

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ N/A
Total amount allocated for 2021/22	£ 10,000.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	N/A
Total amount allocated for 2022/23	£ 19,540.0030
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,540.00

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 2022.</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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%

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

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				Percentage of total allocation: 20%
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:
<ul style="list-style-type: none"> - To increase the level of physical activity during breakfast club, playtimes, lunchtimes and in after school clubs. - To further increase the level of activity and variety of sports available to children during break and lunchtime. - To maintain a high percentage (95%) of children participating in PE lessons (school wide) 	<ul style="list-style-type: none"> - Activities for breakfast club, breaktime and lunchtime planned two weeks ahead of time to increase the level of structured physical activity during this time. - Active Play equipment purchased for children to use during breaktime and lunchtimes. - Additional PE kit to be purchased from the school's uniform provider, and distributed to those most vulnerable and unable to purchase their own. 	£3,908 Funding is divided equally between all 5 key indicators.	<ul style="list-style-type: none"> - Increased participation in physical activity at breakfast club, breaktime and lunchtime. This is leading to increased opportunities for children to develop and refine their skills in a range of sports and activities - Increased opportunities for individuals and groups to prepare and practise for local events, leading to improved performance at these events. - Increased participation 	<ul style="list-style-type: none"> - To build links with organisations within the local community to increase participation. - Liaise with external clubs/sports providers to expand before and after school clubs offer to provide opportunities for pupils to participate in a wider range of sports. - Signpost children to sport clubs within the school encouraging children to join the after school clubs. - Further develop PE kit strategy to ensure that

			in PE across the school, with a consistently high percentage of children participating in PE with an average percentage of 93% compared to 84% last academic year.	percentage of pupils participating in PE continues to improve - for example, a uniform shop in school and opportunities to purchase kit directly through school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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:
<ul style="list-style-type: none"> - To develop an ethos of shared responsibility across the school in PE, SS and PA. - To further raise the profile of SS within the school. - To implement the new GLC PE curriculum, developing the whole child, through the <i>“head, heart and hands” approach</i> - developing children’s cognitive and emotional learning, as well as physical learning. - To use SS as a vehicle to improve children’s behaviour. - To provide each cohort with daily extra-curricular opportunities. 	<ul style="list-style-type: none"> - To make sure that pupils are given opportunities to take part in a range of sporting events, through the SSP and TPSFA . - CPD offered to PE staff to ensure they are competent in teaching and assessing through the <i>“head,heart,hands”</i> approach. - A strong emphasis on learning behaviours to be made in the team selection process for SS events. Behaviour reward charts implemented to support pupils in maintaining 	<p>£3,908</p> <p>Funding is divided equally between all 5 key indicators.</p>	<ul style="list-style-type: none"> - Sporting events and success shared regularly with parents/carers via ClassDojo & newsletter and with staff through GLC bulletins and staff briefings. - GPFS pupils have entered a wide range of competitions, in a variety of sports. - Attendance data recorded from lessons and extra-curricular activities. - Participation data shared with both staff and parents/carers, raising 	<ul style="list-style-type: none"> - Parent workshops to be provided as part of the wider health strategy, promoting the importance of eating healthily. - Further develop PE links in relation to overall school Health Strategy. - Further develop an ethos of shared responsibility across PE, SS and PA. - To work with targeted pupils and Sports Captains on whole school priorities using PE and School Sport to

	<p>positive learning behaviours in order to be able to participate in events.</p> <ul style="list-style-type: none"> - Intra-school competitions and tournament results published in the school newsletter, the academy's bulletin and mentioned within staff briefings. - Timetables of extra-curricular clubs adapted each term to represent pupil voice and upcoming sporting events. 		<p>the profile across the school.</p> <ul style="list-style-type: none"> - Three clubs a night were available to the children, four times a week, with one club available on the fifth night due to staff training commitments. 	<p>raise standards.</p> <ul style="list-style-type: none"> - Further develop the before and after school club offer to maximise opportunities to prepare for SSP events and ensure a wider range of opportunities are available to all pupils.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> - To share examples of good practice and subject knowledge across the trust with other primary PE team members. - To maintain and develop the high quality PE lessons delivered to the children by all teaching staff. 	<ul style="list-style-type: none"> - Attending teaching and learning CPD sessions to upskill the PE staff's lesson delivery, through the use of appropriate HIT strategies and WalkThrus. - Teaching staff will be required to record elements of their PE lessons, which will be be 	<p>£3,908</p> <p>Funding is divided equally between all 5 Key indicators.</p>	<ul style="list-style-type: none"> - Children are developing a deeper level of knowledge regarding the skills that they are learning and how these transfer between sports. - Lessons delivered safely. - National curriculum guidelines are met to an increasingly high standard. 	<ul style="list-style-type: none"> - Provide LSA's with CPD in order to enhance physical activity during breaktime/lunchtime to give children more opportunities through active play. - Further CPD needed for PE specialists to ensure appropriate delivery of

<ul style="list-style-type: none"> - To ensure staff are competent in delivering the updated and broader curriculum. 	<p>analysed by the PE lead to improve their practice.</p> <ul style="list-style-type: none"> - PE teachers who are new to the academy and trust will be provided with opportunities to observe good practice from colleagues across the trust. - CPD provided to all staff in the new, unfamiliar sports delivered as part of the revised curriculum. 		<ul style="list-style-type: none"> - Records of PE Team meetings, notes and handouts. - Observations and monitoring of PE delivery, as part of performance management. 	<p>lessons involving niche sports.</p> <ul style="list-style-type: none"> - Further opportunities for PE staff to observe good practice from other PE teachers within the trust. - Utilise support staff in leading small groups within lessons and extra-curricular clubs to gain confidence and support progress and engagement. - Training for PE staff in rock climbing and trampolining to facilitate use of wider facilities available on shared site.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

20%

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:

<ul style="list-style-type: none"> - Further development of the mastery curriculum, introducing pupils to a broad and varied range of sports. - To provide the children with a wide variety of extra-curricular clubs, every evening. - To build in additional opportunities throughout the school day, providing extra-curricular opportunities before school, during break and lunchtime and after school. - To increase the enrichment opportunities available for children, developing their love of sport and physical activity. 	<ul style="list-style-type: none"> - Lesson observations completed by Line manager and by PE trust lead. - Sharing good practice videos with other members of the PE team from across the trust to provide feedback on lessons. - Children to be provided with a broad range of different sports clubs. - PE staff timetables adapted to maximise opportunities for extra-curricular sports activities during break times and lunchtimes. 	<p>£3,908</p> <p>Funding is divided equally between all 5 Key indicators.</p>	<ul style="list-style-type: none"> - Percentage of children competing against other schools in both intra & inter sport competitions. - Results in events have improved over the years. - Knowledge of unfamiliar, niche sports and enthusiasm during PE lessons has improved throughout the year. - Increased offer at break time and lunch times has supported improvement in performance at PE events both in and outside of school. 	<ul style="list-style-type: none"> - To increase children's awareness of the sporting world and raise its profile. - To further develop opportunities throughout the school day, providing extra-curricular opportunities before, during break and lunchtime and after school, providing pupils with different avenues into sports. - Liaise with external clubs/sports providers to expand before and after school clubs offer to provide opportunities for children to participate in a wider range of sports. - Closer analysis of extra-curricular clubs/events attendance data, to show percentages of children from different group participating in clubs.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 20%
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:
<ul style="list-style-type: none"> - To actively promote the significance of children representing their school in sporting competitions. - To participate in competitions which cater for children of differing abilities and levels of expertise. - To celebrate pupils' achievements in sport, both in school and outside of school. - To celebrate achievements through a GLC Primary Sports Awards event at the end of the year. 	<ul style="list-style-type: none"> - The new TSSP format means a variety of events cater for all abilities and all children (compete, develop, participate, and for all). - Weekly achievement assemblies celebrate achievements of individuals and teams. - All SS achievements published on the school's media platforms, in newsletters and shared on Class Dojo.. 	£3,908 Funding is divided equally between all 5 Key indicators.	<ul style="list-style-type: none"> - Event calendar provided to children, staff and parents. - Competition results recorded and published through a variety of media. 	<ul style="list-style-type: none"> - To provide every child with the opportunity to represent the school in a sporting competition. - Closer tracking of participation data, tracking children selected for competitions, ensuring opportunities are maximised for a wide range of pupils.

Signed off by	
Head Teacher:	Emma Pattison
Date:	Monday 17th July 2023
Subject Leader:	Alfie Debono
Date:	Monday 17th July 2023

Governor:	
Date:	