

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	£22,710
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£22,540
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£22,540

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>	32%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	32%
<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/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?	Sustainability and suggested next steps:
Encourage active play during lunchtimes	Play Leaders encourage children to be active and participate in different activities.		£7,209	Observation – great set up of equipment (football pitches tennis nets, basketball).	Continue to monitor playtimes and lunchtimes and purchase equipment when necessary.
Continue to support the development of the Daily Mile	World Cup Competition Year 3 and 4 - class who do the most steps wins prize every week.			<i>Pupil voice - it teaches us how to do the daily mile properly. I like being a part of one of the teams in the World Cup.</i>	Encourage children to improve the amount of running during the daily mile.
Increase the percentage of children who can competently swim over 25m	Swimming booster sessions		£3900	In 2021/22, 19% of current Year 6 cohort could swim competently over a distance of 25m and 15% could perform safe self-rescue in different water based situations. After booster sessions, 32% of current Year 6 cohort can swim competently over 25m and perform safe self-rescue in different water based situations.	

Key indicator 2: The profile of 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:
Continue to deliver high quality PE lessons	Purchase GetSet4PE planning	£550	Pupil voice - <i>she shows us a video which is helpful, it gives us a step by step guide or how to do something.</i> Observations – as a result of powerful demonstrations and reference to Success Criteria, the majority of children knew what they needed to do to improve.	Continue to use this scheme
Children receive 2 hours of PE a week	Created PE boxes with suitable equipment for each module. Timetable for outdoor and indoor space for teachers.	£649.67	In all observed PE lessons, children are active 50% to 80% of the time.	Continue to create PE boxes and hall timetables
Support Early Years in implementing PE curriculum	Early years teacher attended course		Implementation of half class PE lessons in Early Years - impact not yet identified.	Identify impact of half a class PE in the next academic year
Explicit teaching of vocabulary	Vocabulary PE display boards in both halls	£2,263.40	Observation - teachers referring to vocabulary on display	Monitor use of display boards during observations
High expectations for children's PE kits to ensure that they are able to appropriately take part in PE	Purchased staff PE t-shirts	£393.80	Children are now wearing more suitable clothes and footwear so they can properly participate in PE lessons every week.	

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:
Support ECTs	ECTs attended gymnastics CPD training		Observation of excellent practice and improved teacher confidence	Continue to identify the areas which ECTs are less confident with teaching
Ensure that PE Lead is up to date with current PE knowledge	PE Lead attended termly LA subject leader training		PE lead improved confidence in how to support children's transition to secondary school	Continue to attend PE subject lead meetings
Improved provision for children with SEND	Two teachers attended Special Olympics course Re-introduced STEP principle in PE staff meeting		Teachers are now more confident with how to adapt lessons to fit the needs of the children in their class Use of principle in all observed lessons during monitoring	
To improve staff knowledge of cricket	6 week training course for Year 4 teachers		Staff voice – <i>I feel a lot more confident with teaching cricket now</i>	Continue to identify gaps in knowledge and organise appropriate CPD.
Improve teacher's confidence with providing specific feedback to children to help them improve	Introduction of visual success criterias which are displayed on whiteboards during lessons	£180	Pupil voice – <i>it is easier to understand the steps to success</i>	

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:
Introduce different after school sports clubs run by class teachers	Provide more opportunities for children to attend clubs		Kwick cricket (KS2), dodgeball (KS1) and ball skills (Early Years)	Continue to offer a variety of different clubs for children to attend.
Introduce lunchtime clubs	Introduction of a lunchtime basketball club		Pupil voice - <i>it's good that people can join without having to sign a letter. Approximately 20 children attended every week.</i>	Continue to offer a variety of different clubs for children to attend.
Design a broad and balanced curriculum	Inclusion of cricket/tag rugby and netball within the curriculum		Pupil voice – <i>not everyone likes football so it's good to learn about other sports. It will help me to be better in secondary school.</i>	
Club coordinator	Club coordinator to arrange a variety of clubs	Club-coordinator salary – 2272.28 Sports Coaches - £2,491.95	At least 100 children attended netball club, fun football club, competitive football club, multi-sports club, dance club and cooking club	Continue to offer a variety of different clubs for children to attend
Additional achievements:				

Key indicator 5: Increased participation in competitive 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:
Provide opportunities for children with SEND to take part in competitive sport	8 children from Year 1/2 attended panathlon and sitting volleyball competition.	£50	Children thoroughly enjoyed attending these competitions and showed an interest in participating in different competitions in the future.	Continue to provide opportunities for children with SEND to take part in completions
Enter children into league matches	Team entered into Year 5/6 netball league, Year 5/6 football and the Enfield athletics competition.	£120	40 children took part in competitive sports outside of school	Continue to enter children into league matches
Increase number of competitions between schools	Wilbury Primary School hosted inter football competition between the MAT schools		15 children took part in this competition	
Competitive sports day	Children from Reception to Year 6 are scoring points for their family groups. Parents invited to support their children.		Even children who would reluctantly participate in previous sports days were fully involved in the activities. Parents also took part in some activities which will hopefully encourage children to lead healthy lifestyle at home.	

Signed off by	
Head Teacher:	Lisa Wise
Date:	1.9.23
Subject Leader:	Sarah Price
Date:	1.9.23
Governor:	Katie Bonham-Carter
Date:	1.9.23