

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	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,190
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£20,190

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 2023.</p> <p>Please see note above</p>	63%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	48%
<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: 2022/23		Total fund allocated: £20,190		Date Updated: 18.07.23	
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					Percentage of total allocation: 47%
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:
All children to engage with 2 hours quality PE teaching and learning each week	PE Lead to ensure teaching and learning uses the school's skills progression and to work alongside class teachers to update current provision when needed.		£1000	Curriculum plans updated using evaluations from previous units of work and through discussions with class teachers detail added to support delivery. KS1 Large Ball skills, Playground Games, Tag Rugby, Athletics LKS2 Tennis, Tag Rugby, Athletics UKS2 Tennis, Tag Rugby, Athletics	To ensure the two year cycle of planning is up to date across the school. Teacher evaluations to be sought at the end of each unit of work and changes made as needed.
	Purchase of The Horizon Physical Education Programme to enhance the provision in EYFS and KS1: focus on gross and fine motor skills (FUNdamentals) to enable a healthy, active start to school and progression into developing skills to enable children to fully engage with future physical activities.		£1500	.AG from DRET, who developed the scheme, led a meeting with EYFS and Y1&2 staff explaining the theory behind the scheme and how skills are developed. It was also explained how to use the online line planning resources. Horizon PE purchased and implemented by EYFS and Y1&2	The programmer to be uses ad art of the PE curriculum in EYFS and KS1 with plans adapted to ensure all staff are clear on the learning intention.

	Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively	£1944	Audit of equipment undertaken and replacements purchased as needed. Further equipment purchased to ensure enough for whole class teaching.	Staff session to be planned in so that all staff are aware of the range of equipment available and the variety of ways they can be used.
To engage children in regular, cross-curricular physical activity breaks throughout the day (active breaks and mental health and wellbeing).	Daily Active resources provided for each class including Mountfields Mile Whole school events to increase focus e.g. Mini Marathon	£400	Resources organised for each key stage to enable daily activity to take place without adding to workload in preparation of resources etc. Mountfields Mile one of these activities and this is timetabled into weekly plan. Whole school engaged with Mini Marathon and parents invited to take part alongside their child.	Whole school events to be planned for each term and to include parents. Daily activity to be refreshed at the start of the year and sessions timetabled for each year group.
Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core skills	Equipment for break/lunchtime play purchased. Orienteering fitness course set up for lunchtime use. Playground activity cards created and organised by playground leaders. Purchase of Scooter/balance bikes for EYFS	£2200	Equipment and storage purchased throughout the year for break and lunch time use. Annual subscription for Cross-Curricular purchased allowing us to access updated resources. Use of fitness course at lunchtime use with group of children. The Sporting Ambassadors ran activity sessions for Y34 at break times. There was a high uptake of this by the children. 2 Balance Bikes/Scooter purchased to increase equipment available for EYFS to develop co-ordination and core skills. Lunchtime Activity sessions lead twice a week by Sports Coach with an identified group of Year 5	A budget to be set to ensure regular purchase of equipment that promotes physical play at break and lunchtimes. Cross Curricular Orienteering to be led by member of staff to widen engagement. Sporting Ambassadors to repeat the break time sessions in the next academic year.

			children to develop communication skills.	
Provision of before/after school sporting clubs for children.	Wide variety of lunchtime and after school clubs, catering for different sporting interests e.g. martial arts , multi-sports,	£2,430	A number of the after-school clubs on offer have been funded through the Sports Premium allowing free access to all children. Basket Ball / Multi-skills / Badminton / Dodgeball /	Parents to be informed in advance of after school clubs on offer. Engagement in after school provision to be tracked for identified groups.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3.5%
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:
To encourage pupils to take on leadership roles that support sport and physical activity	Each Sporting Ambassador linked to a class (Year 1 to Year 4) to act as a lead for Daily Mile supporting children and being a positive role model. Sporting Ambassadors to be part of the co-ordination of whole school events e.g. Mini Marathon	£700	Each class has had an allocated Sporting ambassadors and a specific date and time has been organised for each classes to complete the Mountfields Mile. The ambassadors lead the run and support and encourage younger pupils. The Sporting Ambassadors are led an inclusive festival for Year 3 children using Boccia and Kurling to develop skills	A new team to be established Autumn 24 and profile to be raised using assemblies and newsletters.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8.9%
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:

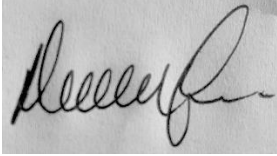
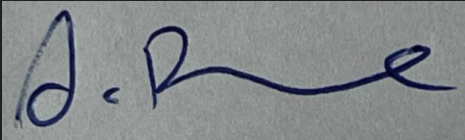
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	To use qualified teacher with PE specialism to coach/mentor teachers to enhance or extend current opportunities. Cover provided for PE leads to monitor provision of teaching and learning	£1600	A Year 3 class teacher has been supported with the delivery of a unit of work 'Netball' enabling teaching to be more effective, the knowledge learnt was then applied in subsequent unit of work. Y3&4 staff have received individualised coaching/mentoring for unit of work on PE lead has supported with EYFS lessons to develop her understanding of EYFS physical development lessons and from this identified areas to support within this age group.	Mentoring and Coaching to be targeted at EYFS/KS1 in the use of Horizon PE resources. Staff audit to be carried out Autumn 1 to identified areas or individuals where support is needed.
Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.	External CPD sourced to develop identified areas of weakness	£200	Gymnastic CPD for PE lead from Gymnastics Coach, part of the Silver Package from North Charnwood subscription. Knowledge and resources used to adapt planning in school and to support staff.	Gymnastics CPD to be investigated for all staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11.9%
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	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:

consolidate through practice:				
To show to children what could be achieved irrespective of one's disabilities and to develop staff awareness and confidence in delivering PE to all pupils.	Run weekly inclusive session with identified children in KS2 Hold an inclusive sports week: boccia, new age kurling, goal ball.	£400	The sessions are now an established part of provision for identified groups of children. Inclusive Sports week for Year 3 led by the Sporting Ambassadors was successful and allowed children to develop skills.	Sessions to be timetabled for KS2 classes and form part of provision for key children. Inclusive session to be repeated with Year 2.
To use alternative physical activities to develop confidence, independence and self-esteem.	Use qualified outdoor instructor to lead on activities within the school grounds as part of extra-curricular provision	£2000	Outdoor instructor employed to lead on outdoor activities as part of the Sleep Out in the school grounds. Engagement: 59 Year 5's (79%) 48 Year 4's (81%)	Outdoor Sleep Out event to organised for Year 4.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				28.7%
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:
All children encouraged to increase their fitness through internal house and external competitions	Termly Class competitions KS2 Annual Year group Sports day	£500	Competition element now included in all KS2 plans and this has created a support environment for children so that there has been maximum engagement.	Year group tournaments to be organised for KS2 with all children having a role in the organisation, taking part or supporting.

			Sports Days for each age group were inclusive and age appropriate allowing the to be engagement and challenge.	
Taking pupils to appropriate events to allow them to thrive, such as a specialist SEN or a festival for inactive low confidence pupils offered by the local college and School Sport Partnership	<p>Buy into North Charnwood Silver Package to allow opportunities for children to engage with competitions and festivals.</p> <p>Engagement with Leicestershire and Rutland disability sports events</p> <p>Provide transport to events to enable all children equal access</p> <p>Release teaching staff to attend competitions</p>	<p>£2,500</p> <p>£100</p> <p>£1616</p>	<p>Full engagement with North Charnwood Sports package.</p> <p><u>Competitions accessed</u></p> <ul style="list-style-type: none"> • Cross Country League • Sports Hall Athletics • Basket Ball • Boys Football • Girls Football • Y34 and Y56 Gymnastics • Quad Kids Athletics • Cricket • Netball • Kwik Sticks Hockey <p><u>Festivals accessed</u></p> <ul style="list-style-type: none"> • Y34 Badminton • Active Start • Horizon Multiskills <p>Our KS2 Parallel Sports Hall Athletics team represented North Charnwood in the School Games and gained 2nd place.</p> <p>The use of the premium to fund transport to events has allowed children to access sporting opportunities where families have been able to support.</p>	Continue to engage with N Charnwood Partnership.

<p>Ensure every pupil, by the time they reached Year 6, had represented the school in a sporting activity.</p>	<p>Track participation in sporting events</p> <p>Purchase of school competition kit to provide children with sense of belonging to a 'team'.</p> <p>Coaching sessions prior to competitions and festivals to ensure children have skills and confidence needed to compete</p>	<p>£600</p>	<p>Participation in sporting events is tracked.</p> <p>Year 5 & 6 82 participants in total 56% 10 PP 37% 10 EAL 33% 10 SEND 37%</p> <p>Year 3 & 4 77 participants in total 58% 14 PP 60% 9 EAL 36% 10 SEND 62%</p> <p>A new school competition kit has been purchased which has ensured all children representing the school have kit.</p> <p>Coaching sessions led by PE leads have allowed children to practise and gain confidence in the sport, knowledge of tactics and rules.</p>	<p>Specific children to be targeted for school team events.</p> <p>Data to continue to be monitored.</p>
<p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p>	<p>Upcoming internal house sporting events to be advertised on the dedicated sports display board.</p> <p>Results and photos to be displayed. Greater visibility and celebration of sporting achievements: weekly assemblies, bulletins, HT newsletter, etc.</p>	<p>£500</p>		<p>Monthly Sports newsletter to be shared with parents and to include children's write ups of events in and out of school.</p>

Signed off by	
Head Teacher:	 Michael Hoare
Date:	19/7/23
Subject Leader:	Iona Mock
Date:	18.7.23
	 Andrew Bruce
Date:	29/7/23