

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 2022/23 | £ 0 |
| Total amount allocated for 2022/23 | £ 18000 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £ 0 |
| Total amount allocated for 2023/24 | £ 17880 |
| Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024. | £ 17880 |

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> | 94% |
| <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> | 88% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 94% |
| <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 |

Created by:



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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.

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| 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: 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?: | |
| To provide opportunities for less active pupils to take part in regular physical activity To foster healthy, active mindsets towards sport and activity. To increase confidence and resilience within PE and sport. | Lunchtime Sports Club Review of resources Elect pupils to become playground leaders. To continue to work with Chelmsford School Sports Partnership | | £1920 £740 | Children will experience a range of different sporting activities during their lunch hour Increase in physical activity levels. Increased participation numbers in the playground leader games. Observations of less active pupils engaging in the organised games. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 30% |
| 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?: | |
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| <p>Increased sporting opportunities within the school - thus children get more of a chance to experience a range of sport and activities.</p> <p>Further increase teachers and children's knowledge or physical activity and physical education.</p> | <p>Increased sporting opportunities through after school clubs provided by teachers / outside providers and through level 2 competitions. (ACA/Rugby Tots)</p> <p>Lunchtime practises for competitions.</p> <p>Teachers teaching lessons specific to a specific sport – along with benefits of physical education.</p> <p>More parents involvement – parents taking after school clubs (Netball). Plus parents attending (for support) and helping with transport to and from sporting competitions where possible.</p> <p>Inter-school competitions for a variety of sport.</p> <p>Teacher and student surveys to see which areas the teachers are finding more challenging to teach/where they think improvements could be and where the children want to see change in physical education and activity within the school.</p> | <p>£5208.97</p> <p>£250</p> | <p>More children (of all ages) are experiencing a wider range of sports within school and at a competitive level.</p> <p>Children are practising and advancing their skills in sports they are playing in.</p> <p>They are gaining an understanding of what competition means - building a sports ethos and about the pressure and behaviours of competitive sports.</p> <p>Increased physical activity and sport leads children's increased confidence in sports, along with increased confidence in themselves – ability to achieve better results and improved self-standards for which they can achieve. Aiming to achieve better – this then follows onto academic achievements.</p> <p>Teachers feeling more confident to teach lessons. Increased parental involvement within the school.</p> <p>More parents being more physically active with their children at home, along with giving children more opportunities for physical activity and playing in sports outside of school.</p> <p>From the surveys teachers and PE coordinators will have more of an idea of what the teachers and</p> | <p>Teachers more knowledgeable - ensuring they feel confident and have the resources they need.</p> <p>Teachers and students have an opinion about physical activity and sport within the school. They are involved in the development of PE in the school.</p> <p>School and parents and working together to increase physical activity and health/well-being of the children.</p> <p>Whole school sporting events throughout the year.</p> <p>Continue to enter level 2 competitions for all age groups.</p> |
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| | | | children want for physical education and activity within the school. And how we can adapt to further increase PE within the whole school. | |
| | | | Outside coaching providing quality teaching | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 6% |
| 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 improve staff confidence in teaching PE across through support in key areas of a Sport's coach. <ul style="list-style-type: none"> To introduce and facilitate a wider range of PE activities across all year groups. New sporting opportunity with specialist coaching | Improve the quality of teaching by supporting staff confidence and competence (including MDAs) by: <ul style="list-style-type: none"> Team teaching. Modelling. Mentoring. Staff CDP Develop pupil leadership skills. To model a sense of pride at representing the school community - staff PE t-shirts and track tops. | £ 1,154.86 | Staff CPD will increase confidence in teaching sports. Pupil's enthusiasm for sport increases. MDA's confidence in promoting active playtimes increases. Play Leaders confidence and self-esteem is increased. Targeted children – improved attitude towards fitness, health and activity. | Coaches will continue to attend school and model professional led CPD for the teachers. Children will continue to be exposed to a number of different sports, growing in confidence and honing their skills. Subscribe to 'Get Set PE' – 3 year subscription resource for teaching PE. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 42% |

| 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>To further develop the range of activities offered to provide pupils with a wide range of experiences.</p> <p>To increase the participation levels of pupils in extra-curricular sporting activity every week.</p> <p>Pupils are exposed to specialist sports coaches to enhance their skillset and sporting opportunities</p> <p>Pupils are given the opportunity to develop their core skills in the early years.</p> <p>Develop capacity for Forest School provision to provide opportunities for healthy and active lifestyles as well as promoting importance of mental health and wellbeing.</p> | <p>Audit to be carried out on PE and playground equipment. New equipment to be purchased</p> <p>Provide a range of before school, lunchtime and after school clubs to engage pupils in physical activity.</p> <p>Utilise sports coaches to support school sport activity.</p> <p>Maintain the grounds to allow for sports to take place in the school grounds all year round.</p> <p>Teaching Assistants to assist and support in running of Forest school in order to build capacity for future</p> <p>Equipment purchased for forest school.</p> | <p>£ 1,015.92</p> <p>£ 4,366.11</p> <p>£ 2177.14</p> | <p>Increased participation and sporting ability throughout the school – starting at younger ages.</p> <p>Decreased sedentary behaviours throughout the school, particularly at lunchtime – decreasing obesity levels within the school and borough.</p> <p>More children are learning and experiencing what sportsmanship and etiquette is.</p> <p>Increased love and enjoyment of sport – more children want to play and experience sport and physical activity.</p> <p>Improving self-esteem and confidence.</p> <p>Children experiencing a range of activities and sport – help improve coordination.</p> <p>Significantly positive impact on children’s learning, social, emotional and mental health.</p> | <p>Equipment stored safely and monitored regularly for longevity.</p> <p>Continue to purchase new equipment to further develop our extra-curricular offer aiming to encourage higher participation rates.</p> <p>Establish new clubs and target a higher percentage of KS2 pupils to participate in extra-curricular sporting activity every week.</p> <p>Getting more students involved to help with inter-school competitions – working with the PE lead</p> |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|--|----------------|--------|---------------------------------|
| | | | 7% |
| 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>Ensuring a variety of competitions are offered to children of all ages and genders. Ensuring children feel confident to take part and trial or play in the sport offered.</p> | <p>Making the most of the competitions offered and entering the ones we can that link with our curriculum coverage where possible.</p> <p>Offering variety of after school clubs – to practise the skills they need to be able to play the sports being offered. This is to be offered by teachers, outside providers or parents.</p> <p>Lunchtime practise.</p> <p>Practise games against other school before the competition date.</p> <p>Teachers teaching lessons specific to a specific sport – along with benefits of physical education. Along with lessons involving coordination, ball and bat skills. Getting more teachers involved with competitive sport.</p> <p>Have more inter-school competitions.</p> | <p>£ 1,267.00</p> | <p>More children having a chance to experience competitive sport. They will be able to say that they have competed in.</p> <p>More practise at the sports we are playing in leads to better results during competitions.</p> <p>With better results children will feel more confident to play and have a go at the sport – more children experiencing this. They will want to continue playing the sport and grow their love and enjoyment for it.</p> <p>Learn the discipline that you need to practise to get better at something – need to put the work in if you want to see the results.</p> <p>Increase enjoyment for sport.</p> <p>Increased self-esteem within children playing the sports.</p> <p>Learn the importance of teamwork and what fair play is.</p> | <p>Continual opportunity for children to enter in competitive sport.</p> <p>PE lead making sure we are entering all competition we are able to.</p> <p>Support from all teachers.</p> <p>Support from parents – not only to coach, but for transport to and from competitions.</p> <p>Enter in more competitions.</p> <p>Communication with other schools in CMAT and close by for more friendly competitive games.</p> <p>Continue to engage with virtual events.</p> <p>Timetable sports day</p> <p>Continue to achieve Gold School Games Mark.</p> |

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| Signed off by | |
| Head Teacher: | <i>Mrs Lesley Roche</i> |
| Date: | 30 th July 2023 |
| Subject Leader: | <i>Miss Kate Brierley</i> |
| Date: | 20 th July 2023 |
| Governor: | <i>Mrs Linda McSweeney</i> |
| Date: | 20 th July 2023 |