

# 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	£10,000
Total amount allocated for 2021/22	£28,891 (£27,841 spent)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1,050
Total amount allocated for 2022/23	£16,874.98
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,590

## 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. <b>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</b>	88%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100% (based on dry land activities completed in school PE lessons)
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £16,874.98		<b>Date Updated:</b> July 2023	
<b>Key indicator 1:</b> 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: £12,002.48 = 71%
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?:
Improve quality of play at break and lunch times so that children are being active for <i>at least</i> 30 minutes during the day. Provide children with balls, hoops and play equipment to encourage games and positive play.		Buy playground equipment throughout the school year so that children are motivated to be active at break and lunch times.		£99.98	Through observation, playtimes and lunchtimes are very active. Children use equipment each day in games. They achieve the 30 active minutes through play and lunch times.
Improvements to outdoor play areas and school hall gymnastics equipment to ensure children have <b>safe</b> access to equipment throughout the school day.		Organise Sport Safe to come and check safety of equipment and make any necessary changes so that children can continue to use the equipment.		£90	Sport Safe made successful repairs to netball posts and equipment which is used daily by the children. It enables more options for playtimes. Children always have choice in what they can play on.
Engage KS2 children in organised sport and/or activities at lunchtimes. This to be led by staff who are trained coaches and able to extend children's		Use Premier Sport Coaches to lead and monitor lunchtime activity. Ensure they have adequate equipment and space to facilitate this. Discuss ideas for what games		£6,615	On observation, children who struggle with their behavior during lunchtimes are able to engage in a game with clear rules and expectations. This
					Sustainability and suggested next steps:
					Due to the nature of equipment, things get broken and damaged easily; each year, money will need to be spent on topping up playground balls, hoops and other items.
					Safety is the priority so continue to maintain equipment in next year's budget.
					Continue to utilize this resource; however, to maximize impact, request a consistent coach who can build relationships with

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participation in sport beyond the classroom.	and activities they can lead. Ensure children are organized into fair teams.		has been particularly successful with football on the side field. There has been a noticeable decrease in the number of 'behaviour incidents' during lunchtimes because children are actively engaged.	children (especially those who have social difficulties) and take more initiative in what activities they would like to lead. Observe these sessions regularly to ensure that they are continuing to be worthwhile.
Ensure that children attending our After-School Club are accessing physical activity beyond their 'school-day' 30-minutes.	Hire Premier Sport Coach to plan, organize and run physical activity at ASC.	£5,197.50	Children enjoyed a wide range of sports from basketball, handball to den-building, tag and nerf-tag for at least an additional 30 minutes at ASC. Children's feedback was positive and they enjoyed the activities.	Although this resource ensured that children engaged in more physical activity beyond the school day, it was expensive. Could we facilitate something similar with our own staff now that we have observed how Premier organized it?
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: £120 = 0.7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Engage children in healthy competition where their individual performance contributes towards a team effort.	Continue organizing children into Houses when they join our school ( <b>Cavell, Peake, Bannister, Johnson</b> ). Elect Year 6 children to be House Captains who add up house points each week and announce the winners in assembly every week and total every term.	n/a FREE	Sometimes, houses win by just 1 or 2 housepoints. This is teaching children that their actions can make a big difference to the outcome of their team. Children are learning to celebrate success, even when it isn't their team who wins. In assembly, children clap for the winners.	Continue this system in school. Look for opportunities where sport competitions between houses could be facilitated (other than on Sports Day).

<p>Communicate to parents and visitors how PE and sport is taught in our school. Raise the profile of sport so that it becomes habitual and is supported across both home and school.</p>	<p>Space in the school newsletter to communicate achievements in sporting events.</p> <p>Use social media to report on sporting events in school (e.g. sport festivals at BVC, inter-school competitions, sports day etc)</p> <p>PE leader to update PE display in the hall regularly to advertise upcoming sporting events and add photos of children being active.</p>	<p>n/a FREE</p> <p>n/a FREE</p> <p>n/a FREE</p>	<p>We were able to use our newsletter and website to upload photos from our sports day and photos from extra-curricular clubs. For the first time since COVID-restrictions halted everything, Each class attended a sports festival event at BVC and photos were shared with parents via the school website. Parents were welcomed onto the school site for sports day for the first time. Therefore the community are beginning to engage with school sport again.</p>	<p>Continue to keep parents updated through social media and the school website. Continue to update and maintain a PE display including info about clubs at school and in the community. Continue to invite parents onto the school site for Sports Day; next year, consider offering a picnic as part of the day.</p>
<p>Make lessons more physically active to minimize the amount of time sat passive at a desk or on the carpet. Our heatmap shows that lessons are the part of the day where children are sitting still for the longest period of time.</p>	<p>Active RE lessons were organized where the RE curriculum was taught with a physical approach.</p>	<p>£120</p>	<p>Children enjoyed the lessons but were very confused about whether they were in a PE lesson or an RE lesson!</p>	<p>Learn from this that our lessons could be more active; however, the learning intention needs to be clear. Discuss how brain-breaks can be built into the school day to avoid periods of prolonged sitting.</p>

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: £690 = 4%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

Teachers to have access to high quality PE lessons with clear progression across the units and across year groups.	Sign up to the PE Scheme 'Get Set 4 PE' and ensure all staff are able to access the lessons and resources online.	£550	Teachers are able to teach all areas of the PE curriculum with confidence. Through verbal feedback in a staff meeting, it was clear how the scheme fills teachers with confidence and they liked the videos to demo particular skills and moves.	Continue to access this resource; it has proven especially useful for ECTs and RQTs who do not get much time in their training year dedicated to planning and teaching PE lessons.
New and Inexperienced teachers to undertake Training to develop their understanding of teaching PE safely and with high quality.	Contact and book NQT and inexperienced teachers onto the course through Cambridgeshire PE Advisory Service. Provide cover to release teachers to go.	£140	Year 5 Teacher (NQT) attended a PE course in January 2023. Feedback was that it was helpful and informed their planning.	We continue to strive for high quality, safe PE lessons across the school therefore CPD will remain a priority next year. Continue to book courses through the Cambridgeshire PE Service.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £3,190 = 19%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Engage as many pupils as possible in extra-curricular activities through Premier Sport clubs on Tues, Wed and Thurs.	Subsidise cost of the Premier Clubs to enable as many children as possible to get involved.	£3,190 for the year.	The clubs ran with high numbers throughout the year and children enjoyed a range of activities. We continue to provide the clubs at a very affordable price in comparison to other clubs in the community.	Trial separating the ages in academic year 2023/2024 so that the quality of activities can increase. Consider offering a fourth club so that even more activities are available.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1,422.50 = 8%
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:
Maintain pupil pride and continue maximizing opportunities to compete for the school in competitions. After success in previous years achieving Bronze and Silver School Games mark, continue to build legacy of being a 'Sporty School'.	Subscribe to Cambridge School Sports Partnership to enable access to competitions and equipment throughout the year. Book onto BVC Festivals for each year group.	£1,000 plus £422.50 for coaches to and from BVC	Children in every year group across the school attended a sports event hosted at the local secondary school (Bottisham Village College). Photos are on the school website on each class page. Children reported that they enjoyed the competitions and look forward to representing the school as they move through the years. They are excited at the idea of attending a sports event.	As the CSSP is not continuing next year, look for an alternative provider (Coleridge?). Also ensure contacts are up-to-date for the BVC events again in Spring and Summer 2024. Consider whether PTFA can afford to subsidise future coach journeys as these are always expensive.

Signed off by	
Head Teacher:	Rebecca Simpkin Smith
Date:	July 2023
Subject Leader:	Katie Whitmore
Date:	July 2023
Governor:	Rev Nick Moir
Date:	December 2023