

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 31st 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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 0

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>	<i>Data to be reviewed and updated by 31st July 2024.</i>
<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 2023.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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: 2023/24		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	TOTAL £
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? <i>(To be reviewed throughout the year and reported by 31st July 2024.)</i>	Sustainability and suggested next steps: <i>(To be reviewed throughout the year and reported by 31st July 2024.)</i>
<p>That all children are given the opportunity to engage in at least 12, 2-hour sessions of outdoor learning at forest school that is physically active – and at least 32 sessions for EYFS and year 1 children in Beech Class.</p> <p>That all children are able to show progress in some (planned) curriculum subjects (EYFS, early learning goals) through outdoor learning activities that are physically active.</p> <p>That all children are able to show progress in developing their forest school skills, including team building and problem-solving.</p> <p>That children are able to recognise and express feelings of wellbeing as a result of outdoor learning at forest school.</p>	<ul style="list-style-type: none"> Engage external forest school leader (HT, BM) Create a long-term provision map of forest school sessions across the year for different each of the classes (SL, FSL, HT). Create medium plans and curriculum overviews which clearly show where coverage of curriculum learning objectives will take place at forest school (CTs, FSL). Capture the learning and progress of the children through photographs, observations, subject exercise books, forest school passports (CTs, TAs, FSL, children). Capture wellbeing snapshots through photographs, observations, pupils voice, wellbeing journals (age appropriate), forest school passports (CTs, TAs, FSL, children). 		<p>£ to fund external forest school leader.</p> <p>£ to fund cover to give SL time to co-create long-term plan in collaboration with FSL and HT.</p> <p>£ to fund cover to give time to CTs for co-planning (MTPs and Cos) with FSL.</p>	<p>There should be evidence that all children were provided with the opportunity to attend at least 12, 2-hour forest school sessions across the academic year: long-term provision map, termly class timetables, medium term plans and termly curriculum overviews.</p> <p>There should be evidence that children have made progress in their learning in some curriculum subjects through outdoor learning activities that are physically active: photographs, subject exercise books.</p> <p>There should be evidence that children have made progress in developing their forest school skills: photographs, forest school passport.</p>

			There should be snapshot evidence of children expressing feelings at or as a result of forest school.	
That all children are given the opportunity, and are encouraged, to engage in self-directed physical activity during break and lunchtimes.	<ul style="list-style-type: none"> • Audit and review of lunchtime clubs, including pupil voice (SL, SportCo). • Create a long-term provision map of lunchtime clubs (SL, SportCo). • Deliver the real leadership programme in year 6 (SportCo). • Year 6 sports leaders will plan and lead physical activities at lunchtimes as part of their 'real leaders' programme: lunchtime supervisors will provide supervisory support. • Year 6 sports leaders will promote lunchtime clubs. • Create and maintain registers for lunchtime clubs where possible/suitable for the type of activity (SL, SportCo, year 6 sports leaders). • SL and SportCo to work with lunchtime supervisors to create medium-term activity plans for lunchtimes. • SL and SportCo to work with lunchtime supervisors to create clear rotas for use of equipment and playground areas, displayed for each term. • Sports equipment may need to be purchased and/or maintained: SportCo and year 6 sports leaders 	<p>£ to fund cover to give SportCo and SL time to audit and plan provision.</p> <p>£ to fund a proportion of lunchtime supervisor hours.</p> <p>£ to fund the purchase and maintain sports and play equipment to support the planned programme of physical activities.</p>	<p>There should be evidence that children have engaged in planned lunchtime physical activities across the year: registers, photographs.</p> <p>There should be evidence that year sports leaders have planned and led lunchtime sports activities: medium-term plans, registers, photographs.</p>	

	will audit and identify areas of need in order to be able to deliver planned programme of physical activities.			
That all year 6 children are able to show progress in developing their sports leadership skills.	<ul style="list-style-type: none"> • Deliver the 'real leaders' programme in year 6 (SportCo). • Year 6 sports leaders will plan and lead physical activities at lunchtimes as part of their 'real leaders' programme: lunchtime supervisors will provide supervisory support. • Year 6 sports leaders will promote lunchtime clubs. 	<p>£ to fund cover to give SportCo time to plan and deliver the 'real leaders' programme.</p> <p>£ to fund the SportCo as a lunchtime supervisor to support the year 6 sports leaders.</p>	There should be evidence that children have made progress in developing their sports leadership skills: 'real leaders' programme logbook, photographs.	
That all children participate in the 'Golden Mile' initiative twice a week, on Monday and Friday mornings.	<ul style="list-style-type: none"> • 'Golden Mile' will remain as a whole school timetabled session: @8:45am on Mondays and Fridays. • SportCo will supervise the year 6 sports leaders in leading age-appropriate physical warm-up activities. • All teachers and TAs will arrive promptly on the playground to register the children. • All teachers and TAs will take part in registering, supervising and supporting the children. 	<p>£ to fund SportCo time to lead GM sessions.</p> <p>£ to fund TA time to support GM sessions.</p> <p>£ to fund a portion of the fees for use of the Douai field.</p>	<p>There should be evidence that children have taken part in GM sessions: we will consider colour-coded registers to monitor participation.</p> <p>There may be evidence that children have made progress in their level of exertion during the GM session across the year: we will need to consider how we record this accurately. We will need to consider and balance time to collect and collate this information vs accuracy and value.</p>	

That all children in EYFS stage are able to show progress in their physical development in line with the 'Early Learning Goals'.	<ul style="list-style-type: none"> Audit and review provision (EYFS CTs, SportCo). Audit and review play equipment (EYFS CTs, SportCo). Purchase specialised EYFS equipment aimed at developing gross motor skills (SportCo, SL, BM). 	£ to fund cover to give SportCo and EYFSCTs time to audit and review provision. £ to fund play equipment for physical activity and development.	There should be evidence that children have made progress in their physical development in line with the 'Early Learning Goals': photographs, observations, learning journals.	
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. Physical Education, School Sport and Physical Activity				Percentage of total allocation:
				%
Intent	Implementation		Impact	TOTAL £
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? <i>(To be reviewed throughout the year and reported by 31st July 2024.)</i>	Sustainability and suggested next steps: <i>(To be reviewed throughout the year and reported by 31st July 2024.)</i>
<p>That all children receive consistent, well-taught PE lessons which follow the REAL PE curriculum in which PESSPA is promoted through the six cogs: personal, social, health and fitness, cognitive, creative, physical.</p> <p>That all children are able to show progress in developing their PE skills through the six cogs (REAL PE) personal, social, health and fitness, cognitive, creative, physical.</p> <p>That all children are able to show progress in developing their fundamental movement skills.</p>	<ul style="list-style-type: none"> Renew REAL PE subscription to access teaching and assessment materials on the REAL PE Jasmine platform (SL, BM). Audit and review curriculum sports equipment: refer to external audit of all sports equipment (SportCo, SL, BM). Purchase sports equipment as required (SportCo, SL, BM). Maintain sports equipment as required (SportCo, SL, BM). Continue to engage with REAL PE area rep (SportCo, SL). SL to deliver CPD to all teaching staff: PE assessment using REAL PE 	<p>£ to fund the REAL PE subscription fee.</p> <p>£ to fund the purchase of sports equipment.</p> <p>£ to fund the maintenance of sports equipment.</p>	<p>There should be evidence of the progress that children have made in PE lessons: REAL PE Create Development Wheels.</p> <p>There should be a termly capture of progress assessment data for all children.</p>	

	<p>Create Development Wheels.</p> <ul style="list-style-type: none"> • Monitor and review the teaching of PE across the school, including assessment and pupil progress (SL). • A dedicated staff meeting session, one per term, on the use of the REAL PE Create Development Wheels for assessment and monitoring progress (SL). 			
<p>That all children are given the opportunity, and are encouraged, to take part in sporting and/or physically active extra-curricular clubs across the year, both at lunchtimes and after school.</p>	<ul style="list-style-type: none"> • Audit and review of all sporting and physical active extra-curricular clubs, including pupil voice (SL, SportCo). • Create a long-term provision map of sporting and physical active extra-curricular clubs (SL, SportCo). • Co-ordinate, manage and administer sporting extra-curricular clubs (SportCo). • Engage external coaches and providers to deliver some clubs (SportCo). • Engage internal staff providers to deliver some clubs (SportCo, SL BM). • Create and maintain registers for clubs where possible/suitable for the type of activity (SL, SportCo, year 6 sports leaders). • Purchase sports equipment as required (SportCo, SL BM). • Maintain sports equipment as required (SportCo, SL BM). 	<p>£ to fund cover to give SportCo and SL time to audit, review and plan provision.</p> <p>£ to fund SportCo time to co-ordinate, manage and administer clubs.</p> <p>£ to fund external coaches and providers (this may include a proportion of the LA Sports Affiliation fee – see Key indicator 5).</p> <p>£ to fund the purchase of sports equipment.</p> <p>£ to fund the maintenance of sports</p>	<p>There should be evidence that children have engaged in sporting and/or physically active extra-curricular clubs across the year: registers, photographs.</p> <p>There should be evidence that year sports leaders have planned and led lunchtime sports activities: registers, photographs.</p>	

		equipment.		
That all children are given the opportunity to engage in at least 12, 2-hour sessions of outdoor learning at forest school that is physically active – and at least 32 sessions for EYFS and year 1 children in Beech Class.	The actions to fulfill this intent are already listed in Key indicator 1 . No further actions are required to fulfill Key indicator 2 .	£ The funding required to fulfill this intent is already listed in Key indicator 1 . There are no further funding implications to fulfill Key indicator 2 .	The evidence of the impact of this intent is already listed in Key indicator 1 . No further evidence is required to fulfill Key indicator 2 .	
That all year 6 children are able to show progress in developing their sports leadership skills.	The actions to fulfill this intent are already listed in Key indicator 1 . No further actions are required to fulfill Key indicator 2 .	£ The funding required to fulfill this intent is already listed in Key indicator 1 . There are no further funding implications to fulfill Key indicator 2 .	The evidence of the impact of this intent is already listed in Key indicator 1 . No further evidence is required to fulfill Key indicator 2 .	
That all children participate in the 'Golden Mile' initiative twice a week, on Monday and Friday mornings.	The actions to fulfill this intent are already listed in Key indicator 1 . No further actions are required to fulfill Key indicator 2 .	£ The funding required to fulfill this intent is already listed in Key indicator 1 . There are no further funding implications to fulfill Key indicator 2 .	The evidence of the impact of this intent is already listed in Key indicator 1 . No further evidence is required to fulfill Key indicator 2 .	

That all children in EYFS stage are able to show progress in their physical development in line with the 'Early Learning Goals'.	The actions to fulfill this intent are already listed in Key indicator 1 . No further actions are required to fulfill Key indicator 2 .	£ The funding required to fulfill this intent is already listed in Key indicator 1 . There are no further funding implications to fulfill Key indicator 2 .	The evidence of the impact of this intent is already listed in Key indicator 1 . No further evidence is required to fulfill Key indicator 2 .	
--	---	---	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	TOTAL £
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? <i>(To be reviewed throughout the year and reported by 31st July 2024.)</i>	Sustainability and suggested next steps: <i>(To be reviewed throughout the year and reported by 31st July 2024.)</i>
That all teachers feel confident to deliver 'quality first teaching' in PE lessons.	<ul style="list-style-type: none"> • Renew REAL PE subscription to access teaching and assessment materials on the REAL PE Jasmine platform (SL, BM). • Audit and review curriculum sports equipment: refer to external audit of all sports equipment (SportCo, SL, BM). • Purchase sports equipment as required (SportCo, SL, BM). • Maintain sports equipment as required (SportCo, SL, BM). • Continue to engage with REAL PE area rep (SportCo, SL). • SL will deliver CPD to all teaching staff: PE assessment using REAL PE Create Development Wheels. 	<p>£ to fund the REAL PE subscription fee - already allocated under Key indicator 2.</p> <p>£ to fund the purchase of sports equipment - already allocated under Key indicator 2.</p> <p>£ to fund the maintenance of sports equipment</p>	<p>There should be evidence of thorough planning: medium term plans, curriculum overviews, short-term plans.</p> <p>There should be evidence of 'quality first teaching' in PE lessons: learning walks.</p> <p>There should be evidence of the level of staff confidence to deliver 'quality first teaching' in PE lessons: staff voice.</p> <p>There should be evidence of the support provided to staff: CPD materials and resources, minutes,</p>	

	<ul style="list-style-type: none"> Monitor and review the teaching of PE across the school, including staff voice (SL). Support staff with 'quality first teaching' as required (SL). 	- already allocated under Key indicator 2.	evidence of co-planning and team-teaching as required.	
That all teachers feel confident to accurately assess and record the progress and skills of the children that they teach.	<ul style="list-style-type: none"> SL will deliver CPD to all teaching staff: PE assessment using REAL PE Create Development Wheels. Dedicated staff meeting sessions, one per term, on the use of the REAL PE Create Development Wheels for assessment and monitoring progress (SL). Monitor and review the assessment of PE across the school, including pupil progress (SL). Support staff with assessment as required (SL). 	£ to fund the REAL PE subscription fee - already allocated under Key indicator 2.	<p>There should be evidence of the support provided to staff: CPD materials and resources, minutes, evidence of co-planning and team-teaching as required.</p> <p>There should be evidence of unit assessments in PE: REAL PE Create Development Wheels.</p> <p>There should be evidence of staff confidence to accurately assess and record the progress and skills of the children they teach: staff voice.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	TOTAL £
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:	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p><i>(To be reviewed throughout the year and reported by 31st July 2024.)</i></p>	<p>Sustainability and suggested next steps:</p> <p><i>(To be reviewed throughout the year and reported by 31st July 2024.)</i></p>

That all children are given the opportunity, and are encouraged, to take part in sporting and/or physically active extra-curricular clubs across the year, both at lunchtimes and after school.	The actions to fulfill this intent are already listed in Key indicator 2 . No further actions are required to fulfill Key indicator 4 .	£ The funding required to fulfill this intent is already listed in Key indicator 2 . There are no further funding implications to fulfill Key indicator 4 .	The evidence of the impact of this intent is already listed in Key indicator 2 . No further evidence is required to fulfill Key indicator 4 .	
<p>That all children receive tuition provided by an external coach in at least one sports discipline, which is not an explicit part of the core REAL PE curriculum.</p> <p>That all children are able to show progress in developing their skills in the sports discipline for which they have received coaching from an external provider.</p>	<ul style="list-style-type: none"> • Audit and review of the programme of external sports coaching (SL, SportCo). • Create a long-term provision map of external sports coaching (SL, SportCo). • Co-ordinate, manage and administer external sports coaching (SportCo). • Engage external coaches to deliver coaching (SportCo). 	<p>£ to fund cover to give SportCo and SL time to audit, review and plan provision.</p> <p>£ to fund SportCo time to co-ordinate, manage and administer external sports coaching.</p> <p>£ to fund external coaches and providers (this may include a proportion of the LA Sports Affiliation fee – see Key indicator 5).</p>	There should be evidence that children have made progress in developing their skills in the sports discipline for which they have received coaching from an external provider: initial, interim and summative assessments.	

<p>That all children in EYFS and Year 1 have access to PE lessons which are planned by the Year 6 children through the 'real leaders' programme.</p> <p>That all children are able to show progress in developing their skills in the sports delivered.</p>	<ul style="list-style-type: none"> • Deliver the 'real leaders' programme in year 6 (SportCo). • Year 6 sports leaders will plan and deliver PE lessons to the EYFS and Year 1 children as part of their 'real leaders' programme: SportCo will provide supervisory support. 	<p>£ to fund cover to give SportCo time to plan and deliver the 'real leaders' programme - already allocated under Key indicator 1.</p> <p>£ to fund the SportCo time to support the year 6 sports leaders in delivering their PE lessons.</p>	<p>There should be evidence that the Year 6 children have planned and delivered PE lessons to the children in EYFS/Y1: planning, photographs.</p> <p>There should be evidence that the EYFS/Y1 have made progress in developing their skills in the sports delivered: photographs, observations.</p>	
---	--	---	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	TOTAL £
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:	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p><i>(To be reviewed throughout the year and reported by 31st July 2024.)</i></p>	<p>Sustainability and suggested next steps:</p> <p><i>(To be reviewed throughout the year and reported by 31st July 2024.)</i></p>

That all children are given the opportunity to participate in a variety of (at least ...) inter-schools sporting competitions across the year.	<ul style="list-style-type: none"> • Remain part of the Sports Affiliation (BM, SportCo, SL). • Attend the WB annual Sports Affiliation conference. • Co-ordinate, manage and administer school participation in inter-school sporting competitions (SportCo). • Co-ordinate, manage and administer our pupil participation in inter-school sporting competitions (SportCo). • Manage equal opportunities (SportCo, SL). • Maintain accurate equal opportunities and participation records (SportCo, SL). 	<p>£ to fund school membership to the LA Sports Affiliation.</p> <p>£ to fund SportCo to attend conference.</p> <p>£ to fund SL to attend conference.</p> <p>£ to fund staff attendance at 'out of school hours' competitions.</p> <p>£ to fund SportCo time to co-ordinate, manage and administer school and pupil participation, including maintaining records.</p>	<p>There should be evidence that all children have been offered the opportunity to participate in a variety of (at least ...) inter-schools sporting competitions across the year: registers, letters to parents.</p> <p>There should be evidence that different groups of children have been offered the opportunity to participate in a variety of (at least ...) inter-schools sporting competitions across the year: registers, letters to parents.</p> <p>There should be evidence of the different inter-schools sporting competitions each child has participated in across the year: registers, photographs.</p> <p>There should be evidence of the different inter-schools sporting competitions that different groups of children have participated in across the year: registers.</p>	
That all children are given the opportunity to participate in a variety of (at least ...) competitive intra-school sporting events across the year.	<ul style="list-style-type: none"> • Audit and review of the competitive intra-school sporting events, including pupil voice (SL, SportCo). • Create a long-term provision map of competitive intra-school sporting events (SL, SportCo). • Co-ordinate, manage and administer competitive intra-school sporting events (SportCo). 	<p>£ £ to fund cover to give SportCo and SL time to audit, review and plan provision.</p> <p>£ to fund cover to give SportCo time to plan and deliver the 'real</p>	<p>There should be evidence of the different intra-schools sporting competitions each child has participated in across the year: registers, photographs.</p> <p>There should be evidence of the different intra-schools sporting competitions that different groups of children have participated in across the year: registers.</p>	

	<ul style="list-style-type: none"> Engage all/any staff in supervising and refereeing as required. Deliver the 'real leaders' programme in year 6 (SportCo). Year 6 sports leaders will plan and deliver some competitive intra-school sporting events as part of their 'real leaders' programme: staff will provide supervisory and refereeing support. Year 6 sports leaders will promote competitive intra-school sporting events, including good sportsmanship. Manage equal opportunities (SportCo, SL). Maintain accurate equal opportunities and participation records (SportCo, SL). 	<p>leaders' programme - already allocated under Key indicator 1.</p> <p>£ to fund the SportCo time to support the year 6 sports leaders in delivering events.</p> <p>£ to fund SportCo time to co-ordinate, manage and administer pupil participation, including maintaining records.</p>		
--	--	--	--	--

Signed off by	
Head Teacher:	Kath Burns
Date:	
Subject Leader:	Sharon Lester
Date:	
Governor:	Martin Harding
Date:	