

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	£19,070
How much (if any) do you intend to carry over from this total fund into 2023/24?	£442
Total amount allocated for 2023/24	£19,070
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£19,512

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 2023. Please see note above	70%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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

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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: £19,070		Date Updated: 28.7.23	
Key indicator 1: The engagement of all 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:
					76%
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?:	
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced All individuals have access to sufficient resources to be able to engage fully in lessons		£500	<ul style="list-style-type: none"> Pupils have had access to a range of high quality resources for PE sessions which have enhanced the teaching and learning. The sports shed has been audited, reorganized and labelled so that sports equipment for PE sessions is kept separate to play equipment. This has ensured things don't go missing and it is all easily accessed. 	
Engaging curriculum PE lesson with a broad selection of sports and activities. Skills progression mapped out to provide adequate and appropriate challenge across two activities per half term.	PE Specialist delivering traditional and non-traditional sports for 1 hour PE Lesson each week. Focusing on new experiences and FMS progression to engage all children. PE Specialist providing CPD support via videos and resources for teachers to deliver lesson with same FMS focus.		£13,781	<ul style="list-style-type: none"> Progression map has ensured that all staff are knowledgeable about the knowledge and skills the pupils need to know in each unit. This has supported teachers teaching their own PE lessons. Teachers able to observe PE 	
					<ul style="list-style-type: none"> Continued monitoring of use and quality of PE equipment by PE subject leader Purchasing plan to ensure all sports are adequately covered for all aspects of the PE curriculum. PE lead to research into any new sports equipment that can enhance teaching and learning.
					<ul style="list-style-type: none"> Staff continue to observe PE specialist teach PE with their class each week. Curriculum Lead and PE specialist to support PE leader to refine the PE progression map and unit

			specialist delivering traditional and non-traditional sports each week so they are upskilled in the teaching of PE. Staff feel more confident teaching PE and are able to transfer some of the subject specific pedagogy of teaching PE into their own lessons.	<p>overviews to ensure the correct progression in knowledge and skills.</p> <ul style="list-style-type: none"> ➤ PE specialist to run CPD sessions to continue to upskill staff in new sports added in to our PE curriculum.
Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all	Purchase of additional PE resources to support after school club sessions e.g. Balls/Racquets. Plus a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced All individuals have access to sufficient resources to be able to engage fully in sessions	£250	<ul style="list-style-type: none"> • Initial spend has ensured that all planned PE lessons and sports clubs have been fully resourced leading to greater participation and active minutes in clubs. 	<ul style="list-style-type: none"> ➤ Purchasing plan to ensure that any new clubs that run in the next academic year have the resources they need in order to run. ➤ Curriculum lead to work with PE lead in ensuring a broad range of sporting clubs are available to all throughout the year.
Access to increased range of high quality resources to facilitate active play	Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources which encourage active play both on the playground and on the school field during the summer months.	£250	<ul style="list-style-type: none"> • Additional resources / games purchased for calm play under the canopy to support turn taking and social interactions, as well as other play options other than sport. • Replacement of resources that were lost or broken such as footballs, as well as additional football goals purchased to ensure more children, including girls, are encouraged and are given the opportunity to play football at lunchtimes and playtimes. 	<ul style="list-style-type: none"> ➤ Purchasing plan to ensure playtime equipment is regularly replaced and added to, to ensure children have access to play with different sporting equipment as well as what they have now. E.g. more cricket stumps, bats and balls etc.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Improved access to resources and training for staff will lead to improved behaviour at playtimes	Improved resources widened the range of activities on offer for children to take part in active play at lunch times	See above	<ul style="list-style-type: none"> Children are more active at playtimes and as a result behavior improves as pupils are healthier and happier. 	<ul style="list-style-type: none"> Zones to be marked out on the playground next year to improve the use of resources and space. This will help to encourage a wider range of sports and games on the playground.
FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children	FSM are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit SEND children are planned for in sessions with the support of the SENDCO	£200	<ul style="list-style-type: none"> SENCO has worked with Curriculum Lead to ensure that SEND children are included in all activities, as well as providing bespoke after school clubs and support for SEND pupils to access afterschool clubs. FSM children are supported and encouraged to access extra-curricular activities and their access and attendance is monitored by the Curriculum Lead. 	<ul style="list-style-type: none"> SENCO to continue next year to help plan for the learning of SEND children in PE. FSM children will have the opportunity to access an afterschool club in the autumn term run by Nottingham Wildcats - this will be subsidized to help support access to this outsider provider club.
Improved use of the Forest School area to support the Curriculum and children's mental health and wellbeing	Purchase of additional equipment that will allow easier high quality access for all children to Forest School area both as part of the curriculum and during play. PE Specialist attending termly Outdoor Learning Network	£200	<ul style="list-style-type: none"> Not fully met - carried over to next year. Staff shadowing Wild Things staff as CPD. Increase in confidence of PE specialist to deliver sessions in 	<ul style="list-style-type: none"> Improve the use of the Forest School area to support the Curriculum and children's mental health and wellbeing. Purchase of additional

	<p>event for CPD on best practice.</p> <p>Members of staff to attend training on forest school to be able to run forest school sessions in school.</p>	£242	school.	<p>equipment that will allow easier high quality access for all children to Forest School area both as part of the curriculum and during play. PE Specialist attending termly Outdoor Learning Network event for CPD on best practice.</p> <p>➤ Members of staff to attend training on forest school to be able to run forest school sessions in school. PE lead doing Level 3 Forest School training and 1 EYFS TA attending NST Forest School Networks.</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:
				3%
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:
Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime.	All staff including teachers, teaching assistants and lunchtime staff to attend in school training on promotion of physical activity to support this.	£80	<ul style="list-style-type: none"> Middays trained by Deputy Head on promoting physical activity on the playground as well as social interactions and conflict resolution strategies. 	<ul style="list-style-type: none"> Work on establishing a young leaders team for children to develop their leadership skills.

Year 1/ EYFS outdoor learning training	Year 1/ EYFS teachers to observe other settings and how they use their resources to make the most of active play and PE curriculum (EYFS children)	£432	<ul style="list-style-type: none"> • EYFS staff have observed teaching in other settings and have seen the need for more varied terrain on our field. • Target ongoing. 	<ul style="list-style-type: none"> ➤ Further explore funding to add variety to terrain on the field.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
Range of after school clubs is wide and varied to give the children a range of experiences.	Clubs meet the varied interests of children within the school and cover a wide range of sports. The school aims to have sports that the children may not have experienced before. PE Specialist to identify and fill gaps in provision via pupil survey. Use of premium to keep cost low and ensure that no child misses out through cost. Specific children targeted and encouraged to take up an after school club.	£2040	<ul style="list-style-type: none"> • Children were surveyed and clubs were planned to meet the varied interests of our pupils. This ensured high engagement and enjoyment at clubs. • Specific children were targeted and encouraged to attend afterschool clubs and staffing was adapted to meet the needs of these children where necessary. • A range of sports were offered as part of clubs for all year groups. • Attendance at clubs was monitored each half term by the Curriculum Lead and this shows increased engagement and attendance in clubs over the 	<ul style="list-style-type: none"> ➤ Continue to look into outside providers who can come and provide additional sporting afterschool clubs. Ensure that sports funding is used to ensure all pupils, especially FSM children can attend these clubs. Curriculum lead will monitor the subsidy and records of these clubs. ➤ PE specialist to run clubs which help to train children towards competitions held in the city to ensure children are well prepared and

			<p>year. Clubs were oversubscribed and waiting lists were essential showing that clubs were extremely popular.</p> <ul style="list-style-type: none"> • Parental surveys express a highly positive opinion towards our clubs offer. 	<p>developing the necessary skills in order to compete.</p> <ul style="list-style-type: none"> ➤ PE lead to run an after school club for half a term, with a focus to ensure high engagement from girls. ➤ Ensure clubs continue to be well advertised and organized by the admin team to ensure fairness of club allocations.
Provision of top-up swimming lessons for Yr 6 children in Summer Term	All Yr 6 children to achieve National Curriculum expectations by end of year	£1260	<ul style="list-style-type: none"> • All Y6 pupils (except 2 SEND pupils) attended top-up swimming lessons in the summer term. • See the top of this report for outcomes. 	<ul style="list-style-type: none"> ➤ Continue to provide swimming lessons across the school where possible with booster sessions for Y6.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 promotion of local sports clubs. Good children take up of sports outside of school.	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local	N/A	<ul style="list-style-type: none"> • All local sports clubs are advertised on our school website and parents are 	<ul style="list-style-type: none"> ➤ Work closely with local clubs and coaches to promote the

	clubs to families.		<p>signposted to these.</p> <ul style="list-style-type: none"> • Lots of children are involved in local competitions - for example athletics, dancing, biking and differing ball games. 	<p>opportunities in the local areas.</p> <ul style="list-style-type: none"> ➤ Publicise local clubs and events through newsletters and the school website/ Twitter.
Children develop skills for competition in curriculum PE.	Half termly competitions in KS2 PE facilitated by PE Specialist with opportunities for peer officiating. Lower KS2 Sports Hall Athletics (Me vs Me challenge) led by PE Specialist with support from School Sport Nottingham. Winning and losing/success and failure factored into every PE lesson.	N/A	<ul style="list-style-type: none"> • In all PE lessons, competition is built in so that children regularly experience winning and losing. This has helped pupils who now find it easier to experience competition when playing on the playground. Particular strengths include dodgeball competitions, Rounders and Boccia. • Winning and losing games has also been factored into sport run in pastoral times to help further target and sport those pupils who find this tricky. 	<ul style="list-style-type: none"> ➤ Continue this practice further.
To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school.	All Year 5/6 children offered opportunity to represent school at competitions.	£140	<ul style="list-style-type: none"> • Children have been involved in a variety of local competitions for example athletics and ball games. • Y5/6 children took part in 'This Girl Can' tournaments. • SEND pupils took part in Boccia and Y5 pupils took part in dodgeball competitions. 	<ul style="list-style-type: none"> ➤ Any children not engaged in Y5 will be encouraged and targeted for opportunities in Y6. ➤ Invite other schools to GH for local school tournaments to raise participation and engagement, such as Ultimate Frisbee tournaments.

Signed off by	
Head Teacher:	Anna Stapleton
Date:	28.7.23
Subject Leader:	Niki Lineker
Date:	28.7.23
Governor:	Rupert Boddington
Date:	28.7.23