Continue to target children who do not attend sports clubs and encourage less active children to take part in activities.  Apprentice role to change to PE coach in September 2023.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
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:
School Games sports values promoted through the Student leadership programme –  Well Being Ambassadors in Yr5 and 6 – continue with lunchtime club. They are responsible for the giving of certificates within awards assembly for children who have demonstrated the School Games values in school.	Developing a clear leadership pathway and providing additional responsibilities for KS1 and KS2 pupils. Developing into whole school leadership in Years 5 and 6.  Well Being Ambassadors providing videos, activities and helpful tips to children across all key stages to support their health and well being	£360 (9 Wellbeing ambassadors)	Children referring to sports values during lessons and improving ethos/growth mindset. Sports noticeboard. Photos of children’s achievements and performance.  Pupil’s behaviour and attitudes in PE Ensure leadership responsibilities are embedded through all aspects of PE and School Sport.	Staff to continue to select children demonstrating sports values and ethos. Involve Ambassadors and PE Crew in selecting children demonstrating sports values and ethos during lunchtimes and playtimes.  Well Being Ambassadors to continue to provide to support across all ages with activities to support their health and wellbeing at all times.
Dance Teacher – Spring Dance Company, to enhance the delivery and engagement of dance throughout the school with cross curricular links to RE. Impact on pupils will be: <ul style="list-style-type: none"> <li>Enhancing child’s creative learning through story telling.</li> <li>Opportunities for children to showcase new learning acquired in performances.</li> <li>Acquisition of new dance skills. Focus on the whole</li> </ul>	Timetable to teach dance to pupils and provide CPD to all staff across whole school during a whole school workshop. Raising the profile of dance through RE.  Arrange meetings and support PE coordinator with resources for staff.	(See indicator 1)	Higher quality dance lessons being taught and CPD for staff across all Key Stages including EYFS.	Use the resources and skills provided by Spring Dance Company to enhance curriculum dance through RE being taught in the future.

<p>body, wellbeing and mind.</p> <ul style="list-style-type: none"> <li>• Dance teacher to provide CPD to the staff within the school and enhancing their knowledge of dance for the future.</li> </ul>		<p><b>Total: £360</b></p>		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>Dance Teacher – Spring Dance, to enhance the delivery and engagement of dance through RE and throughout the school.</p> <p>Impact on pupils will be:</p> <ul style="list-style-type: none"> <li>• Higher quality delivery of dance lessons.</li> <li>• Improved standards of pupil performance as a result of greater technical knowledge of staff.</li> </ul>	<p>Staff questionnaire. Monitoring of PE lessons by PE subject lead and feedback from staff.</p> <p>Higher quality delivery of RE lessons being taught through dance</p>	See indicator 1	<p>Higher quality delivery of RE and dance lessons being taught through and CPD for staff across all Key Stages including EYFS.</p> <p>Increased motivation of pupils. Good clear progression of skills from year group to year group – starting in reception all the way through to Year 6.</p> <p>Improved subject knowledge of teaching staff. Improved confidence with delivery of dance lessons.</p>	<p>The new PE coach in September can continue to develop dance skills in the curriculum.</p> <p>Use the resources and skills provided by Spring Dance to enhance the curriculum of dance and RE being taught in the future.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4%
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:
Continue to offer a variety of clubs to all pupils.  Lunchtime clubs and activities. Increased participation of children taking part. Broader range of clubs offered and experienced. Increased self-confidence.	Continue to monitor range of clubs offered  Well Being Ambassadors to be selected from Year 5 and Yr6 to be trained.  Well Being Ambassadors to select sports to complete during lunchtime Thursday Ambassador Club.  Well Being Ambassadors to support Daily Mile and any lunchtime competitions that need to be organised with lunchtime coach from Leamington Brakes and PE subject lead.	See indicator 1	Clubs attendance registers.  PE notice board and newsletter  Monitor pupil engagement by midday supervisors and attitudes on the playground.	Continue to identify opportunities for new sports to be introduced. Continue to monitor clubs attended and offered.  Well Being Ambassadors to deliver games and clubs to all year groups.  To employ a new PE Coach to start September 2023. Coach with skills in some sports that will engage children in some new sports during lunchtime clubs and after school opportunities.

<p>Sporting Vision tag rugby coach to give variety, exposure and a broader experience of tag rugby. Impact on pupils will be: Increased awareness of fitness and the changes that occur when we are physical. Children who were not as active are now making healthier lifestyle choices.</p>	<p>Whole year groups coached by Troy Perkins from Sporting Vision – Years 4 and 5.</p>	<p>£480 (Spring 2023)</p>	<p>Increased motivation of pupils and higher standards of pupil performance in rugby. Good progression of skills from year group to year group.</p>	<p>Continued involvement in tag rugby coaching programme and to set up an afterschool tag rugby club for KS2.</p> <p>To continue the development of rugby skills in KS2.</p>
<p>Increased participation of pupils taking part in competitive activities and exposure to a broad range of sports - cricket.</p> <p>Improved standards of pupil performance as a result of increased knowledge of staff.</p>	<p>School's involvement in Chance to Shine cricket programme organised by Warwickshire Cricket board.</p> <p>Whole year groups Years 4 and 5. Culminating in a festival at the end of the coaching programme</p>	<p>£100 (Spring 2023)</p>	<p>School competition calendar, achievements celebrated in PE newsletter.</p> <p>Pupil voice – confidence in cricket skills. Improved standards of pupil performance, positive attitude to competition.</p>	<p>Continued involvement in Chance to Shine programme. Links being made with local cricket club – Hunningham.</p>
<p>Warwickshire Primary Schools Cross country championship to give variety, exposure and a broader experience of cross country running. Increased awareness of fitness and health.</p>	<p>Year 5 and 6 children had opportunity to compete against other schools in Warwickshire.</p>	<p>£65 (Autumn 2022)</p> <p><b>Total: £645</b></p>	<p>Increased motivation of pupils and higher standards of pupil performance in running.</p>	<p>Continued involvement in cross country for the next year with Warwickshire Primary Schools Cross country championship.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%13
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>Participation and membership in CWSSP School Games events. Impact on pupils will be:</p> <ul style="list-style-type: none"> <li>• Increased participation of all pupils taking part in competitive activities in every year group.</li> <li>• Increased profile of PE and sport across the school.</li> <li>• Raised self-esteem and confidence in taking part in competitive games.</li> <li>• Enable a variety of children to compete in sports events.</li> <li>• Ensure that all children by Year 6 have competed in a School Games event.</li> <li>• EYFS and KS1 participated in an intra school event organised by CWSSP.</li> </ul>	<p>School Games events.</p> <ul style="list-style-type: none"> <li>• Engaging all pupils in physical activity.</li> <li>• Increasing variety of sports and activities offered.</li> <li>• Promoting values and engagement in a sport, thinking about health and wellbeing by promoting a healthy lifestyle.</li> </ul> <p>Meetings with Well Being Ambassadors and PE co-ordinator to plan and organise implementation of the events and determine which ones they would like to attend and support.</p>	<p>£155 School Game entry</p> <p>£1600 cost of coaches to transport children to the event and supply cover for teacher attending.</p> <p>£585 KS1 Festival of fun (Spring 2023)</p> <p><b>Total: £2340</b></p>	<p>Competition entries and achievements. Data results of competition entries. School Games Mark Award</p> <p>School competition calendar, achievements celebrated in PE termly newsletter.</p> <p>Pupil voice – confidence in skills.</p> <p>Improved standards of pupil performance.</p> <p>Increased motivation of pupils and positive attitude to PE.</p> <p>Gained gold award for the last six years due to whole school engagement in competition.</p>	<p>Continue to organise more competitive opportunities for pupils in school.</p> <p>Continue to be involved in School Games events and festival opportunities.</p> <p>To employ an PE coach to start September 2023 to support children in increasing the participation in competitive sports across all year groups.</p> <p>Inspire and motivate and provide support to the PE Co-ordinator in organising the events being attended.</p>

Signed off by	
Head Teacher:	Juliet Jones
Date:	10.07.23
Subject Leader:	Claire Fisher
Date:	29.6.23
Governor:	
Date:	