

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 allocated to spend for 2021/22	£19, 938
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 5,468
Total amount allocated for 2022/23	£ 17,776 + £5,468 = £23,244
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 23,244
Total amount spent for 2022/23	£21,120
Total amount to carry over for 2023/24	£2,124

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 practised 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	57 % (17 out of 30 pupils)
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	47 % (14 out of 30 pupils)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63 % (19 out of 30 pupils)

Created by:

Supported by:



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?	Yes/No – use for top up swimming for Y5 pupils who will be leaving July 2024
---	--

Created by:

Supported by:

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:		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					
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 improve the lunch time provision outside and establish a high quality ‘Active Lunchtime’ so that pupils are active for a high proportion of their time outside and that they have access to a variety of equipment and the opportunity to take part in organised games	* Training of 20 play leaders from Y5 and Y6 to enable them to set up and lead our younger pupils in organised games and activities	£500	Play leaders are now organising games and activities for younger pupils on a rota basis so more pupils are active and taking part in challenges etc		Y5 pupils will continue through to next year and then new cohort will need to have training. Pupils will be able to learn new skills – leadership, organisation etc
	* Additional equipment purchased to support ‘Active Play’ at lunchtime	£400	Good range of play equipment for all pupils from EYFS to Y6		All equipment is in good working order and stored carefully to ensure it lasts as long as possible. PL and Active MDMS responsible for this
	* Salary of 1 x ‘Active MDMS’ to initiate specific games at lunchtime and set up cost for LR	£725	Active MDMS is interacting with younger pupils for organised games eg: tag rugby, cheerleading, target games, cricket etc. Far more pupils are active and engaged in physical activity during lunch time		MDMS working alongside Play Leaders and attending any training for pupils to help support them
			£11,300		

Created by:

Supported by:

<p>To provide 'sensory circuits' (KS1) and 'circuit training' (KS2) for identified pupils to develop co-ordination and balance as well as burn off energy to help improve pupil focus in the classroom</p>	<p>* Design and install infant Trim Trail to replace the current model which is now unsafe.</p> <p>* Employment of 2 x TA to run sessions (1 hour each per week – in short time bursts as timetabled)</p>	<p>£1,025</p>	<p>Pupils able to use the Trim Trail at break and lunch time to encourage greater activity levels in KS1 pupils. Also used by sensory circuit groups and 1:1 sensory break pupils</p> <p>Pupils with identified needs are more successful and focused in the classroom. Improved well-being for other class members</p>	<p>Trail has long 10yr+ guarantee and metal foot posts to prevent rotting in ground</p> <p>Groups to be reviewed regularly and altered if needed. Works with pupils SEN needs and also those who need to self regulate or require breaks in long sessions. Pupils able to use some strategies and activities taught independently too</p>
--	---	---------------	---	---

Created by:

Supported by:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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>* To review current practice and receive the latest updated information with regards to Ofsted, new initiatives and schemes</p> <p>* To network with other PE Subject Leaders and SGO's to share best practice and new ideas</p>	Attend Kent PE Conference at Showground, Detling for workshop and lectures from leading sports providers / inspectors etc – cost of course and supply cover	£ 100 £180	Subject Leader aware of new initiatives from Government, County SGO's etc and can inform staff accordingly. Information given regarding Deep Dive in PE – school currently in Ofsted window	Subject leader fully aware of next steps for the school to be Ofsted ready and to provide best opportunities for the school
* Keep up to date with new developments / legislation / documents for PE in school	Subscription to AfPE	£100	PE Subject Leader receives regular e-mails and magazine to stay updated	Subject Leader is aware of any changes to legislation, policies etc and can disseminate to HT and staff accordingly.
* To improve the % of pupils meeting the National Curriculum requirements for swimming	Provide 'Top Up' swimming teaching for Y5 pupils who did not meet NC standards in Y4 (2 nd visit to the pool)	£ 1660	Higher % of pupils meeting the National Curriculum requirements for swimming and all pupils generally showing greater confidence in the water	Higham Primary School believe that swimming is a key life skill and of great importance to our pupils, particularly those access to a swimming pool was impacted by Covid 19– we will continue to provide this while funding is available
* PE Subject leader to raise profile of sport in school – competition entries, display board, whole school sports	6 x 1 day HLTA (BC) for Subject Leader release – monitoring, admin	£600	More competitions attended, more after school clubs provided, up-to-date photos etc on display	Risk assessments, letters etc all on file for future use Sports day forms all on file to

Created by:

Supported by:



<p>day, after school clubs etc</p> <p>* Dare 2 B You – Cycling Intervention</p>	<p>for clubs, competitions, staff development, auditing, school games mark etc</p> <p>Provision of Cycling intervention for specific pupils to work on anxiety / self esteem or anger / self regulation</p>	<p>cost listed elsewhere</p>	<p>boards, successful sports day, newsletter write ups etc</p> <p>Pupils have strategies to help with their issues and are more aware of their triggers and how to deal with issues when they arise</p>	<p>save time in future</p> <p>Pupils will be able to use the strategies taught in class and in the future</p>
---	---	------------------------------	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Staff training in Junior Golf – Sept 2022 by Neil from JOLF	New golf equipment to be purchased to enable it to be taught in PE lessons and possible after school club	£350	Golf now integrated into PE curriculum – units in Get Set 4 PE and correct equipment available for pupils	Possible after school Golf club next year? Remind staff of possible opportunities for indoor Golf when weather if not good
Balance Refresher training for YR / Y1 staff **	Use Born 2 Ride to provide 6 week block of Balance lessons with Y1 and then YR – TA / Teacher to accompany leader to refresh skills in delivery of Balance	£1150	4 staff members now updated skills and both YR and Y1 have had quality Balance training	HPS are keen to ensure that children can ride a bike safely and confidently – Balance is the first step towards this. YR / Y1 pupils far more confident riders and ready to move onto pedal bikes Teachers now more confident and better knowledge of activities and games so they can deliver Balance next academic year from Sept and hopefully use more throughout the year

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Increase number of after school clubs offered to pupils each term	Provide different options for after school clubs each term (staff costs) 3 terms TA - £150 per term CD & NH – 6 clubs each (3 days per adult)	£ 450 £1080	Wide range of after school clubs have been offered to pupils – some clubs have had waiting lists. Clubs included cricket, tag rugby, ball sports, handball, netball etc	Try to at least continue provision next year and possibly even more, particularly at KS1. Pupils hopefully find a sport that they enjoy and hopefully continue to participate in outside of school
Born 2 Ride after school Balance Club	Y1 / YR Balance Club for Summer Term	See cost above	Opportunity for pupils to further improve their balance skills after school with games and activities – much more confident	HPS are keen to ensure that children can ride a bike safely and confidently – Balance is the first step towards this. More pupils ready to progress to pedal bike

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 enter into a range of inter school competitions against other local schools	Supply cover required to cover staff when attending competitions (8 x 180)	£1440	Competitions attended included: Highland Games, Active Stacking, Multi-Skills, Netball, Cricket, Boccia & Kurling, Balance	More pupils have had the opportunity to participate in an inter school competition Staff attending will gain CPD to help them understand rules of competition and how they could implement that into lessons back in school
Whole School Sports Day with all pupils participating together with older pupils supporting younger pupils.	Purchase medals for winning pupils in competitive races and stickers for all pupils	£60	Pupil participation increased due to the format of the day and then competitive element was evident in points awarded and medals, particularly in afternoon session. Podium used to present medals and highlight success	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

Created by:

Supported by:

