

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 carried over from 2021/22	£1000
Total amount allocated for 2021/22	£18500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1000
Total amount allocated for 2022/23	£17500
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18500

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>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>	50%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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>	Yes/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: 20%
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:
To engage less active children in every class in physical activity.	Survey children to find out what activities and clubs they already attend. Which ones do they enjoy, and which ones do they want to see? Purchase new playtime equipment for young leaders to run different games at lunchtimes so all children take part in active 30 minutes. Work with the SENCO to work out who would benefit from further activity outside school and who finds it difficult to attend clubs outside school.		£200	Pupil survey and questionnaire states that children are more aware of how to be active and targeted children now attend after school clubs. Fitbit results show children are active throughout the day and completing up to 6000 steps when in school.	New leaders need training in September. Put play leaders on a rota so all children are sharing leadership roles. Purchase more fitbits for more children to track their fitness levels.
To increase activity levels throughout the school.	Training of young leaders through NOSSP leader training Year 6 children to run a variety of activities.		£2200	Pupil voice and photos show more children are active at playtime and enjoy the activities on offer.	Audit playtime equipment and set up class boxes for playtime.
			Free		

<p>Increase whole school participation in physical daily challenges to promote pupils daily physical fitness.</p> <p>To increase parental engagement in physical activity.</p>	<p>Set up daily challenges across year groups. Purchase more playtime equipment.</p> <p>School games/ commonwealth games activities led by young leaders on the playground</p> <p>Sign up for street tag. At sports day have street tag posters for parents to raise awareness of how to use it to track fitness levels.</p>		<p>Daily challenge charts set up in each classroom show children trying to beat their personal best.</p> <p>Street tag up shows 60% of parents are engaged.</p> <p>Saint Joseph's is on the leader board on the app.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
15%

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>Embed a broad and inspiring P.E curriculum for all children.</p> <p>Ensure the P.E curriculum has high aspirations for all pupils and enables them to achieve outside the school curriculum</p>	<p>Monitor implementation of Get Set for PE curriculum across the school</p> <p>Monitor planning and assessment to ensure step by step, skills based progressive lessons are in place</p> <p>Learning walks to ensure pace of coverage and enjoyment/inspiration evident.</p> <p>Investigate links in curriculum PE to external clubs/opportunities eg sports at BGN.</p>	<p>£1000</p> <p>£300</p>	<p>Monitoring of pupil voice shows children enjoy the new P.E curriculum and can talk about the skills they have been learning and link to previous learning. More children are now achieving expected level for P.E.</p> <p>Links made with partnership schools to come and compete in girls' football competitions. We had a friendly match with two other primary schools.</p>	<p>Carry out further learning walks and survey staff to see what knowledge and skills they would like CPD for next year.</p> <p>To look at pupil premium children and how we can support them to have equal opportunities in attending clubs.</p>

<p>To ensure high quality P.E curriculum is accessible to SEND pupils.</p>	<p>Make links with partnership schools and local clubs to come and provide taster sessions and workshops.</p> <p>Offer support for staff running PE clubs and activities to ensure high levels of confidence. Purchase new equipment to ensure this happens.</p>		<p>Links made with council – Dance club/ Multi-skills clubs have been added to the after school curriculum.</p> <p>New subjects have been added to the P.E curriculum to broaden the activities for the children. All children have at least two hours of P.E a week.</p> <p>Netball and Girls football clubs are up and running.</p> <p>SEND children targeted attend clubs.</p>	
<p>Raise attainment of boys and vulnerable learners.</p>	<p>Develop and monitor adaptations and challenges for SEND in PE curriculum. Support staff in differentiating lessons and outcomes for specific SEND pupils. Target SEND pupils for extra curricular clubs.</p> <p>-Targeted groups receive bespoke literacy and maths interventions through physical activity.</p>	<p>Equipment purchased: £200</p>	<p>-Strong links to clubs in the community. Chance to shine cricket sessions for years 1-4. Demonstrating values children need to use in school.</p>	
<p>To deepen the skills our children need to perpetrate their own learning</p>	<p>-Pupil voice to motivate them based on their interests -Develop role of PE in embedding learning behaviors across the school Develop points in lessons where positive character traits can be discussed and developed</p>	<p>NOSSP leader working with groups of boys: £2200</p>	<p>SEND pupils have achieved expected at the end of each P.E unit.</p> <p>Attainment and data raised in boys in Maths and English.</p> <p>Boys met their targets in Maths and English.</p> <p>Pupils reflections on surveys reflect on the character traits they have developed and how these will help them in the future.</p> <p>Boys working with NOSSP leader have developed their leadership skills and surveys show how their</p>	

			<p>concentration and listening skills have improved in the classroom.</p> <p>Football club was attended by all the SEN boys we asked teachers needed to attend. Football club was over subscribed with 34 boys attending in key stage 2.</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:
				10%
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>Ensure that staff subject knowledge and CPD embeds the high quality P.E curriculum.</p> <p>Ensure that leaders, staff, and pupils clearly understand the intent of the P.E curriculum, and all are part of evaluating its impact on school life.</p>	<p>Monitor teaching and learning through learning walks Monitoring of P.E books and planning.</p> <p>Sports council collate the views of children around the school and are involved in reviewing the P.E curriculum.</p> <p>Develop documentation on intent of PE and role in wellbeing, mental health and physical health – share with school community Monitor and evaluate impact of PE curriculum on whole school life</p>	£1500	<p>Surveys show staff have good subject knowledge. -Learning walks show staff will teach 'good' lessons in P.E.</p> <p>Lessons and planning show SEND children are catered for and higher attainers are extended.</p> <p>P.E is taken seriously by the senior leadership team in the school and by all members of staff. It is valued as a core subject. All staff can explain why they are teaching that subject in P.E and the impact it is having on their children. Staff know the next steps for the P.E curriculum. When children went to the Quadkids</p>	More CPD workshops in more bespoke P.E lessons such as lacrosse and cricket.

			event the staff were able to put on their own Quadkids event for the children who were not selected so all children could take part and enjoy the experience.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 5%

Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Additional achievements: New extra curricular clubs introduced into the P.E curriculum. Inspire children and encourage them to participate in sports they may not have the opportunity to outside of school	Girls club set up and run by year 6 children to increase their leadership skills. Ask children which clubs they belong to and approach coaches to come into school and deliver taster sessions. Contact outside agencies to come and run taster sessions for pupils. Liase with local secondary schools to provide enrichment activities outside the school P.E curriculum.	£300 New goals purchased £200	Girls club is attended by targeted girls in Years 1-3. These children have developed confidence and skills that they have brought back into the classroom. All children in years 5 and 6 went to lacrosse at a local secondary school and taught by a trained lacrosse coach. They were able to play in competitions with other schools. Boys and girls football club has been started giving equal opportunities.	To ensure all children take part in intra-school competitions after each unit of work.

Key indicator 5: Increased participation in competitive sport Percentage of total allocation: 15%

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>For all pupils to experience competitive sport at least once throughout the year.</p> <p>For gifted and talented children in each area of the curriculum to be encouraged to reach their full potential.</p>	<p>Liase with teachers using NOSSP calendar. NOSSP affiliations and virtual competitions.</p> <p>Gifted and talented children identified by class teachers.</p> <p>CP to liase with gifted and talented leader around which children to target for competitions.</p>	£2200	<p>All children have taken part in at least one competition or festival this year.</p> <p>Children in key stage two have gone through to the partnership finals in Quadkids Athletics.</p> <p>Children who have done well individually in competitions staff and their parents have made sure they are able to go to the partnership or county finals.</p>	<p>Set up competitions between the local primary schools.</p> <p>To ensure lists are kept of children's scores so they can see if they can beat their personal best.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Clair Pavely C.Pavely
Date:	16.06.23
Governor:	
Date:	