

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	£ 17460
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£17599
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17599

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>	43 %
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	53%
<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: £ 17599		Date Updated: 23.7.23	
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: 22 %
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>All children yr 1-6 know that they need to be active for 60mins a day.</p> <p>All staff aware of less active children and monitor their activity over the course of each day.</p> <p>Children to have a voice on lesson / tournament and club provision.</p>	<ul style="list-style-type: none"> • Assemblies on 60 mins active. • Signposting parents to after school activities. • Sports crew running sports stop. • Sports board to encourage personal activity. • Active kids groups for targeted children • Heat maps made to track yr 4 activity across the day • Fitness / sports clubs and after school clubs promoting healthy habits. • Specific SEND groups and SEND tournament training and competition. 		<p>£ 400 ALPS membership</p> <p>£ 5128 Sports coach training and small group focus</p> <p>£ 2529 Clubs</p>	<p>SEND successful entry to and participation in tournaments achieving bronze medal.</p> <p>Take up of clubs, particularly Fitness club, increased.</p> <p>Children share successes in personal challenges in lessons and in assemblies.</p> <p>Children in yr 4 (targeted group) have active times across lessons achieving 30 mins across the day.</p>	<p>Continue SEND / small group targeted provision.</p> <p>Change provider to increase clubs and specific target of vulnerable children.</p> <p>Target and monitor yr 3 and 4 activity across the week using Heat Maps.</p>

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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:
				25 %
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>All members of school family are clear on importance of PESSPA.</p> <p>Sport has a high profile in school where all KS2 have opportunity to attend sport tournaments.</p> <p>Sport competition formats make for inclusive competition and increased enjoyment for all.</p> <p>Achieve Sports Mark Gold to celebrate the role of PESSPA in school.</p>	<ul style="list-style-type: none"> • Sport leaders trained and signposted to resources to support elevation of PESSPA across school. • Assemblies promoting PESSPA linked to MH strategy • Assemblies to share latest family sport news / sport tournament timetables / • Staff meetings to profile active lessons / active breaks / types of intra competition to ensure inclusivity. • Incentives for activity - Sports personality / Certificates for achievement and sporting spirits /House awards. • News letters / twitter / Sports board to raise profile and create challenge. • Pupil voice questionnaire to ascertain understanding of 60 minutes. 	<p>£ 400 ALPS</p> <p>£4823 - supported coaching / fitness clubs / targeted active kids / SEND support</p> <p>£ 100 Trophies / medals / engraving</p>	<p>Children can explain how important activity is and its benefits.</p> <p>Children celebrate and take ownership of the Sports mark Gold.</p> <p>33% of children are monitored to achieve 30 / 60 activity in school.</p> <p>Up take of sports clubs and fitness clubs improved.</p>	<p>Responding to Pupil voice questionnaires to target key areas in assemblies and information home.</p> <p>Monitor active take up in Little saints ASC.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28 %
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>All staff trained in teaching progressive skills across a range of sports.</p> <p>PE Leaders trained in new sports to implement in school.</p>	<ul style="list-style-type: none"> Teachers observe and develop skills through observation of sports professionals and team teaching. PE support staff attend tournaments which skills them on needs for tournament training. Sport lead attending PE lead training and information disseminated to staff. 	<p>£ 4820 - Progressive sport - staff coaching 1 session a week.</p> <p>£ 400 ALPs membership.</p>	<ul style="list-style-type: none"> Children receive high quality, progressive lessons. Children benefit from additional staffing in lessons so SEND and less active children are targeted and well supported and lessons can be adapted to meet needs of individuals. Children engage in their own personal challenges. Children have accessed new sports and use new equipment. SEND children accessing high quality PE lessons and access to tournaments. 	<p>Continue with training for teachers through observations.</p> <p>Create a stronger curriculum and access to resources from School Games Website and sports provider to support teachers with 2nd lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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 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>Additional achievements:</p> <p>Children understand that sport / physical activity is for everyone and that different sports suit different children.</p> <p>Parents and children have a raised awareness of clubs and activities in the local area.</p> <p>Children develop a love of outdoor activity.</p>	<ul style="list-style-type: none"> • PE support staff to attend Tennis and NFL training. • Sport lead to attend PE lead training to keep in touch with new initiatives and local offers. • Platform Cricket teaching year 4. • Working with Laban Dance - attending Lewisham Live Dance. • Attend New Age Kurling / Panathalon and sitting volleyball tournaments. • Parents and children signposted to a wide range of out of school activities including clubs appropriate to SEND. • Pupil voice allows children to say which sports they would like to try out. • Forest school timetabled and planned for yrs 2 - 4. 	<p>£ 400 ALPS</p> <p>£ 60 Laban</p> <p>£ 200 Platform cricket</p> <p>£ 2529 After School Clubs</p>	<ul style="list-style-type: none"> • Children in yr 4 are being trained in Tennis and NFL. • Yr 4s learnt how to play cricket and came 2nd in the local area Platform Cricket tournament and signposted to Deptford Dragons • Children performed in Live Dance performance at theatre to a high level of professionalism and were signposted to Laban dance lessons and clubs. • Children showing expertise across a wide range of sports throughout the year as they revisit each year e.g Tri golf / 3v3 basketball / hi 5 netball. • Pupil voice from tournaments and sport blogs show high levels of enjoyment and engagement. • Children in yr 5 experience additional sports e.g. go karting / archery / orienteering / climbing / high ropes. • Yr 2 - 4 had positive experience outdoor activities. 	<p>Continue to attend tournaments but vary children according to interests, confidence building and pupil response.</p> <p>Increase links with local clubs. Strengthen link between AFS clubs and local clubs.</p> <p>Improve children sharing of clubs they attend in assembly.</p> <p>Look for new sport tournaments not yet attended.</p> <p>Investigate cycling / go karting activities coming to school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16 %
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>All children experience intra competition using the School Games Approaches to Competition.</p> <p>All children from yr 3 – 6 to have a positive experience of inter competition.</p>	<ul style="list-style-type: none"> • Full inter tournament timetable in partnership with School Games. • Children tracked to ensure access and experience for all. • Assemblies - teaching children about the breadth of competition, individual improvement and sporting spirits. • Children build to intra sports competition through 1/2 termly lessons and sports days. • School sports days for N - Yr6. • Pupil voice on competition gathered. 	<p>£ 400 ALPS</p> <p>£ 80 Ladywell Arena Hire</p> <p>£ 5128 coach support for competition training</p>	<p>SEND competed in new competitions, winning medals and expressing their enjoyment through pupil voice form</p> <p>Children know that competition can mean different things and have felt included, competing across different criteria.</p> <p>Children celebrated achievements in accordance with competition approaches, with parents at school sports days.</p>	<p>To train staff and new coaches further on approaches to intra competition and competition design to ensure further inclusivity.</p> <p>Timetabling more training for sport events to build confidence and enhancing experiences of competition.</p> <p>Making stronger links between ASCs / lessons and tournaments.</p>

Signed off by	
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