

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	£19,610
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,600

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 2022. Please see note above	52%
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	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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

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"> Children keep active during timetabled forest school sessions 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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"> House team system in place linked to class dojo behaviour system PE notice board is up to date which celebrates any sporting success Regular sporting updates in newsletter including photos of events All sporting success continued to be uploaded to school website All sporting successes to be included in the Personal Development Newsletter 	<ul style="list-style-type: none"> Awarding of house points and house cup on a termly basis Holding assemblies to celebrate the success Awards/certificates presented in assembly and in class Star players/PE star certificates given within all PE lessons and sporting clubs 	£0	<ul style="list-style-type: none"> Children feel encouraged to be motivated during main PE lessons and feel successful Children feel sense of achievement and continue to participate within sporting events Children aspire to participate in extra-curricular sporting activities outside of school 	<ul style="list-style-type: none"> All staff to be involved in promoting sport across the school Continue to share success of sporting events to support raising profile

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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"> • Training for staff – staff audit, follow up staff meeting, observations, shared lessons, shared planning, teacher meetings to share positive experiences, monitoring of planning & feedback given • Get Set 4 Education scheme monitoring, staff training • All PE resources available for staff to access electronically • Effective PE team coaching • Establish teacher effectiveness in the quality of PE delivery • PE network meetings across the trust 	<ul style="list-style-type: none"> • Staff meeting/training to support staff with teaching new PE scheme • Updated Get Set 4 Education scheme & resources on network for all staff • Observe and feedback across the PE team • PE subject leaders x2 teaching staff to undertake monitoring of planning, observations, pupil interviews throughout the year • Network with other PE leads 	£300	<ul style="list-style-type: none"> • Pupils show they have been taught skills linked directly to their year group expectations • Pupils experience a broad range of activities and sports across the year • Pupils and staff now know how to deliver high quality PE sessions using Get Set Scheme • Monitoring shows pupils receive consistent lessons from PE team that show progression across key stages and year groups – as well as shared teaching strategies e.g. relaxation techniques, cool down ideas • Pupils receive high quality delivery of PE provision 	<ul style="list-style-type: none"> • Staff feel more confident in delivering PE – further support offered where needed to support individual teachers

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2%
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"> Encourage a range of after school clubs led by PE team and other staff Potted sports organized by PE leads and sports coach to ensure a range of sporting experiences accessible for all year groups 	<ul style="list-style-type: none"> Overview created termly for after school clubs-PE team offered specific clubs Rotation of year groups for after school clubs to ensure coverage across the school e.g. not just KS2 Planned event for whole school to participate in diff sporting activities 	£300	<ul style="list-style-type: none"> Increased amount of after school clubs (25 sporting clubs offered across the year) More opportunities for pupils to be involved with extra-curricular activity Year 6 pupils organised and delivered sports day (sports day was successful for all involved) All pupils had opportunity to be involved within a range of sporting activities (<i>78% of school children have attended at least 1 extracurricular activity within the year</i>) Pupils had the opportunity to lead events e.g. potted sports/sports day 	<ul style="list-style-type: none"> To involve pupils in choices of clubs offered by sending out pupil questionnaire at start of the term All staff to continue to be involved in running an extracurricular club at least 1 per year

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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"> • Wide range of inter school competitions and festivals to provide pupils with the opportunity to participate in competitive sport • Sports Leaders to organise intra school house competitions • Promote competition and dedication to a club/sporting area 	<ul style="list-style-type: none"> • Enter all competitions organised by Gedling SGO • Organise house competitions • Whole school challenges • Game based learning during PE lessons 	<p>£100</p> <p>£170</p>	<ul style="list-style-type: none"> • Pupils have more opportunity to represent school • Pupils gain a sense of belonging whilst representing school or house team • Pupils have more opportunity to take part in competitive sports (3 in house competitions KS2 only) 	<ul style="list-style-type: none"> • To continue to enter competitions, where possible and to hold mini tournaments/matches at our school to minimise travel costs
Additional Achievements 2022-2023: <ul style="list-style-type: none"> ➤ Year 6 Sports Leaders had more responsibility around school – cleaning of sports shed, organising intra-school competitions and supporting with summer sporting events e.g. sports day and potted sports ➤ Year 5 sports leaders course- given chance to create and deliver sessions to younger children in school ➤ Boccia team will represent Gedling at the championship finals ➤ PE curriculum amended to support progression & consistency across year groups ➤ New areas added to the curriculum e.g. yoga, dodgeball ➤ Broader range of activities offered to all pupils ➤ Football league for Y5/6 boys and girls- both came 3rd ➤ Range of after school and lunchtime clubs offered across year groups 78% of year 1-6 have attended an additional after school or lunchtime club ➤ Implementation of wake and shake for whole school & in for a minute initiative ➤ Chance to Shine programme provided a one day session for Y6 pupils ➤ Year 5 inter-school dodgeball tournament match ➤ Year 6 Intra-house football competition ➤ Water Safety Swimming workshop provided by Schools Swimming (Y5) follow up from Y3 swimming sessions 				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Alexandra Louise Wharmby
Date:	20.07.23
Governor:	
Date:	