

# 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	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,340
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,340

## 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	76%
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	68%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	55%
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

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.

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK ACTIVE

<ul style="list-style-type: none"> <li>Ensure that children are engaging and practising key skills that were learned from previous years.</li> <li>Ensure that all children undertake at least 30 minutes of physical activity each day.</li> </ul>	<p>during bad weather.</p> <ul style="list-style-type: none"> <li>Implement half-termly timetables which build on from their previous year group's PE learning to ensure development of skills.</li> <li>Use the Long Term Plan to ensure children are able to build on skills from previous year groups, taking into account gaps in their learning due to COVID absences from school.</li> <li>Daily mile and Active Maths sessions promoted within timetabling across all year groups.</li> </ul>	<p>N/A</p> <p>N/A</p>	<p>PE timetable to ensure that all staff have felt comfortable and understood what is being asked. Staff commented that they liked being included in the timetabling discussion.</p> <ul style="list-style-type: none"> <li>All children and staff responded well to the half-termly timetables, building on their previous skills.</li> <li>Children have continued to enjoy and benefit from the daily mile (Year 5 and 6) and Active Maths. They have been able to revisit their Maths learning whilst developing their existing PE skills.</li> </ul>	<p>year.</p> <ul style="list-style-type: none"> <li>Ensure new to school staff and ECTs are upskilled first.</li> <li>Continue to use the LTP to ensure skills are being revisited and developed on from previous years.</li> <li>Share the Long Term Plan with staff at the start of the academic year.</li> <li>Promote the daily mile as part of the weekly timetable across school.</li> <li>PE Lead and Sports Leaders to monitor the amount of steps per week and reward accordingly.</li> </ul>
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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:
				34%
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:
<ul style="list-style-type: none"> <li>Lunchtime clubs to be held daily by Cov Sky Blues in the Community to set up organised games with targeted children.</li> </ul>	<ul style="list-style-type: none"> <li>Cov Sky Blues in the Community employed to deliver targeted and focussed support during lunchtime with a specific focus on 'inactive' children, children with behavioural difficulties and Pupil Premium.</li> </ul>	N/A (£2550 allocated in Key Indicator 1)	<ul style="list-style-type: none"> <li>Cov Sky Blues have delivered activities which have targeted inactive and Pupil Premium children. An increase in good behaviour has been noticed by the teachers after they have had a session with Cov Sky Blues.</li> <li>There was an increase in uptake of the Cov Sky Blues run after-school clubs after trying out different sports with the coaches during lunchtime. This was evident during the summer term where Cov Sky Blues delivered cricket and rounders sessions during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the inactive pupils list to update.</li> <li>Continue to target inactive and pupil premium children for lunchtime clubs.</li> <li>Ensure there is a fair weight of sessions between year groups, taking into account those year groups with additional needs.</li> <li>Sports Leaders to work alongside Cov Sky Blues to organise and deliver lunch time sessions to support with target children.</li> </ul>
<ul style="list-style-type: none"> <li>Run Sports Day with a link to the school values; kindness,</li> </ul>	<ul style="list-style-type: none"> <li>Plan Sports Day across the whole school and ensure</li> </ul>	Outstanding costs as of	<ul style="list-style-type: none"> <li>Children were able to take part in a 'Mud Run'</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the school values within</li> </ul>

<p>integrity, curiosity, resilience and nurture. Promote importance of sports to children and parents.</p>	<p>effective deployment of teaching and support staff.</p> <ul style="list-style-type: none"> <li>• Purchase trophies to be awarded for the 6 school values.</li> <li>• Purchase additional equipment to improve on last year's mud run.</li> </ul>	<p>16.07.23. Equipment and trophies purchased.</p>	<p>style Sports Day to showcase the school values and sporting achievements.</p> <ul style="list-style-type: none"> <li>• Whole school assembly delivered to celebrate the children's achievements and the event.</li> <li>• Trophies awarded to children who reported that they were very proud of their achievements.</li> <li>• 100% of children took part in the sports day.</li> </ul>	<p>sports specifically for Sports Day events.</p>
<ul style="list-style-type: none"> <li>• Implement the use of Anomaly Board before school, after school and during lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the subscription for the Anomaly Board is up to date and annual health check completed. SSO to ensure Anomaly Board is on before and after school.</li> </ul>	<p>£1635</p>	<ul style="list-style-type: none"> <li>• SSO has been responsible for ensuring the Anomaly Board is in use before and after school. Parents reported that it is a positive start to the day.</li> <li>• DRAs reported that the Anomaly Board supports lunchtime and allows children different opportunities. This, in turn, has continued to reduce the amount of behavioural challenges on the playground during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure any new DRAs receive instruction on facilitating the use of the Anomaly Board.</li> <li>• Continue to complete the Anomaly Board health check and subscription updates.</li> </ul>

<ul style="list-style-type: none"> <li>Participate in intra-competitions and inter-competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the School Games fund and sign up to a variety of competitions.</li> <li>Participate in Cross-Trust sports festivals/competitions for each year group.</li> <li>Organise transport for each festival.</li> </ul>	N/A (£1325 allocated in Key Indicator 5)	<ul style="list-style-type: none"> <li>Children have shared their enjoyment of participating in intra-competition and inter-competitions.</li> <li>Pupil Premium children have been able to participate in a range of different competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to take part in Cross-Trust Sports Festivals. Map out the key events throughout the year to ensure it matches with the LTP. LTP to be edited if necessary to ensure that children are familiar with and prepared for the specific sport.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure sports equipment is up to date in line with the planned curriculum and is useful, appropriate and of good enough quality to support teaching of PE and engagement in competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>Audit and purchase necessary equipment.</li> <li>Football pitch to be repositioned and maintained. Old football goals to be taken out.</li> </ul>	£1655.81	<ul style="list-style-type: none"> <li>Resources were available and allowed children, teaching staff and sports coaches to access and provide a wide range of sports to children both within the school curriculum and in after-school clubs.</li> <li>Football pitch was repositioned and new goals were added. Home matches have been held as part of the boys' and girls' football teams.</li> </ul>	<ul style="list-style-type: none"> <li>Audit equipment at the start of the year, linking to the LTP.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to implement Maths and Reading interventions by Cov Sky Blues with a link to football.</li> </ul>	<ul style="list-style-type: none"> <li>Cov Sky Blues in the Community employed to deliver targeted and focused intervention for Reading and Maths with a focus on inactive, Pupil Premium and</li> </ul>	N/A – allocated as part of the total LTC cost for Cov Sky Blues.	<ul style="list-style-type: none"> <li>Pupil voice showed that children enjoy their Reading and Maths interventions and the link with sports. It has been reported from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Continue to liaise and organise Maths and Reading interventions with Cov Sky Blues to encourage and support disengaged learners</li> </ul>



<ul style="list-style-type: none"> <li>Implement Kindness intervention with Year 3 and Year 4, delivered by Cov Sky Blues.</li> </ul>	<p>disengaged children with an interest of sport.</p> <ul style="list-style-type: none"> <li>Sky Blues in the Community employed to deliver targeted and focused intervention based around kindness. Class teachers chose targeted children who were struggling with friendship maintaining friendships.</li> </ul>	<p>N/A – allocated as part of the total LTC cost for Cov Sky Blues.</p>	<p>that children have made significant progress in line with their interventions. Children also enjoyed being able to spend more time being active.</p>	<p>with sports.</p> <ul style="list-style-type: none"> <li></li> </ul>
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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	
<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>

<ul style="list-style-type: none"> <li>Improve quality of PE lessons through upskilling from Cov Sky Blues in the Community.</li> </ul>	<ul style="list-style-type: none"> <li>Employ Cov Sky Blues in the Community to up-skill in a variety of sports.</li> </ul>	£1500	<ul style="list-style-type: none"> <li>Staff that were upskilled feel more confident in teaching and delivering sessions with appropriate skills for their year group.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to organise and liaise with Cov Sky Blues to support the upskilling of a variety of teachers across the school, starting with those new to school in September.</li> </ul>
<ul style="list-style-type: none"> <li>Implement swimming lessons for Year 3 and Year 5 as part of the Long Term Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Organise swimming lessons for Year 3 and Year 5 with CV Life. Organise transport to the venue and communication with parents.</li> </ul>	N/A (£2600 allocated in Key Indicator 4)	<ul style="list-style-type: none"> <li>Teachers reported that the confidence from all children within the water increased dramatically.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enable year groups to access swimming provision.</li> <li>Book swimming for Year 3 and Year 5 for the next academic year.</li> <li>Look into booking a top-up swim for Year 6 in the Summer term.</li> </ul>
<ul style="list-style-type: none"> <li>CV Life support in Year 5.</li> </ul>	<ul style="list-style-type: none"> <li>CV Life employed to support in Year 5 with a child who had a talent for football.</li> <li>Staff were upskilled through small group sessions, learning</li> </ul>	£512	<ul style="list-style-type: none"> <li>Staff reported that they felt more comfortable supporting this child after being upskilled.</li> <li>The child was able to continue to drive their passion through these tailored sessions.</li> </ul>	N/A

	strategies to support this particular child.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 34%
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:
<ul style="list-style-type: none"> <li>After School Clubs to provide a range of sporting and extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Organise and run a variety of sporting and extra-curricular after-school clubs.</li> <li>Speak to Pupil Premium children across the school to offer one free place in an after-school club per term.</li> <li>Liaise with external provision to improve the range of after-school opportunities.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Children were able to access a range of sports for each term. Children were spoken to regarding their preference of after school club offer.</li> <li>All pupil premium children were offered one free place in an after-school club per term. In the Autumn term, 31% of Pupil Premium children took part. In the Spring term, 38% of Pupil Premium children took part. In the Summer term, 42% of Pupil Premium children took part.</li> <li>Cov Sky Blues and Step Onto Stage have added to the range of after-school clubs on offer by providing a variety of different</li> </ul>	

<ul style="list-style-type: none"> <li>Improve participation and experience in Dance and Gymnastics. Children to understand links to health and well-being and increase participation in a wider range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist dance teacher (Step onto Stage Company) employed to deliver dance sessions. Linked to school Thematic curriculum as well as focussing on engagement and overall fitness.</li> <li>Specialist dance teacher employed to support Year 6 production. Extra sessions booked to enhance the provision.</li> </ul>	£4060	<p>clubs.</p> <ul style="list-style-type: none"> <li>Teachers reported that there was an increased level of participation from pupils and attitudes were positive towards learning and engaging in the sport.</li> <li>In Year 6, 100% of children participated in the dance sessions and were full engaged which is a dramatic improvement on previous years.</li> </ul>	
<ul style="list-style-type: none"> <li>Implement swimming lessons for Year 3 and Year 5 as part of the Long Term Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Organise swimming lessons for Year 3 and Year 5 with CV Life. Organise transport to the venue and communication with parents.</li> </ul>	£2600	<ul style="list-style-type: none"> <li>Teachers reported that the confidence from all children within the water increased dramatically.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enable year groups to access swimming provision</li> </ul>
<ul style="list-style-type: none"> <li>Provide a range of playtime equipment for break and lunchtime to encourage a wider range of activities for</li> </ul>	<ul style="list-style-type: none"> <li>Purchase playtime equipment for all playgrounds.</li> </ul>	N/A – Parental Donation	<ul style="list-style-type: none"> <li>Children reported enjoying playtime more with the use of the equipment. Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Continue and regularly audit the</li> </ul>



the children.	<ul style="list-style-type: none"> <li>Parental donation for extra playtime equipment which was announced during assembly.</li> </ul>		reported less behavioural/friendship issues on the playground with the use of equipment.	PE and playtime equipment to ensure it meets the needs of the children.
<ul style="list-style-type: none"> <li>Organise and implement lunchtime clubs with Cov Sky Blues in the Community.</li> </ul>	<ul style="list-style-type: none"> <li>Create a lunchtime club timetable with a focus on inactive and Pupil Premium children and communicate with Cov Sky Blues in the Community accordingly.</li> </ul>	N/A (£2550 allocated in Key Indicator 1)	<ul style="list-style-type: none"> <li>Cov Sky Blues have delivered activities which have targeted inactive and Pupil Premium children. An increase in good behaviour has been noticed by the teachers after they have had a session with Cov Sky Blues.</li> <li>There was an increase in uptake of the Cov Sky Blues run after-school clubs after trying out different sports with the coaches during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the inactive pupils list to update.</li> <li>Continue to target inactive and pupil premium children for lunchtime clubs.</li> <li>Continue to provide a greater range of lunchtime activities as well as football to meet the needs of specific children.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<ul style="list-style-type: none"> <li>Increase number of children to participate in competitive sports within school and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in inter-sport School Games competitions.</li> <li>Pay the £375 signing up cost to the School Games.</li> <li>Pay Step Onto Stage £160 as part of the Year 1 Dance Festival across the trust.</li> <li>Ensure that different children are chosen to take part across different year groups with a proportion of Pupil Premium and inactive children selected.</li> <li>All children take part in Cross-Trust Sports Festivals (Y1 Dance, Y6 Football, Y3 Athletics, Y5 Rounders and Y4 Handball)</li> <li>Football matches organised by Reef Towe (HLTA and After School Clubs Lead).</li> </ul>	£1325	<ul style="list-style-type: none"> <li>100% of children taken to all inter-sport competitions reported to have enjoyed their experience. They have shared their appreciation for being selected. Many children selected inter-sport competitions as their favourite memories of the year.</li> <li>Children enjoyed taking part in the Values Dodgeball competition due to the way it was run and being able to showcase a different skillset which they linked to their school values.</li> <li>As part of the Year 6 Football Festival, children were able to take on different roles e.g. journalists, referees and coaches. Awards were given by CV Life to those going above and beyond e.g. Respect Trophy.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide children with the opportunity to take part in increased activity through School Games.</li> <li>Continue to take part in the Cross-Trust Festival Fixtures.</li> </ul>
<ul style="list-style-type: none"> <li>Celebrate extra-curricular and sporting achievements from</li> </ul>	<ul style="list-style-type: none"> <li>Ensure extra-curricular achievements are documented on the</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Parents and children have responded positively to seeing their children's</li> </ul>	<ul style="list-style-type: none"> <li>Continue to celebrate extra-curricular and</li> </ul>

<p>children outside of school.</p> <ul style="list-style-type: none"> <li>Link participation in competitive sport to school values; kindness, curiosity, integrity, nurture and resilience.</li> </ul>	<p>school's social media and within the newsletter.</p> <ul style="list-style-type: none"> <li>Football matches are linked to school values and celebrated within whole school assembly.</li> <li>Cross-trust festivals promoting participating in competitive sport with a link to embedding the school values.</li> <li>Purchase 6 trophies with the school values logos.</li> <li>Promote the values within Sports Day and share ways in which they could show them.</li> <li>Hold a whole school assembly to celebrate the school values and their link to sports.</li> </ul>	<p>N/A</p>	<p>achievements from outside of school.</p> <ul style="list-style-type: none"> <li>Children reported feeling proud of their achievements and enjoy sharing them with the school.</li> <li>Children were engaged throughout and able to articulate their understanding of how the values linked to sports and how they could be shown.</li> <li>The 6 children took pride in receiving their trophies and they were celebrated in assembly.</li> <li>100% of children were able to articulate why the children had received the trophies.</li> </ul>	<p>sporting achievements via social media and the newsletter.</p> <ul style="list-style-type: none"> <li>Continue to embed the school values within sports.</li> </ul>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Charlotte Jaques
Date:	16.07.23
Governor:	
Date:	