

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	£
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 2023/23. To be spent and reported on by 31st July 2023.	£

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 practiced 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>	75%
<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>	75%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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>	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:	Date Updated:		
<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:	
				%	
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?:	
To ensure all pupils have access to minimum two hours curriculum PE per week when possible.	Minimum of two hours of curriculum PE to be timetabled throughout the year.		£	Children experience a significant amount of physical activity and sport throughout the week. Every child in year 5/6 have attended minimum 2 sporting events a year.	
To maintain opportunities to participate in a number of extra-curricular activities in a range of sports and for all ability levels.	Extra-curricular sports clubs to be offered across year groups. Attendance is tracked and monitored.			Enthusiasm of the sports coaches motivates children to get involved and share in the enjoyment and success sport can bring to pupils.	
To encourage teachers to regularly use movement within other areas of the curriculum. E.g the daily mile	Teachers to explore and additional opportunities for pupils to be active throughout the school day. Go noodle, Joe Wicks, yoga, Just dance.			Throughout the day children are given opportunities to be active outside of timetabled PE. This enables them to remain engaged and motivated in their learning	
To ensure regular activity is taking place at break and lunchtimes. E.g competition practice	Sports coaches and other members of staff actively encourage movement and practice for upcoming sporting events at this time.			Children are active on the playground wither through encouragement from staff, use of the adventure trail or organised training.	
				Sustainability and suggested next steps:	
				Consider impact of employment of PE teacher	
				Continue to offer a range of afterschool sporting clubs and look for opportunities to increase this.	
				Continue to promote this to all teaching staff and to look into additional resources that may be useful and sign post teachers to this.	
				Consider impact on PE teacher	

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:
To ensure whole school buy-in to the value of sport for all and the impact and benefit this brings to pupils and staff alike.	A wide and varied curriculum that allows for participation at all levels.	£	PE has been a high profile area for St Ippolyts for a number of years resulting in the enthusiasm for sport in school to have increased. Number of pupils who have represented the school in competitive sport continues to increase year on year due to the enthusiasm of sport shared by all staff and the majority of pupils.	A continued school wide belief in the power of sport will ensure that high levels of participation will continue. Imperative that we continue to have PE and sport as a focus area. Consider impact of PE teacher
Ensure shared enthusiasm for school sport generates excitement and anticipation with the younger pupils ensuring sustainability of teams and clubs.	Additional opportunities in all year groups to link PE and sport with other aspects of the school curriculum. All staff to take an active interest in sporting events and competitions.		Children are keen and motivated to discuss sporting achievements with school staff. Younger children look up to the achievements of older children and aspire to them. Sport ambassadors inspire the children.	Continue and increase the use of sports leaders and intra school competitions and events throughout the year to continue to raise the profile of PE and school sport.
To expect pupils to deliver whole school assemblies, reports within Friday fellowship and for the newsletter to maintain enthusiasm.	To promote and talk about our PE and school sport. The use of sports ambassador throughout the year, organising events, assemblies and newsletters for the whole school. Ensure sports ambassadors and a variety of children are given the opportunity to do this across the year		Children took to this confidently and look forward to sharing their sporting success with the whole school and communicating sporting events to all.	Continue and increase this approach throughout the year
To monitor children with higher levels of sporting competence to enable staff to signpost these children to external clubs,	Teachers and sport coaches to signpost children to outside clubs, thus raising the profile of PE and school sport.		Children have been actively encouraged to join clubs outside of school	Continue this approach throughout the school year

developing their skills outside of school.				
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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:
To ensure all teaching staff have led or supported an aspect of PE and extracurricular PE provision as well as modelling healthy lifestyles to pupils.	All PE / sport delivery to be carried out by school staff, whether that be teachers or PE coaches. Ensure class teachers/TAs support the teaching of PE during lessons where possible to develop own confidence and skill levels.	£	Better quality lessons observed by SLT across the school. (Head teacher and HIIP). Better outcomes by pupils in terms of own achievement across all areas of the PE and sport.	Consider impact on this with employment of PE teacher
To investment in sporting futures as tool for staff improvement. Taking up opportunities for staff CPD when possible	Teachers, TA's and sports coaches have been signposted to upcoming training opportunities		Staff who have attended training have reported feeling upskilled and more confident in their own knowledge and understanding.	Consider a skills and confidence audit with teaching staff about PE and Sport Continue to utilise SSFT training opportunities where areas are identified.

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:
To provide children with a range of sports and activities across the curriculum and as the extra-curricular offer.	School delivers a vast range of sports and activities to pupils through a curriculum based on a variety of skills and sports. This broad provision also acts as a springboard and signpost to external providers so pupils can take sport on to a higher level. After school clubs are varied and change throughout the year to allow for a wider range of delivery.		Children have experience of a wide range of sport through our well planned curriculum. Clubs currently available as extra-curricular opportunities include: Football (girls and boys), netball, dance, athletics, cricket, rounders (KS1 and KS2), hockey, archery, speed stacking, and multi sports. All clubs are well attended and are provided free of charge for pupils.	Continue to offer a wide range of sports and activities across the curriculum and in after school clubs. PE lead and sport staff to regularly review the scheme of work and look for opportunities for children to be exposed to or experience a wide range of sports.
To investigate opportunities for children to be exposed to or experience new sports.	Through sporting futures we were able to book FitKidz. Ultimate Frisbee, Fitskidz Row, Boccia, golf, Lacrosse for a range of age groups throughout the year.		The use of FitKidz was highly positive, it exposed the children to a different type of physical activity. This was particularly beneficial for C4 children, as a physical outlet that used a lot of energy. C6 children had never experienced Fitkidz Row and it has a positive impact. Children have enjoyed exposure to new sports	Continued commitment to the partnership with SSFT, using them to signpost us to different sports and deliver sporting

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 sustain the level of participation with a view to increasing the number of teams entered in some competitions hence increasing participation at this level.	Pupils are encouraged to take part in competitive sport and are taught the appropriate skills and attitudes during PE lesson, clubs and lunchtimes. Provision of lunchtime clubs specifically to engage pupils for upcoming sporting competitions. Enter more teams where possible.	£	2022-2023 has been another successful year for St Ippolyts. We have ensured attendance at a huge variety of events at every opportunity.	Through the use of school staff and our sports coaches, ensure competitions continue to be high profile across the school, talked about in while school assemblies and referenced on our sports board.
To ensure we are able to reapply for sports platinum award 2024.	This aspect of the PE and sport provision in school is particularly successful as evidenced in our Gold Games mark application.		This aspect of the PE and sport provision in school is particularly successful as evidenced in our Gold Games mark application.	Continue to look for opportunities to take more than one team to events, therefore increasing participation. Apply to receive Platinum award next academic year.
To ensure the opportunities for competitive sport for KS1 children	Ensure KS1 go to events available.		We attended all KS1 competitive events hosted by our SGO.	Continue to look for opportunities for KS1 children, sign posted by our SGO.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	