

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	£2,744.90
Total amount allocated for 2021/22	£18,233.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£18,224.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 23,174.00 + £ 3,556.92 f15% extra from school budget

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 practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: £23,174.00	Date Updated: July 2023	
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:
				£7199 31%
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:
Train pupils to be mini leaders to increase physical activity levels at break time and lunch times and develop pupil's leadership skills.	- Arrange training with our PE specialist - Support mini leaders to attend mini leader meetings - Timetable sports coaches to run sport, and physical activity during breaks and lunch times 4 times per week.	£500	- Pupils developed leadership skills – including teamwork, communication, resilience, confidence. - Develop pupil voice to contribute to school sports and activities.	Use this year's mini leaders to support future members.
Sports Coaches to lead a range of activities during break time and lunch times.	- Coaches are timetabled to run Physical literacy sessions during break times 3x a week. - Timetable and use the gym equipment - Classes to be made aware of new playground markings and taught how to use.	£1500	- Improve physical activity of pupils at break and lunchtimes. - Pupils motivated and inspired to be active for more of the day - Children are more active throughout lunch times and playtimes - Improvement in behaviour - More interaction from lunchtime staff promoting physical activity	Sports Coach to pass on game ideas to breakfast club and after school regular staff for them to continue games and encourage activity before/after school.
Recruit playleader for a lunch times		£1500		Continue to promote the house intra-school points system and introduce this for other staff to use at break, lunch. Breakfast club and after school clubs
Use lunch activities to link to PE planning and promote the intra school house competitions				Continue to monitor and update resources.
To encourage more active breaks and lunch times when on eh playground	- Sports leaders to redesign and choose new playground markings - Use the daily mile playground markings – each class to have a session using the daily mile markings.	£3699.00 (£2000 PTA)		Refresh lunchtime rota for games on playground at lunchtime

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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:
				£2600 11%
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:
School website used to display information and celebrate achievements in sport to raise the profile of PE and sport to pupils, parents and visitors. School newsletter to include sport news section regarding participation in sports events, competitions and festivals, encouraging pupils to take part and informing parents of whole school commitment to PE and sport.	- Website regularly updated. - Newsletter to include updates re participation in competitions/festivals. - Clubs to be promoted via the newsletter. - Newsletter to signpost to community opportunities.	£1000	- School is recognised as having sport and activity as a high priority by parents and visitors to the website. - Pupils inspired and motivated to take part in sport and activities. - Parents are proud of their children's participation in events. - Children have taken up opportunities offered through the school app or through attending events, participating in events offered by Belper Tennis Club, Local orienteering organisation and Derby County Community trust.	- Continue to update website. - Continue to include sports news in the school newsletter. - Use AVSSP offering of less mainstream clubs to increase percentage of children who take part in clubs (e.g. Archery/Fencing)
Liaise with Governor responsible for PE to ensure plans are shared and effective monitoring and support is in place.	- Share SSP Premium funding guidance information. - Share SSP Termly reports. - Meet with Governor on termly basis to update.	£100	- Governor and PE lead have worked alongside each other to develop PE across the school. - Effective monitoring and shared vision.	- Continue to liaise with PE governor regularly. - Work with governor to find external clubs that may want to offer after school clubs or events to

Share curriculum plans for PE to ensure pupils access a broad and balanced PE curriculum that links with the whole school plan.	• PE plan, where appropriate, to link with inter school competitions and events offered by AVSSP. • Try and keep a whole school approach so that all year groups, where possible, are learning the same skills (e.g. all year groups to do invasion games term 3) • Lunch time activities and intra school competitions to be linked in with • Share curriculum plan with staff • Try and keep a whole school approach so that all year groups, where possible, are learning the same skills (e.g. all year groups to do invasion games term 3) • Lunch time activities and intra school competitions to be linked in with • Share curriculum plan with staff • Highlight training needs/support required. • Order resources where necessary	£1500	• Governor for PE attended AVSSP conference with PE lead. • Termly meeting with governor were productive and informative • Governor facilitated funds coming from PTA to buy sports Equipment for playground which is used daily • Broad and balanced PE curriculum accessed by all pupils • Pupils enjoy PE lessons and are making good progress (feedback/assessment). • Easier to ensure resources are available and can be used. E.g. all year groups were learning orienteering skills term 6, therefore orienteering box was kept to hand, organised and checked. • When attending events children had a recent • learning experience with the skills required providing an enjoyable and rewarding experience • 3 members of staff attended AVSSP training on a new dance scheme of work which is now included in the AVSSP plans	the children as Governor has local contacts • Access further training via SSP affiliation, to ensure staff feel confident and equipped to deliver all PE lessons. • Continue with linking plans with AVSSP offer. This is broadly following AVSSP suggested plan for the year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£5,600 24%
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:
Establish clear understanding of teachers' ability and confidence to plan, teach and assess PE.	Carry out a staff audit to establish an understanding of teachers' abilities.	£4850.00	- Dance highlighted as an area which teachers were low in confidence. Dance specialist provided by AVSSP, teachers observed for CPD. - Children were provided with high quality Dance provision - Staff went on a Dance CPD based on new AVSSP planning which aims to make dance provision easier to teach at a high standard - Some teachers were not confident to implement gymnastics. AVSSP provided a gymnastic coach for a half term who was observed by teachers for CPD - Children were provided with high quality gymnastics provision	- Ensure staff receive relevant training via staff meetings/AVSSP - If possible use same dance coach again but for teachers who didn't get the cpd from last year - Ask for same gymnastics coach for half term and use for teachers who are new/ or didn't get to observe for cpd last year
CPD upskilling staff using local community facilities in Belper – establishing new community links.	Tennis coaching weekly in summer term for all cohorts	£750.00	A number of pupils have joined the tennis club at Belper Meadows	Repeat again next year and explore other sorts across the road at Belper meadows sports ground

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£3831.92 17%
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:
30:30 government agenda to engage all pupils across all abilities. Address an issue raise in Equality objectives review - inspiration from Women's England football team. Book festivals/competitions for different pupils to enjoy participating in throughout the year	- Purchase a 7 piece outdoor Gym - AVSSP Tough runner - whole school engagement – all abilities - Following the Women's European championships - Development of Girls football within school. - Derby County Football club women. - Look at competition calendar and book events - Organise training sessions/ club (with staffing) - Attend event - Celebrate participation	£4716.92 (£2000 PTA) £995.00 £120.00 AVSSPP KI5	Use daily, timetabled, rota nis needed to ensure equality of access Huge amount to fun. Good for transition, exercise, camaraderie Wider impact of increased self-esteem/confidence, contributing to learning and attainment. Well attended girl only football club with 2 girls being signposted to clubs outside of school. - SSP termly report identifies number of competitions and numbers of participants - New clubs, linked to competitions, are now running - Participation celebrated in assembly - Pupils inspired and motivated to take part - Wider impact of increased self-esteem/confidence, contributing to learning and attainment. - Increased participation across school in	Secure groundworks Keep on 2 yr cycle with Tough Rower. Pupil voice to see what clubs would be viable. Eg fencing, archery. Run Fencing and archery clubs through AVSP. Liaise with Glen to bring in equipment and promote. - Continue to affiliate to AVSSP - Aim to plan in more festival type events. Early planning for summer festivals that could include large number of children. Example this year. KS2 cricket afternoon allowed all year 2s to attend an event and represent the

Bikeability courses for children to gain and improve cycling skills.	Organise Bikeability course.		events. - New events attended which included some children who would not have taken part in more traditional events - All children develop or improve existing cycling confidence. - Pupils are inspired and motivated to cycle leading to improved fitness	school - Share Calendar with children – survey which events would get interest. - Promote and attend GoRide cycling event run by AVSSP
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£7500 32 %
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:
Offer more pupils the opportunity to take part in competitions through developing cluster level competitions with local schools and attending non competitive events through AVSSP affiliation.	- AVSSP affiliation, competition calendar - Book events on the competition calendar - Organise training sessions - Attend cluster event - Celebrate participation	£7500.00	- Achieved the Gold Mark for 2022-23 - 3rd consecutive year. - Additional opportunities provided for pupils - Participation celebrated at assembly - Pupils inspired and motivated to take part	- Understanding requirements for platinum award to be achieved in 2023-24 - Start to liaise with local primary schools to organise ongoing cluster level events ake a list of those school who would be interested. Mini League? - At conference events

Introduce intra-competition challenges to encourage pupils to enjoy taking part in school based competitions	• Arrange dates for competitions • Celebrate participation • Extra lunchtime coach to organise intra house games • AVSSP coach and Rob to run intra house competitions based on terms sport focus • Points tallied during celebration assembly • Classes to run an intra house event at the end of each half term during the final PE session of the year		• Pupils taking part in intra-competitions during lunch times and in PE lessons. • Evidence of classes using intra events at the end of each half term	make a list of those school who would be interested. Mini League? • Put a termly intra-competition programme in place with all pupils taking part (house teams) • Discuss with staff and coaches to make awareness that competition should be the final lesson of term
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Signed off by	
Head Teacher:	Lisa White
Date:	20.7.23
Subject Leader:	John Jenkins
Date:	20.7.23
Governor:	Danny Keen
Date:	21.7.23