

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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   | £ 20, 460    |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £ 0          |
| Total amount allocated for 2022/23   | £ 20, 460.00 |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £ 20, 460.00 |

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land, which you can then transfer to the pool when school swimming restarts.<br><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> | 20% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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 2023.<br>Please see note above  | 56% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 40% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 0%  |
| 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?   | 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.

|   |   |   |                    |  |   |
|---|---|---|--------------------|--|---|
| <b>Academic Year: 2022/23</b>   |   | <b>Total fund allocated: £20,460.00</b> |                    | <b>Date Updated: July 2023</b>   |   |
| <b>Key indicator 1: The engagement of all 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</b>   |   |   |                    |  | Percentage of total allocation:<br>51%  |
| <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:  |
| Re-sign the school up to Living Streets - Walk to School. Encourage children and parents to increase the amount of exercise and reduce pollution, by walking to school more often. If not walking, then encouraging parents to 'Park and Stride' – where parents park 10mins walk away from school and then walk to school. | Sign up to Walk to School week via Living Streets. Living Streets still have some Government funding so we did not have to spend any money from Sports premium we got all the resources for free. |   | Free Funding       | There has been an increase in how many pupils walk or Park and Stride to school during this year. The incentive of badges seems to work well and does encourage the children to try to walk more often.  | We will continue to take part in the 'Walk to School' programme and award badges monthly.   |
| The employment of Sports Coaches to enable more pupils to take part in after-school sports clubs  | Sports Coaches to run after-school sports clubs 3 nights per week   |   | £5,400             | Pupils taking part in after school clubs:<br>Autumn 1: Multi skills 19 pupils<br>Autumn 1: Y6 Lacrosse 16 pupils<br>Autumn 1: Y5 Softball 20 pupils<br>Autumn 1: Y3 Tri Golf 20 pupils<br>Autumn 1: Y6 Tag Rugby 20 pupils<br>Autumn 1: Y1/2 Boccia & Kurling 18 pupils<br>Total = 113<br>Autumn 2: Y4 Street Dance 21 pupils (28% PP) | Ensure as many opportunities for After School Clubs are on offer next year.<br>Look at ways of involving Staff, TA's and support staff in sessions too. |

|   |   |                          |   |  |
|---|---|--------------------------|---|--|
| <p>Equipment purchased for each year group last year still available to play with at playtime more active at lunchtimes and to support delivery of the PE curriculum.</p> | <p>Equipment boxes out every playtime and lunchtime to enable children to be taking part in fun/more structured activities.</p> | <p>No cost this year</p> | <p>Autumn 2: Y1 Football 19 pupils (37% PP)<br/> Autumn 2 Y6 Cheerleading 15 Pupils<br/> Autumn 2: Y5 Tag Rugby 16 pupils<br/> Autumn 2: Y6 Hockey: 13 pupils<br/> Autumn 2: Y2 Multi Skills – 21 pupils<br/> Total = 105<br/> Spring 1: Y5/6 Commando Jo 14 pupils (36% PP)<br/> Spring 1 : Y1 Mini Tennis 15 pupils<br/> Total 29<br/> Spring 2: Y3/4 Basketball 20 pupils<br/> Spring 2: Y5 Dodgeball 20 Pupils<br/> Spring 2: Commando Jo 9 pupils (all PP)<br/> Spring 2: Y2 Knights&amp;Castles 17 pupils<br/> Total 66<br/> Summer 1: Y1 Dance 18 pupils (39% PP)<br/> Summer 1: Rec Knights &amp; Castles 14 pupils<br/> Summer 1: Y6 Quidditch 8 pupils<br/> Total = 40<br/> Summer 2: 17 (41% PP)<br/> Summer 2 Y3/4 Dance 20 pupils<br/> Summer 2 Y1 Athletics 19 pupils<br/> Summer 2 Y5 Athletics 14 pupils<br/> Summer 2 Y3/4 Commando Jo 9 pupils<br/> Total = 62<br/> <b>Overall Total: 415 pupils</b></p> <p>Children are active and on the go for the majority of all break and lunchtimes.<br/> Team games have noticeably improved too.</p> | <p>Ensure as much equipment is still available – look into replacing lost/damaged equipment.</p> |
|---|---|--------------------------|---|--|

|   |  |         |  |   |
|---|--|---------|--|---|
| Employment of Play Leaders for lunchtime to run structured activities for the children to ensure they are active throughout lunchtime | The Play Leaders will set up and lead/supervise games/activities during lunchtimes to ensure children can be as active as possible during lunchtimes whilst developing and acquiring new skills. | £5,000  | Children are active and on the go for the majority of all break and lunchtimes.<br>Team games have noticeably improved too.                                |   |
| We continue to allow all pupils to wear their PE kit to school on the day they have PE.   |  | No cost | All children are able to take part in all lessons due to being in the correct kit.   | Continue wearing PE kit on PE days – reinforce need for correct kit of black shorts/joggers/leggings and white/yellow tops. |
| To increase our swimming lesson times from 30mins to 1 hour a week  |  |         | Children have really benefitted from these longer sessions have even had children going from being non-swimmers to travelling 25m over the 10 hour blocks. | 1 hour lessons booked in for next academic year.  |

|   |  |  |  |                                 |
|---|--|--|--|---------------------------------|
| <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: |
|   |  |  |  | 5%                              |

| 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:   |
| Through delivery of GetSet4PE, children to have more opportunities to learn and play competitive games within their PE lessons.<br><br>To introduce Y6 to Yoga and Handball | As GetSet4PE is now more embedded across school, staff can focus on ensuring core skills are transferred into team games | £1,100.00          | Children in KS2 in particular are now more confident and able to play as part of a team successfully, understanding rules and the idea of being competitive and working together to beat the other team. | Continue delivering high quality PE through GetSet4pE.<br>Re-enter Dudley North competitions and arrange more friendly matches with local schools. |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> |                |  |        | Percentage of total allocation: |
|--|----------------|--|--------|---------------------------------|
|  |                |  |        | 5%                              |
| 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:   |
| The GetSet4PE scheme will be renewed for another 3 years. After Pupil Voice audit of older children units being taught were re-issued                       | All staff have access to GetSet4PE Units are matched to Pupils Voice. Staff are once again delivering PE lessons themselves. | £1,100.00 (as above) | By following the revised GetSet4PE Scheme, we have ensured the lessons are Inspiring, engaging, challenging and progressive. Staff audit has confirmed staff are still really happy with and are using the GetSet4PE scheme. | Ensure all equipment needed to deliver the units is available and easily accessed. |

|  |  |
|--|--|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> | Percentage of total allocation:<br>26% |
|--|--|

| 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?:  |
| To employ a company to deliver quality after school clubs that deliver a range of new and fun sports and activities   | Premier Sports Coaches will run after school sessions throughout the year available for children from Rec to Y6 | £ 5,400.00         | The employment of Premier Education has ensured children have had access to a range of new and fun sports activities over the year.<br><br>In total 415 pupils accessed these sessions over the year. |
|   |   |                    | Sustainability and suggested next steps:<br><br>To continue offering as many after school opportunities as possible next year.  |

| <b>Key indicator 5: Increased participation in competitive sport</b> | Percentage of total allocation:<br>21% |        |  |
|--|--|--------|--|
| 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:  |
|---|--|--------------------|---|---|
| To ensure both boys and girls within Y5/6 have access to play competitive football.   | This year we entered children into the Y5/6 Boys and Girls Football Leagues. | £4, 319.64         | <p>We had over 50 boys try out for the squad and 18 girls.</p> <p>The boys teams played a number of friendly matches and took part in the local schools league including hosting teams at Dormston</p> <p>All 18 girls made the squad and were ensured a game at some point over the year.</p> <p>We qualified as best 3<sup>rd</sup> place team for the league finals.</p> | As children are now more used to playing competitive games (especially in Basketball and Cricket Y5 moving to Y6) we need to make sure we are contacting schools to play friendly matches and entering more tournaments within the partnership. |

|                 |                      |
|-----------------|----------------------|
| Signed off by   |                      |
| Head Teacher:   | Mrs C Rindl          |
| Date:           | 20/7/23              |
| Subject Leader: | N Hill and I McLagan |
| Date:           | 20.7.23              |
| Governor:       | Mrs L Ward           |
| Date:           | 26/7/23              |