

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	£1475
Total amount allocated for 2021/22	£17550
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17710
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17710

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>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	71%
<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>	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:	
<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: 33%
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?:	
At least 40 minutes of physical activity during the school day, encouraging additional physical exercise out of school hours.	Invest in OPAL programme and training to create opportunities for play to become more active for all. Provide equipment and resources to improve opportunities for more active play.		£5760	All children achieving at least 40 minutes in school daily.	
Pupils to take on leadership or volunteer roles that support sport and physical activity within the school e.g. leading clubs or becoming PlayLeaders	Train up children as sports leaders and purchase playground equipment to encourage physical activity skills			Children lead playground games and activities.	
Children have embedded understanding that exercise, healthy eating and mental wellbeing are vital and ensure good practice so they become habitual.	Teach children about staying healthy both physically and mentally. Encourage and enthuse through differentiated activities to allow success.			Conversations with children, participation in playtime activities, healthy packed lunches or lunch choices.	
Less confident children to participate in and enjoy sporting activities with staff support	TA/MTAs to timetable activities at lunchtime for less confident chn to join.			Increased take up of sporting activities by less confident children.	
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				2%
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:
Chn will understand the link between sport and other subjects – eg science, PSHE- so that deeper learning is evident.	Teachers will refer to PE when appropriate in other lessons. PE will be linked to the curriculum – eg Dance themes, invasion games, tally keeping (maths) – to support these links.	£281	Chn will know more and remember more.	Curriculum planning ensures the links are explicit with opportunities to recap and revisit core knowledge.
The profile of sport and activity is raised throughout the school through charitable events (Sports relief), Sports Day, inter school tournaments. Chn will aspire to take part in sports and challenge themselves. Chn’s successes in sport will be celebrated.	Advertising, marketing, inviting parents to watch/support. Sporting champions are invited to the school. Assemblies and newsletters celebrate chn’s success both in and out of school. Lapford to organise inter schools events with other CAT primaries.		Chn and families feel invested and inspired to support competitions, 100% attendance at events. Chn enjoy opportunities to compete and enjoy hosting sports events.	Planned events are in the calendar in advance to allow sufficient planning and preparation and a range of inter schools sports for both KSs is offered.
School Council will take part in planning what sports they would like to access and feed back to HoS/PE lead.	School Council meetings, research into different sports. Meetings with HoS/PE Subject Leader. Local Clubs to be invited into school to talk about their sport.		Chn are consulted on sports clubs on offer and uptake has improved.	More chn will benefit from swimming lessons throughout KS2.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				52%
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>Staff to be audited for their confidence and skills.</p> <p>CPD plan to ensure training needs of each staff member is met.</p> <p>Staff with specialist knowledge/competitive sports experience to model to others.</p> <p>Professional coaches to provide training for all staff to improve confidence and expertise of staff.</p>	<p>Form for staff to feedback their confidence/expertise ratings and to collate the responses.</p> <p>Training provided for each strand of the curriculum, modelling and skilling up staff to improve their own practice.</p>	£9169	<p>Training will be targeted to where it is most needed.</p> <p>Staff who are already confident will support others to extend their knowledge.</p> <p>PE provision is excellent and children and staff increase their knowledge and understanding of the different skills.</p>	<p>Annual audit to allow for staff changes and confidence across all areas.</p> <p>CPD plan to be updated annually.</p> <p>Professional coaches with sports specialisms to share expertise.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 14%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	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>Chn will engage with Forest School type activities eg bushcraft, conservation and eco awareness.</p> <p>Chn will practise yoga and relaxation techniques to improve SEMH across all classes in the school.</p>	<p>Staff member trained as Level 3 Forest School Leader. Weekly sessions timetabled for all chn.</p> <p>Timetabled sessions for relaxation/mindfulness</p>	£2500	<p>Chn have a greater understanding of the outdoors. They have an improved awareness of ecological factors and demonstrate a commitment to sustainability.</p> <p>Chn use the outside space as a tool to help regulate.</p>	<p>To develop a whole school forest school curriculum.</p> <p>Develop an ecological sustainability plan to allow the forest grounds to be used effectively.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: <1%</p>
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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 take part in inter class/year group competitions.</p> <p>To take part in competitions between our CAT schools.</p> <p>To take part in competitions across the wider Learning Community.</p>	<p>Dance, volleyball, football competitions 1 per term.</p> <p>CPS attend local netball, football and tag events</p> <p>Football tournament held at Lapford for CAT schools and wider Learning Community.</p>	£40	<p>Team spirit will impact positively on behaviour and relationships within school.</p> <p>There will be a wide pool of talent and participation.</p> <p>Specialist clubs and sports will have their profile raised - more children will join.</p> <p>Increased support from parents.</p>	<p>Link up with Crediton and North Devon schools to engage with their programme of sporting fixtures.</p> <p>Increase the range of sporting fixtures on offer. Look into disabled sports and opportunities for KS1.</p>

Signed off by	
Head Teacher:	Martin Evely
Date:	21/7/23
Subject Leader:	Alex Evans
Date:	21/7/23
Governor:	Steve Baber
Date:	21/7/23