

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 | £1373.21 |
| Total amount allocated for 2021/22 | £17522.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £1373.21 |
| Total amount allocated for 2022/23 | £17522.00 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £18895.21 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2023.</p> <p>Please see note above</p> | 57% |
| <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> | 68% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 68% |
| <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 |

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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 <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: 0.85% | |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: | | |
| 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?: | | |
| Pupils to have access to, and engage with active break and lunchtimes, which are led by Sports Crew and Play Leaders, incorporating personal best challenges. | <ul style="list-style-type: none"> PE Lead to print, laminate and provide year groups with relevant equipment, bags and personal best challenge cards to support Sports Crew and Play Leaders. School Council, Sports Crew to actively encourage children to participate in these challenges. Train Sports Crew to support these activities. Update least active register, ensuring provision is made for those most in need. | | £ | Children enjoying and participating in physical activity beyond PE lessons, including the break and lunchtimes. Children developing and enhancing their resilience and perseverance with personal best challenges, gaining confidence and increasing their attainments. Focusing on child-led PE being inspired by their peers. Children returning to class out of breath, energised from exercise and ready for learning. Range of after school clubs throughout the year, offering | | Develop our Sport Crew Provision to encompass more throughout the school. Next Step – consider ongoing sustainability of play equipment/resources, ensuring the engagement remains. Introduce Play Leaders to assist Sports Crew in the future. Consider before school clubs to maximise opportunities for ‘active minutes’. Research early intervention schemes such as Balanceability. |

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| | | | variety of opportunities. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0.85% |
| 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: |
| Pupils to view adults in school as Sportspeople. Pupils to be viewed as sportspeople internally and externally at events. School to raise profile, internally and externally, for their Sport and PE provision and attainments. | <ul style="list-style-type: none"> Updating of PE Kit for events and tournaments, to show unity, equality with sports ready pupils. | £ | Children look and feel sports ready for external events and tournaments. As well as comfortable and confident, as sizing has become outdated in the kit. | Achieve Our School Games initial award and beyond. Creating and maintaining achievable action plan. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 95.60% |
| 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: |

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| <p>All staff to feel confident when teaching PE and ask PE lead for support where applicable.</p> | <ul style="list-style-type: none"> • CPD Dance focus this year for staff and pupils. Developing a stable and sustainable unit of study for this, where teachers feel confident to teach. • Montagu Academy to deliver weekly CPD based training on skill transfer to progression. • CPD and development opportunities via C Daly as PE lead and continued development of the PE curriculum provision at St Joseph's developing a long term plan with the Head to engage all pupils with more active minutes in PE. | <p>£1040</p> <p>£9600.00</p> <p>£5000</p> | <p>Staff that were present for 'tester' sessions last year, felt confidence grow for teaching this unit – now to be set up for the whole school.</p> <p>Teachers to have CPD for Dance with Professional Dance Teacher for the lessons, where teachers join in, and then are able to re-teach the same lessons in the future.</p> <p>Every teacher to have CPD lesson with external coaching company, offering between 5-30hours of CPD for teaching staff in training. Training and involvement by staff in this capacity can free them to support children with SEND in these lessons, accelerating their learning in the curriculum.</p> <p>All pupils assessed and monitored via Athlete Tracker App showing progression through the curriculum, gaps in learning and areas to focus learning.</p> <p>C Daly employed to develop and move PE subject on to a sustainable and outstanding subject, heightening it's place and</p> | <p>Assess CPD needs of staff going forward via questionnaire, spot areas for development and focus there.</p> <p>Assess and monitor where the staff feel for PE CPD.</p> <p>Via Athlete Tracker app children can be selected for Talent ID programme, as well as monitoring those not attaining expected expectations to involve in activities to progress and accelerate learning.</p> <p>C Daly to continue to monitor progression of pupils, provision for pupils and CPD of staff, and improvements for subject.</p> <p>Develop gymnastics unit in school and staff CPD – training.</p> |
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| | | | value with staff and pupils alike. Including links with REACH and Catholic ethos of the school. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 1.83% |
| 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: |
| Additional achievements: Additional achievements: Opportunities for all children to engage with and try new activities and understand new skills. Focusing on being inclusive – voice of child and transferrable skills across a range of sports. | <ul style="list-style-type: none"> • Skippy John – whole school taster day for children to learn/develop this skill and general enjoyment of fitness. Whole school taster for inflatable football. | £320.00 | Following Sports Day review, skipping was apparent area requiring development – aim is that all children are able to skip following this, as well as engaging them with a great energising fitness tool for the future, in school and beyond. | Develop initiatives and clubs for children who find pathways to physical activity difficult aside Pupil Premium. Subsidise programmes/clubs for Free School Meal and Pupil Premium children in KS1. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 0.87% |
| 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: |
| 90% of KS2 pupils to represent the school in intra and inter school competitions. | <ul style="list-style-type: none"> District Sports Subscription Sports Day stickers, prizes and trophy engravings display board updates. | £30.00 £28.40 £31.70 | Children participating as individuals and as a team, developing core skills and receiving external recognition. Providing opportunities to partake in competitions, building on the pupil's confidence and resilience. Pupil voice strongly suggested a genuine enjoyment in representing the school, taking part and winning. Amazing sportsmanship evident throughout. | Seek more 'friendlies' to increase confidence in pupils with more opportunities to compete along with raising profile of the school. Sustainability – thanks to parents involvements with lifts to keep transport fees down. |

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| Signed off by | |
| Head Teacher: | C Howells |
| Date: | 22 July 2023 |
| Subject Leader: | C Daly |
| Date: | 22 July 2023 |
| Governor: | S Gywer |
| Date: | 22 July 2023 |