

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 2023/24	£0
Total amount allocated for 2024/25	£19,299
How much (if any) do you intend to carry over from this total fund into 2025/26	£0
Total amount allocated for 2024/25	£19,299
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£19,299

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	81%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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?	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: 2024/25		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: 53%
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:
<i>Continue to move from an 'expressive' dance approach to a technical approach where pupils are taught the techniques of modern jazz, rehearse them so that they are automated and then apply to dance routines.</i> <i>All children to be taught dance every week in addition to two PE lessons per week through small group sessions.</i> <i>The modern jazz curriculum identifies the component parts of the techniques to be taught so that they can be taught 'one step at a time' and then combined for performance.</i>	<i>Employ an experienced and qualified dance teacher to develop the curriculum with the subject leader and head teacher.</i> <i>Follow the newly composed curriculum identifying component parts of the techniques so that they can be taught 'one step at a time' and then combined.</i> <i>Provide a timetable space for all children to participate in small group dance lessons.</i> <i>Employ qualified dance teacher to deliver modern jazz curriculum and teach extra curricula dance sessions.</i> <i>Continue to transition teaching for Rec to Y6 to new curriculum.</i> <i>Put modelling of techniques on the school website to support practise at home for those interested e.g. musical theatre dance.</i>	Annual cost of dance teaching: £9100 PA systems: £1300	<i>To develop core areas of fitness: strength, power, flexibility, stamina and co-ordination to support healthy development and future participation in a wide ranges sport (these characteristics of performance are transferable to most sports)</i> <i>Evidence that pupils have accumulated the procedural knowledge that enables them to execute an increasing number of techniques as set out in the sequence of learning, some becoming more automated and refined.</i> <i>Pupils are able to combine their increasing range of techniques into short performances that are technically accurate (End of term, musical theatre, assemblies, fetes) and perform with increasing confidence.</i> <i>To provide greater opportunity for future participation in the dance</i>	<i>The school has entered into symbiotic partnership and hosts a local dance school providing increased access for pupils. (week days and weekends)</i> <i>Renting of school building for other clubs and workshops helps provide income to support school moving forward.</i> <i>Next steps:</i> <i>Modelling of techniques on the school website to support practise at home for those interested.</i> <i>Training for class teachers and TAs to enable them to learn the techniques and support the teaching of the curriculum in the future.</i>

			(deprivation, local capacity and parental capacity is a barrier for many children to access this quality of coaching and teaching) Pupils have greater confidence to pursue dance at secondary school beyond their academic curriculum.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 19%
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:
<i>Children will focus on personally improving their own performance. Emphasis will be placed on teamwork and cooperation within sports and physical activities rather than just competition (ipsative assessment- improving your own PB). Children will feel positive and a sense of belonging which links to our school mission statement- in a community of kindness where we all belong: be positive, be resilient, be creative.</i> <i>Year group musical theatre performances for years 3 to 6.</i> <i>Showcase events will be delivered for netball, football and dance.</i> <i>Professional dancers demonstrating their talents to all pupils and leading workshops (street dance, musical theatre, tap)</i> <i>Teams representing the school in inter school competition.</i>	<i>4 part PE lessons enable children to reflect on their own performances/progress and identify what they need to improve on next time.</i> <i>Range of after school clubs provided enabling children to find activities to appeal to them and help feel a sense of belonging</i> <i>Show case events in assemblies to promote interest in new activities and which link to local clubs (Taekwondo/musical theatre etc).</i> <i>Musical theatre workshops provided and work towards a shared goal of a performance at end to parents or school.</i>	£2500 for dance events led by professional teachers £1200 contribution for specialist teacher costs	<i>Children will be able to identify on what they have done well and what they need to do next to improve within lessons rather than comparing performances to others each lesson during evaluation.</i> <i>Children will feel a sense of belonging and positivity through clubs which appeal to them or their skills by providing a wide range of clubs to appeal to all.</i> <i>Children will develop confidence and have a chance to experience working towards a final performance. Experience of exploring new skills/interests.</i>	<i>Performing arts curriculum a fundamental aspect of the school vision set by governors.</i> <i>Showcase events for all year groups timetable across the year keep the profile high and raise kudos for participation (assemblies/fetes/across year groups to parents)</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<i>Training for class teachers to enable them to learn the techniques and teach the curriculum in the future through twilights and staff meetings. One staff meeting session per term to be allocated to CPD of the sport currently being taught in PE.</i> <i>Teachers to observe others within school to increase CPD in sports where their CPD is less developed.</i>	<i>Staff meetings set aside to share potential delivery of skills and activities to help develop CPD of sports each term.</i> <i>Football, Netball, Cricket, Athletics and Gymnastics plans written for school breaking down skills into small steps and suggesting ways to alter and develop skill delivery.</i>	£1000 – subject leadership time	<i>Dance teacher teaches steps and techniques which are progressive and built on year on year.</i> <i>Plans enable teachers to assess children's current skill and teach and build on skills in a systematic and progressive way. The development of football, netball, cricket and athletics skills are improving across the school.</i> <i>Staff feel confident delivering PE lessons and have resources/ staff members they can go to ask for support in PE delivery.</i>	<i>Training to staff provides sustainability through raising subject knowledge and opportunity.</i> <i>Curriculum plans provide a high level of subject knowledge that supports teachers' sequencing of learning.</i> <i>Next step: Plan lessons in year groups to share CPD knowledge.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Additional achievements: <i>Large range of after school clubs, particularly linked to sport focus in Games/lessons as well as providing opportunities to participate in more unusual sports/activities.</i> <i>All children to be receiving x 2 PE lessons (Games) as well as dance lessons.</i> <i>In school competitions focusing on the skills taught in games sessions eg Netball tournament in Term 1 and 3, football tournaments term 2 and 4. Athletics to be show cased during sports day.</i> <i>Dance shows throughout the year to allow children to work towards a final performance.</i>	<i>Extensive range of clubs provided with more places provided than previous years.</i> <i>Clubs cater to a range of interests to engage a range of pupils and provide opportunities to try new things eg musical theatre club including cubs at weekends.</i> <i>Developing PE culture in school so all children are participating in games and dance as part of PE.</i> <i>Chance for children to apply skills learnt in lessons (and for more children) by providing in school competitions for all.</i> <i>Children in dance club have performed to teachers at end of term, children performed to peers in class, in class assemblies, KS1 dance club to perform in Bath at the Dance festival.</i> <i>Guests from local clubs eg Karate and cricket have come to deliver taster sessions and displays.</i>	£3000 contribution for specialist teacher costs	<i>More children are able to take part in clubs and often more than one club. Children have built on skills week on week and found new interests.</i> <i>Children, who previously may not have been selected for a team, will all have participated in in school competitions (netball and football) and put their skills learnt into practise.</i> <i>Children had a purpose to learn dances knowing there was a performance aspect at the end .All children will have performed a dance at some point during the academic year to an audience.</i>	<i>Income from after school activities contributes towards sustaining these activities.</i>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:

<i>In school competitions focusing on the skills taught in games sessions eg Netball tournament in term 1 and 3 and football term 2 and 4. Sports day showcasing athletic events learnt.</i>	<i>School to provide mini tournaments aimed at differing year groups to practise skills learnt in lessons and enable as many children as possible to take part in a competitive element.</i>	£1200 contribution for specialist teacher costs	<i>More children have been able to take part in clubs and often more than one club. Children have built on skills week on week and found new interests.</i>	<i>Intra school competitions can be delivered by non-specialist teachers once format and timetabling established.</i> <i>Next steps: School to purchase a vehicle/minibus to take teams to sporting events. Staff to get minibus license.</i>
<i>Teams representing the school in inter school competition as well as children at events such as Quad kids and dance festivals. Aim to take part in new events/competitions not previously accessed.</i>	<i>PE teacher to take children to competitive events.</i>			

Signed off by	
Head Teacher:	Gareth Simons
Date:	
Subject Leader:	A Gascoigne
Date:	
Governor:	
Date:	