

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](https://www.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 allocated for 2021/22	£19,380.00
Total amount allocated for 2022/23	£19,088.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,088.00

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 2022. Please see note above	40%
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	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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: 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: %	
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:
Continued participation in physical activity in the playground.	1. Additional Support staff/lunchtime supervisors engage children in games and physical activities at lunchtime. 2. Sports Coach for KS2 lunchtimes – same as above (not from PE and Sports Premium budget). 3. Playground equipment purchased: shuttlecocks, small soft balls, hula hoops, bats, footballs and skipping ropes.	£9,947.51 £706.49 (playground equipment)	<ul style="list-style-type: none"> - Most children engaging in physical activity at lunchtime – children learning important life skills such as good sportspersonship, being a team player, sharing. - Engagement and enjoyment – good for wellbeing. - Improvement in physical health. 	To continue next academic year.
PESSN YouTube channel – exercise breaks e.g. ‘This or that?’, BBC Supermovers and Go Noodle.	Movement breaks during the day. Teachers have access via logins and links.	£0	<ul style="list-style-type: none"> - Engagement and enjoyment. - Improvement in mental and physical health. - Supermovers – provides cross-curricular learning. 	To continue next academic year.

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?:	Sustainability and suggested next steps:
<p>London PE and School Sports Network membership - CPD, access to sporting activities, advice, resources</p> <p>1. Investment in the professional development of staff at our school so they are best equipped to teach high quality Physical Education and school sport for years to come.</p> <p>2. Increasing the amount of competitive sport in which our children participate at school.</p> <p>3. Continuing to take part in local sports competitions/events organised by The London PE & School Sports Network.</p>	<p>1. 1:1 coaching for Year 2 teacher by sports coach.</p> <p>2. CPD staff meeting for teachers – Mini Games and warm up activities carried out by sports coach.</p> <p>3. Y5 Girls Football Day tournament (against other schools) carried out by sports coaches.</p> <p>4. Pupils participated in the ‘Race for the kids’ for Great Ormond Street Hospital Children’s (GOSH) charities, Cleaner Air Day and Car Free Day.</p> <p>5. SEND bowling, three week yoga and mindfulness programme, two week dance workshop programme, Girls Football Y3 and Y4 – Spring 1, Y1 Multi-skills in Burgess Park.</p>	£5,500 (PE Network membership)	<ul style="list-style-type: none"> - Improved teaching in lessons, ensures higher levels of participation and engagement of pupils. - Children participate in London/nationwide initiatives because the PE lead is well informed e.g. Cleaner Air Day was promoted in assembly and on Facebook – to encourage pupils living locally to walk to school – promoting a healthy lifestyle. - Children participated in sports coaching/physical activity sessions. Children were motivated during sessions and showed enthusiasm and enjoyment – good for wellbeing. - Children across the school have had the opportunity to participate in competitions, fitness programmes. This includes pupils who are on the Pupil Premium register 	<ul style="list-style-type: none"> - Through subject lead monitoring ensure all lessons are good or better. - Ensure sports coaches support CPD of staff needs. - Continue to engage in sports competitions/events organised by The London PE & School Sports Network.


			who took part in the two week dance workshop and SEND children who have taken part in a bowling competition.	
Sports Coach to work with small groups of pupils to boost confidence and self-esteem.	<ol style="list-style-type: none"> 1. Teachers to identify a few children in their class who would benefit from raising their confidence and self-esteem. 2. Small groups established and each small group from each year group taken by sports coach in the afternoons. 	£0 (Not from PE and Sports Premium budget).	<ul style="list-style-type: none"> - Pupils show enthusiasm and enjoyment for sport/physical activity. - Levels of wellbeing have improved. - Pupils growing in confidence e.g. raising hand to answer questions 	<ul style="list-style-type: none"> - Continue next academic year – select new small target groups.
MillWall Sports Coaches work with Y5 and 6 to help prepare for healthy/friendly competitions in Secondary School and improve team work skills.	<ol style="list-style-type: none"> 1. Arranged for Millwall Sports coaches to come on a weekly basis to work with Y5 and 6. 		<ul style="list-style-type: none"> - Pupils team work skills have improved – communicating within their team and spurring their team on. - Show an understanding of friendly competition – being proud of other teams when they win, examples of good sportsmanship. - Children engaged and high levels of enjoyment for sport. - Good for mental health and wellbeing. 	<ul style="list-style-type: none"> - Continue next academic year.
Promotion of physical activities and active lifestyle promoted via flyers and school social media.	<ol style="list-style-type: none"> 1. Holiday Club – all parents received a flyer. 2. Photos posted on Facebook e.g. Sports Day and ‘Race for the kids’, Y1 Multi-skills, Sports Day, Car Free Day and Cleaner Air Day 	£0	<ul style="list-style-type: none"> - Children encouraged to live an active lifestyle. - Increased awareness of the need to live an active lifestyle. 	To continue next academic year.

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:
Cover to release staff for professional development in PE and sport. 1. Professional development training opportunities: <ul style="list-style-type: none"> PE co-ordinator network meetings (once a term) Coaching Sessions 	<ol style="list-style-type: none"> 1:1 coaching for teacher by sports coach PE co-ordinator attending termly briefings 	PE Network membership – see above.	<ul style="list-style-type: none"> Improved teaching in lessons, ensures higher levels of participation and engagement of pupils. Children participate in London/nationwide initiatives because the PE lead is well informed e.g. Cleaner Air Day and ‘Race for the kids.’ 	<ul style="list-style-type: none"> Refresher for all staff for gymnastics and use of the ‘gym’ equipment To continue to provide team teaching opportunities with specialised PE coaches to boost teachers’ confidence in the delivery of PE.
Purchasing/replacing equipment to support teachers in the delivery of PE.	<ol style="list-style-type: none"> New resources purchased: shuttlecocks, small soft balls, hula hoops, bats, footballs and skipping ropes, tennis and basketballs. 	Playground equipment – see above £159.98 (Tennis balls).	<ul style="list-style-type: none"> Lessons better resourced. Developed engagement in lessons. 	<ul style="list-style-type: none"> Continue to audit PE teaching resources on a regular basis.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Purchasing equipment to offer access to new sports and physical activities, including playground equipment: 1. Day to day equipment needed for PE sessions. 2. Equipment needed for competitive events organised at school such as Sports Week. 3. Equipment to extend the range of sports and physical activity at school, including playground equipment	1. New equipment purchased: shuttlecocks, small soft balls, hula hoops, bats, footballs and skipping ropes, tennis and basketballs.	Playground equipment – see above. Tennis balls – see above	<ul style="list-style-type: none"> - Children are more physically active as they have the opportunity to take part in sports day activities. - Children have the opportunity to sample a range of sports activities. 	<ul style="list-style-type: none"> - Continue to audit playground equipment and PE equipment. - Purchase equipment when necessary.
Organising After School Sport Clubs using (external providers): <ul style="list-style-type: none"> - Dance and archery for KS2 pupils. - Gymnastics Cub – KS1 pupils. 	1. Clubs organised and established.	£270 – after school club.	<ul style="list-style-type: none"> - Children’s horizons have broadened by participating in a wider range of sports activities. 	<ul style="list-style-type: none"> - Organise After School Sports Clubs with external providers for next academic year. - Provide some internal clubs.

Organised Circus Skills workshop.	1. Circus Skills workshops booked and organised from Reception – Year 6 to open Sports Week.	£670.80	<ul style="list-style-type: none"> - Children’s horizons have broadened by participating in a wider range of physical activities. 	<ul style="list-style-type: none"> - Book for next academic year.
1.Swimming sessions so that as many pupils can swim 25m by the end of Year 6 as possible.	1.Sessions organised: Year 3, Year 5 and Year 6.	1835.00	<ul style="list-style-type: none"> - Children showed some improvement in stamina for swimming. - Children’s enjoyment for swimming sessions increased. 	<ul style="list-style-type: none"> - To organise swimming sessions for next academic year.

Key indicator 5: Increased participation in competitive 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:
Children to participate in Southwark's sports/activity calendar: <ol style="list-style-type: none"> 1. PE lead to organise sports competitions, events and challenges 2. Participate in London/Southwark's physical activity initiatives 	<ol style="list-style-type: none"> 1. SEND bowling competition and Y5 Girls football tournament (against other schools) carried out by sports coaches. 2. Sports Day organised with whole school house competitions. 3. Friendly competitions amongst Y3 and Y4 girls during football sessions in Spring 1 and Y5 and Y6 (with the MillWall coaching sessions). 	PE Network membership – see above	<ul style="list-style-type: none"> - Children have had the opportunity to continue to develop qualities of good sportsmanship. - Raised awareness of the importance and need for physical activity. 	<ul style="list-style-type: none"> - Continue to establish links with other local schools to arrange sports competitions. - Look carefully at the Southwark sports calendar next academic year to plan competitions so a high percentage of children have the opportunity to attend. - Arrange competitions across a wide range of sporting activities.

Signed off by	
Head Teacher:	E. Hannis
Date:	July 2023
Subject Leader:	B. Jones
Date:	July 2023
Governor:	 A. CARTON
Date:	July 2023