

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	£17820.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17820.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17820.00

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>	97%
<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>	97%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<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>	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: July 23	
<p>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</p>					<p>Percentage of total allocation: 70% - part of premier provision</p>
Intent	Implementation		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>	
<ul style="list-style-type: none"> Raise profile of physical activity across the school – implementation of ‘Movement in Months’ led by teachers to encourage children and families to get active in the morning. Wow Assessments in place in school in order to encourage all to be physically active and challenge themselves to achieve more Sports Leaders to lead, as coaches, other children in activities to encourage and support their peers (work alongside PE coach within school) 	<ul style="list-style-type: none"> Planned in months across the school year. Advertised to all families and set route for children to engage in physical activities before the start of school. Members of staff to support, promote and encourage parents to join in Planned assessment points across the school terms to map the progress of children involved in activities – liaising with Premier. Teachers access to online portal with results and resources Timetables Sports Leaders to 	<p>£50</p> <p>£1,500</p> <p>Part of Premier Sports Coach Provision</p>	<ul style="list-style-type: none"> Positive impact from parents – request, via a Governors meeting, that it is expanded upon next year. Integrated Big Lenten Walk into movement drive which raised £136.80 Wow Assessments in place across all year groups – all children active in them. Results show progress between 1st and 2nd assessment points in achieving high reps or activities. Improvement in each class: Y1 – 26%; Y2 – 8%; Y3 – 12%; Y4 – 13%; Y5 – 13%; Y6 – 17% 	<ul style="list-style-type: none"> Expand upon ‘Movement Months’ in 23.24 with leadership from SLT / teachers / PTA and Governors Wow Assessments booked into 23.24 year – CPD element to it so teachers are trained to lead and assess children in house without external funding needed – sustainable for future years Sports Leaders role to be further embedded with expectation they can lead games / sports days as the year progresses – peer 	

<ul style="list-style-type: none"> • Offer wide range of extra curricular activities after school to support reluctant children in engaging in new sports • Work with families, through Inspire Workshops, to encourage more physical activities at home • Embedding or Orienteering across the school as an avenue to physical activities through a different medium 	<ul style="list-style-type: none"> • lead different groups across the school over each week – liaise with Premier • Planned afterschool activities timetabled across each half term – communicated with parents • Planned Inspire workshops for families to attend along side children – working along side Premier and AIP (Kitchen company) to tackle being active and healthy eating • Organisation of orienteering across the school – cross curricular activities and teacher training 	<p>£1,200</p>	<ul style="list-style-type: none"> • Pupil Voice indicated sense of pride in leading others and wanting to take a further leading role in years to come. • Large uptake in after school clubs across the school (offering ... different sports) - 61% • Good attendance from parents % with 100% of those attended stating their enjoyment and all taking something to try at home from it. • Curriculum adapted to include use of orienteering 23.24 academic year – planned staff training and activities with children 	<p>support and encouragement</p> <ul style="list-style-type: none"> • Embed annual Inspire workshops focusing on Physical and mental wellbeing – feedback from parents indicates request to be even more physical • Orienteering to be embedded and extension of PE and wider curriculum activities – teacher training for all staff
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

70% - part of premier provision

Intent	Implementation		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>
<ul style="list-style-type: none"> • ‘Sharing’ between year groups – focus on Sports Values at the end of each half term (certificates). Though taught lessons – final ‘sharing’ showcases skills but also right 	<ul style="list-style-type: none"> • Certificates purchased to support the reward for those demonstrating Sports Values • Training provided for Sports Leaders from Coach – 	<p>£100</p> <p>Allocation and support from</p>	<ul style="list-style-type: none"> • Sports Leaders trained to support in games and in play • Pupil voice show pride in awards and those asked 	<ul style="list-style-type: none"> • Progress the training further so each year Sports Leaders are able to lead and coach their peers / lead games

attitude to the game <ul style="list-style-type: none"> Sports Leaders to award peers against the display of Sports Values – instil message of values from peer to peer 	timetables support every Monday and Friday	Sports Coach	were able to explain Values in regards to Sports	<ul style="list-style-type: none"> Embedding Values into PE lesson
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				70% - part of premier provision
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"> Bespoke CPD in place for all teachers who work 1:1 with PE coach. Reflective targets in place – develop over the year Structured lesson and Team Teach to support different elements of teachers pedagogy 	<ul style="list-style-type: none"> Each teacher to complete a CPD form specific to their development and strengths – shared with coach and developed over the year 	Part of Premier Allocation	<ul style="list-style-type: none"> Enhancement of teacher skills has resulted in stronger teacher led lessons in PE (monitoring) – improvement in PE attainment across the school. ARE across the school: Y1 = 74%, Y2 = 90%, Y3 = 80%, Y4 = 86, Y5 = 93%, Y6 = 97% 	<ul style="list-style-type: none"> Further embed and develop self - CPD across all staff to develop skills further. Develop peer support though internal CPD

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28%
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: £4990.00	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"> Involvement in Commonwealth Legacy – Wheelchair basketball. Showcase and involvement in sport. After school clubs set for KS2 pupils to access Access to Birmingham Legacy games including range of alternative (inclusive sports) Alternative sports included in After School Clubs and Sports Days 	<ul style="list-style-type: none"> Timetable of Wheelchair Basketball day within school for all year groups (x2) – Sport value focus throughout. Pupil voice for next steps and thoughts on inclusive games within school Pupil Voice to steer games for clubs over the course of the year 	£350 Part of Premier Allocation £4640.00	<ul style="list-style-type: none"> Wheelchair basketball took place within school with completely positive feedback from children – drive to do more in the future Wide range of sports delivered across the year: Multisports (KS1 / EYFS), Football, Tennis, Badminton, Fencing, Cricket, Gymnastics, Wheelchair Basketball, archery, basketball / netball, dodgeball. 	<ul style="list-style-type: none"> Further inclusion within the Birmingham Commonwealth Legacy – games within a cluster of schools to be confirmed 23.24 Further range of games offered to children with support of premier Education

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: £450	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"> Continues involvement in Catholic VASE Tournament Participation in School Games Hub – Bournville Sport across the MAC – Intra House Competitions with local community / local schools 	<ul style="list-style-type: none"> Planned games between school set into the diary Bournville Overview included into schools yearly plan – staff to support Planned dates for schools to join in with competitions between the MAC schools 	£50 £400	<ul style="list-style-type: none"> Pupil voice indicates enjoyment of tournaments entered. Positive feedback from parents also Exposure to competitive games has led to more children engaging – particularly those games away from football 	<ul style="list-style-type: none"> Wider sports which involved competitive edge to them (for example cricket and netball)

Signed off by	
Principal:	David Simmons
Date:	12.07.22
Subject Leader:	Daniel Hamilton
Date:	12.07.22
Governor:	Matthew Higgins
Date:	12.07.22