

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	£16,710
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,730
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,730

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>	71.4%
<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>	71.4%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85.7%
<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

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?:	
To add in another 10 minutes daily physical exercise for all pupils.	Introduce daily wake and shake sessions for all classes.		£8895	This has worked in EYFS and Key Stage 1. Lower Key Stage 2 combine with Maths Supermoovers workouts. Upper Key Stage 2 still to begin daily sessions.	
Increase regular exercise during playtimes for all pupils.	Terms 4-6 3 times weekly whole school playtime dance sessions			Most classes still manage 2/3 daily miles per week. Biggest increase has been in Lower Key Stage 2 who have won 3 of the 6 termly competitions for most Daily Miles.	
Increase the average number of Daily Miles taken each week by all classes.	Daily Mile mandatory 3 times per week minimum.			Children and parents give very positive feedback from the forest school sessions. The physical element of the sessions have improved emotional wellbeing for all children.	
Create opportunities for self-regulated physical activity in weekly Forest School sessions.	Forest School Leader to plan and lead weekly Forest School sessions for classes, encouraging physical activity and challenge.				

Created by:



Supported by:



Further increase levels of physical activity during playtimes	Purchase and update playtime equipment as required.	£430	This has been well received by the children, with more children participating in a range of active play.	Visit a range of other schools so that we can review and improve our provision through sharing ideas
Ensure availability and upkeep of quality resources for all areas of PE taught in school.	Repair existing low level climbing / trim trail apparatus.	£830	Repairs are booked in for the August 2023 summer break.	
Facilitate weekly offsite curriculum PE sessions at local sports centre for all children	Ensure TA support for all classes as 2 adults are required to accompany children to the off-site sports hall and sports ground.	£1860	All children have access to high quality PE and sports provision, meeting the expectations of the national curriculum	

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (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:

Raise the profile of sport and physical activity throughout the school.	Have regular competition between classes to see who has achieved most Daily Miles in a week (which is reported in weekly celebration worship). Termly winners are displayed on a dedicated display board and that class gets an extra playtime as reward.		This strategy has worked extremely well and children have enjoyed the role of daily mile monitor, recording their class total for the week. The publishing of weekly totals in celebration worship has definitely ensured the increased termly totals across the school.	
---	---	--	--	--

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:
To improve teacher confidence and skills levels when teaching Gymnastics.	Employ Teamtheme (external sports specialist provider) to provide a CPD session on Gymnastics.	£110	All teachers felt that they increased their knowledge and understanding of gymnastics in terms of ideas, safety and techniques of teaching the subject and felt more confident to teach this within PE sessions.	PE leader to carry out staff audit to identify CPD requirements for next academic year

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:

<p>Increase the availability of different sports to all children within the school.</p>	<p>Commission whole school sports workshop days throughout the year to introduce new sports and engage all children.</p>	<p>£500</p>	<p>The Archery day introduced children to a sport that none of them had tried before and was thoroughly enjoyed.</p> <p>The Yoga workshops were a great success with all year groups. Many children had experienced Yoga sessions on TV but to have an instructor that could guide and inspire individual children was invaluable.</p>	<p>Investigate options for future funding of these opportunities so that children can build on their skills</p>
<p>Enable availability of swimming teaching to ensure children can swim and self-rescue by the end of KS2.</p>	<p>Commission transport to and from swimming pool.</p>	<p>£1100</p>	<p>All children in Years 3-6 had access to 5 swimming lessons.</p>	<p>Re-book swimming sessions for Years 3-6 for next academic year</p>
<p>Enhance availability to a variety of different sports:</p>	<p>Employ Teamtheme to deliver after school clubs in a variety of different sports.</p> <p>Terms</p> <ol style="list-style-type: none"> 1. Football 2. Netball 3. Table tennis 4. Dance 5. Cricket 6. Athletics 	<p>£1900</p>	<p>On average, 15% of children in the school attended these clubs.</p>	<p>Re-book Teamtheme for 1 after school sports club per week throughout the academic year</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

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>Expand the opportunity for some competitions to all children in a class/year group.</p> <p>Attend minimum 15 competitions within the Ashford District Primary School.</p> <p>Increase participation in competitive sport within school.</p>	<p>Take all children in the Y1/2 and Y5/6 classes to Sports Hall Athletics and Infant agility rather than just a group. (£30 entry per competition)</p> <p>Coaches to transport whole classes to the Stour Centre for above competitions, Spring Grove KS1 Fun Run, Year 3/4 Multi Skills at Lenham School.</p> <p>Ashford and District Primary Schools Sports Association (ADPSSA) membership.</p> <p>PE Lead to take children to sports competitions and training. Regular cross country events on Saturdays at local school.</p> <p>Classes in KS1 and 2 compete in intra-school competition.</p> <p>Term</p> <p>3. Martins</p> <p>4. Peacocks</p> <p>5. Herons</p>	<p>£60</p> <p>£600</p> <p>£65</p> <p>£200</p> <p>£180</p>	<p>All children in these year groups had the opportunity and experience of competing in inter-school events. This was really good experience that they would not otherwise get in such a small school. The children who participate in inter school competitions, earn 5 team points for their house team.</p> <p>Children and parents really enjoy the competitive element of sports day. All children are brought together as a house team, supporting and encouraging each other.</p>	<p>PE leader to identify appropriate competition for whole classes to enter</p>

	Sports Day - whole school competitive event - purchase Medals for the 3 house teams for 1 st /2 nd /3 rd positions.			
--	--	--	--	--

Signed off by	
Head Teacher:	<i>Delia Cooper</i>
Date:	26.07.23
Subject Leader:	<i>Elaine Keir</i>
Date:	26.07.23
Governor:	
Date:	