

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. **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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£30,192.50
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£12,755.85 (approx. with final invoices pending at time of writing)

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>	N/A
<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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A

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?

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

Academic Year: 2022/23		Total fund allocated:16,560		Date Updated:19.07.23	
<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>					Percentage of total allocation: 37%
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:
Further develop the activities and opportunities on offer during lessons at playtimes.	School hall development as a more flexible space and to increase safety for use as a sports hall for lessons, lunchtime play and clubs.	£3531.60	£2272.38	Observations and assessments of children indicate that newly acquired resources are positively impacting stamina, and other physical dexterities such as balance and core strength as well as general physical coordination. Photographs available	Further develop the meadow area pathways so they can be used all year round – more active space for the children that is usable more of the time.
	‘Meadow’ playground alterations for accessibility (handrail up the slope) and to make it a more durable play space for activity (reinforcement of banked grass areas). Works are scheduled to be ready for September ’23.			Discussion during pupil voice afternoons logged regarding suggestions from children and why they have chosen it.	Repeating the cycle of using pupil voice and ambassadors to encourage and run activities at playtimes (sports leaders).
Children to have a greater range of active games to play at playtime.	New equipment bought using pupil voice to enable children to engage in stimulating activities	£281.87		Children engaging in physical activity 45 minutes a day during playtimes.	New lunchtime club leader to take on leading the sports leaders from 23/24.

<p>Children’s engagement in the fitness activities and opportunities on offer at playtimes and lunchtimes is maximised. Children have a repertoire of games to play at playtimes and lunchtimes. Older children teach younger children how to play a range of active playtime games.</p> <p>Children keep active at playtimes and lunchtimes playing football, basketball, rounders and hockey. They know how to play safely and consider the sports games values.</p>	<p>Year 4 children to apply for sports playleader role and attend training with PE lead. Discuss with play leaders ideas to help encourage children to be more active at break times using the knowledge and skills gained from their playground leader training Year 4 pupils to make up own active playtime games. Ask children from each class to offer suggestions for changes to activities on offer at break times. Timetabled sessions of football, hockey, rounders and basketball at lunchtime and playtime supervised by school staff.</p>		<p>Sports play leaders to use the knowledge and skills gained from their playground leader training at the beginning of the year to help involve all children in all year groups on the playground during break times and lunchtimes. Activities include use of 21/22 spend – particularly the new all weather sports pitch.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 2%</p>
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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>

<p>Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community including pre-schools. School Sports leaders are mentored by Sports Leaders from the local Middle School. Ensure the whole school is aware of the importance of PE and Sport and inspire all pupils to become involved in the sporting celebrations.</p>	<p>Develop the role of sports leaders for KS2 pupils and engagement with the wider community.</p> <p>Achievement certificates for all children at sports day using the school games values in addition to achievement stickers after each race.</p>	<p>N/A</p>	<p>Parents and children knowledgeable and excited about upcoming events.</p> <p>All families had an adult representative at sports day including those who are hard to engage.</p> <p>Children were excited and motivated at the chance of being the winners of the sports day trophy.</p>	<p>Further involvement of Year 4 sports leaders in sports day.</p> <p>Continue to offer a full day of sports day events.</p> <p>Increase understanding of how Physical Education can impact on pupils' emotional and social wellbeing.</p>
<p>Celebration worship every week includes a celebration of sporting achievements to encourage all pupils to aspire to being involved in a range of sporting activities both at school and out of school.</p>	<p>Achievements celebrated in worship (match results + notable achievements from home and in lessons etc).</p>	<p>£194</p>	<p>Winners felt very proud.</p> <p>All pupils took part in sports day.</p> <p>Reluctant children's participation celebrated.</p> <p>Increase of children celebrating sporting achievements at school.</p> <p>Schools Games Mark achieved.</p>	<p>Invite a wider range visitors into school to share their sporting achievements with the children now we no longer have COVID restrictions.</p> <p>Engage with more of the local middle schools.</p>
<p>Pupils with gross or fine motor difficulties are identified early and supported during lessons and through bespoke interventions to develop their coordination.</p>	<p>TA trained in Learn to Move</p> <p>Assessments made of pupils identified by teachers to have fine and/or gross motor skill difficulties.</p>	<p>£200</p>	<p>Children were selected by specialist TA and class teacher based on previous assessments or observations of areas of need. Children with a physical area for development had this on a support plan. Meetings with parents/carers took place and further investigations took place</p>	<p>Planned interventions to support those children meeting the criteria after being assessed using the Learn to Move assessment tool.</p> <p>Continued use of the assessments and timetable the interventions into the school</p>

			where needed.	day.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	20%

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:
High quality planning and assessment of PE across the school to support the ECT and staff new to the school.	Continue to subscribe to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan pe.	£276	All teachers are confident in their ability to teach a comprehensive and balanced curriculum that is well-sequenced in accordance with the Trust progression maps.	To moderate and quality assure the assessment of PE across the school.
High quality delivery of PE sessions.	1 of every 2 lessons is supported by a sports coach who team teaches with the class teachers for CPD purposes.	Approx £3000 (awaiting final invoice for summer term)	Lesson drop ins observe high quality lessons linked to progression maps.	Further develop the P.E leads role within school. Plan in termly opportunities to observe lessons. Continued use of expert coaches for teacher CPD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	18%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Improve active outdoor learning by putting more of an emphasis on mental and physical wellness as well as physical growth.</p> <p>To resource a range of sporting activities available at both break times and in lessons.</p>	<p>-With the assistance of the teaching staff in Reception, the Forest School Specialist Teacher will teach the Forest School "active curriculum" to all of the Reception students throughout the year (2 hours per week)</p> <p>-A Forest School Specialist Teacher will work with KS1 and KS2 teaching staff to provide two, two hour sequences in the autumn and summer term (12 x 1 hour sessions in total). During this programme, a specialist teacher is mentoring the teaching staff.</p> <p>Purchase of equipment to replace/refurbish: football, basketball, netball, tennis, rugby</p>	<p>Approx. £3000 (awaiting final invoice for summer term)</p> <p>£0 (included in key indicator 1)</p>	<p>An evaluation of the children's physical development, both gross and fine, was done before and after Forest School and revealed an improvement. The results also showed an improvement in the students' mental health and involvement.</p> <p>Teachers in the classroom report that students' focus, concentration, and teamwork abilities have improved along with their greater resilience to other physical and academic challenges during and after participating in Forest School.</p> <p>Families at our school value outdoor learning opportunities very highly, this has had a good effect on student wellbeing and also helped to refine the schools vision.</p> <p>Teachers have supported students' mental health and wellness at school all academic year long by using the Forest</p>	<p>Photos, films, and parent communication that have been shared with staff members around the school serve as proof of the students' learning. Particularly if the space is used outside of designated "Forest School" hours.</p> <p>Lunchtime club leader to be in place 4 x a week: Positive structured play will engage a greater number of children having a strong impact on physical activity.</p>

			<p>School space and activities discussed during CPD.</p> <p>Training for play leaders to manage the equipment available at breaktimes and support the games being played has been effective.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<p>Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.</p> <p>All children in all year groups experience involvement in competitive races</p> <p>To ensure all pupils get the chance to represent their school at a sporting</p>	<p>To form a trust centered partnership of sporting events in future. Provision from WASP and SGOs is no longer available.</p> <p>First event hosted by Dumpton School took place in the summer (cricket festival between 3 local schools)</p>	£0	<p>Gold SportsMark Award</p> <p>KS2 pupils returned from the competition eager to continue the sport at playtimes in school to practice.</p> <p>Pupils and staff requested additional opportunities to play against other schools.</p>	<p>Further develop Wimborne Area Schools and those in the Initio Trust to maximise opportunities to take part in competitive sports with other schools. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible.</p>

<p>event.</p> <p>To ensure rigorous risk assessments are made before taking children off site to engage in competitive sport</p>			<p>All children throughout the school participated in at least one competitive race and were enthusiastic and engaged throughout sports day. Teachers and children's comments were positive from the event</p> <p>Staff members and SLT are confident to take children off site for sporting events. Rigorous Risk Assessments in place</p>	<p>Continue to develop competitive sporting opportunities within school and with other local schools.</p> <p>Purchase EVOLVE to ensure all off site events are fully compliant.</p>
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Head Teacher:	Mr Mike Wheeler
Date:	19/7/23
Subject Leader:	Mr Mike Wheeler
Date:	19/7/23
Governor:	Mrs Zoe King
Date:	19/7/23