

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 2022/23 | £19120 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2023/24 | £19,990 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024., | £19,280 |

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 2022.</p> <p>Please see note above</p> | 59% |
| <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> | 49% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 51% |
| <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> | Yes |

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: 2023/24 | | Total fund allocated: £19,280 | | Date Updated: July 2023 | |
|--|--|--------------------------------------|---|--|---|
| 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 | | | | | |
| Intent | Implementation | | | Planned 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 encourage more pupils to increase their participation in sport and physical activities. | Further develop a greater range of organised lunchtime activities for KS1 and KS2 based on their needs and interests. Activities and sports tailored to the needs of all pupils will encourage greater participation and enjoyment of physical activity. Embed use of outside play leaders to support delivery of physical activities that encourage cooperation, communication and resilience, building upon physical skills. Training provided for new members of staffs and children. CNSSP (Linked with our 'no outsiders ethos) | | £4560 – Lunch time clubs (External sports provider) Equipment – badges / stickers. £400 (outside provider) | All to be active on the playground and taking part in at least 30 minutes of physical activity a day. Play leaders & midday assistants to lead structured games and activities following intense termly training from both Crewe & Nantwich School Partnership and the PE Lead. Quality resources and equipment for pupils to use. | Children are physically active and keeping fit. |

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| All children to take part in at least 30 minutes of physical activity a day. | To promote the active mile in school. Children in EYFS able to use bikes and scooters. KS1/KS2 encouraged to walk or jog for 15mins a day. | | Increased participation across all year groups. | To help reduce health inequalities and improve fitness, mental wellbeing, resilience and self-care. |
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| Intent | Implementation | | Planned 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: |
| Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum. | Targeted children to take part in top up swimming – Y5. Swimming lessons provided at the local swimming pool to ensure children meet curriculum requirements. | £850 | An increased number of pupils will be able to swim 25m unaided, perform self-rescue and use a range of strokes. | Children will have the skills to keep themselves safe when in and around water and provide opportunities for children to swim for exercise to ensure a healthy lifestyle. |
| To understand the importance of a healthy lifestyle. | Continue to promote school’s annual Healthy Living week. Children to explore all aspects of a healthy lifestyle including mental health and well being. Children to be made aware of their carbon footprint in terms of food and its origins. | | Children will have the knowledge of how to lead a healthy lifestyle. | Children will know and understand how different aspects of life can impact on a healthy lifestyle. |

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| <p>To understand the importance of healthy eating</p> | <p>Promote healthy lunch boxes and snacks through displays and rewards Offer parents and children school meal 'taster' sessions to increase uptake of school meals which offer a balanced diet. Ensure this is ongoing and promoted daily</p> | | <p>Improved healthier food choices and better understanding of the benefits of a healthy balanced diet. An increase in the number of pupils taking school meals.</p> | <p>Children will know and understand how food choices can impact on a healthy lifestyle.</p> |
| <p>To gain the School Games Award as a tool for school self assessment and improvement.</p> | <p>Apply for the School Games Award</p> | <p>Release time for PE lead to carry out audit and action plan. Funded from school budget</p> | <p>School will have a clear action plan for self-improvement following consultation from external experts. Strengths of current provision will be identified.</p> | <p>School will have a clear action plan for self-improvement following consultation from experts. Strengths of current provision identified.</p> |

| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | | | | |
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| Intent | Implementation | | Planned 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> |

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| <p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. To increase confidence and knowledge of all staff in the teaching of PE and sport. To improve pupils' skills.</p> | <p>All staff to work alongside specialist sport coaches (R-6). Teachers to take part in team teaching with coaches. Key skills progression is available and used by specialist coaches. Planning is shared with staff so that they can identify how skills link, develop and progress into one another. Planning is specific and ensures that all objectives across the curriculum are taught by specialist and staff. PE key vocabulary is taught by sport coaches and staff. Different staff to attend sport competitions, to improve their knowledge, understanding and confidence of games/competitions. Observe teaching and learning of PE/via drop in Launch electronic assessment programme and train staff</p> | <p>£9880</p> | <p>All staff trained and equipped to deliver effective PE lessons leading to improved progression of skills through the school. Observations show the improvements in teaching of PE. Observations will clearly demonstrate the teaching of skills, followed by the opportunity for children to apply it. Upskill staff in effective assessment of PE skills.</p> | <p>Increasing staff skills and knowledge will enable them to teach effective lessons in the long term without the support of specialist coaches. Regular monitoring will identify strengths and areas for development for targeted support and the sharing of good practice. Specific targets will ensure that staff and coaches ensure progression of skills. Effective assessment will ensure that staff have a better understanding of what pupils can do and what they need to do to improve further.</p> |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

| Intent | Implementation | | Planned 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> |

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| <p>For an increasing number of pupils to participate in a range of sports and competitions.</p> <p>Additional achievements:</p> | <p>Introduce new sporting competitions, as well as those that we already compete in – all partnered with CNSSP.</p> <p>Promote Girls’ participation in sport and ensure they have more opportunities to take part and compete.</p> <p>Increase the number of pupils eligible for the Pupil Premium and the pupils with SEND who attend extra curricular clubs.</p> <p>Enable pupils to access a range of sports and activities during lunchtimes that are not covered within the PE curriculum to provide further experiences, ensuring pupils develop new skills and attributes. (SEE Key Indicator 1)</p> | <p>See KI 1 and 5</p> <p>£3500 (external sports provider)</p> | <p>Pupils are given opportunities to take part in a broader range of different sports and activities.</p> <p>Children maintain group B status at competitive level in school.</p> <p>There will be an increase in the number of disadvantaged pupils taking part in extra curricular sporting activities.</p> | <p>Experiences in school may encourage children to take part in sport outside of school.</p> |
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Key indicator 5: Increased participation in competitive sport

| Intent | Implementation | | Planned 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> |

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| <p>To increase pupils' participation in school games and other sporting competitions.</p> <p>Foster links with CNSSP for cluster events as well as sports festivals</p> <p>To partner with other schools to run sport activities, clubs and competitions. To offer more opportunities for KS1 to participate in competitive sports.</p> <p>Using CNSSP continue to enter and take part on the local football league. Ensuring boys and girls take part in local competition.</p> | <p>Sports clubs and lessons to identify talented children across a range of sports. Target children to be invited to extra-curricular clubs.</p> <p>Take part in new sporting competitions, as well as those that we already compete in.</p> <p>To forge links with local colleges and high schools.</p> <p>Maintain links with local schools</p> | <p>£800 (CNSSP membership)</p> | <p>Pupil confidence and pupil participation will be increased. There will be an increase in the number of children participating in sports clubs and, in turn, sports competitions.</p> <p>Increased pupil confidence and pupil participation, in particular SEN pupils following participation in 'Games for All' and "inspire" events developed by CNSSP</p> <p>Increased pupil confidence and pupil participation. More opportunities for pupils to participate in competitive sport.</p> <p>Increased pupil confidence and pupil participation. More opportunities for pupils to participate in competitive sport and give children confidence to join local clubs and sports facilities.</p> | <p>More children to be taking part in competitive sport both in school and out.</p> |
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| Signed off by | |
| Head Teacher: | J Nurse |
| Date: | 17.7.23 |
| Subject Leader: | L Hampshire |
| Date: | 15.7.23 |
| Governor: | Sonia Cross |
| Date: | 28.7.23 |