

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 improvement for your pupils.

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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	£18,070
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,030
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,408.02

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>	%
<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>	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%

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?	
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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: £18,030		Date Updated: July 2023	
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:
					13%
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 increase and embed opportunities for physical activity within the school day, developing children’s sense of physical and mental wellbeing.		Train Fruit of the Spirit leaders termly to ensure effective use of playground stations. Continue reflecting on provision and how to adapt and improve further. Maintain two timetabled PE sessions per week.			Playground stations utilised effectively by all year groups at playtimes. Fruit of the Spirit Leaders (Play Leaders) supporting activity for their peers every lunch time and creating their own games to play on these stations. Physically active breakfast and after school clubs ran weekly.
Provide a range of extra-curricular sports clubs.		BRS lead breakfast club BRS football club			Continued training and support of Fruit of the Spirit Leaders. Each half term a new set of play leaders will be trained to carry out these activities effectively. Continued audit of equipment and making sure equipment is ready to be used. Pupil voice for new ideas, resources and equipment - spoken to children from Oak to Ash base Average of 16 children (full capacity) Average of 32 children (full
					Continued training and support of Fruit of the Spirit Leaders. Each half term a new set of play leaders will be trained to carry out these activities effectively. Continued audit of equipment and making sure equipment is ready to be used. Pupil voice for new ideas, resources and equipment - spoken to children from Oak to Ash base Explore opportunities for other clubs to be led by external coaches (in talks with Rippa Rugby)

Development of equipment	Dorset Creative Dance -		capacity) after school football club throughout the year	Organise more taster sessions for children to experience other sports
	Forest School After school club		Average of 20 children (full capacity)	
	Identify Pupil Premium children and offer spaces free of charge		Children completed an after school club on a Thursday to engage in forest school.	
	Staff-led clubs organised for the whole of the year		Boccia and Multisports carried out by SENDCo and PE lead for PP children	
	Tennis taster session		Teacher clubs range across the curriculum accommodating for a suitable number of children	
	Rugby taster session		Every child across the school took part in this.	
	Equipment has been brought throughout the year to ensure Fruit of the Spirit leaders have the correct equipment to use during lunchtimes	£258.98	Every child across the school took part in this.	
	Outdoor Equipment	£2130		
	Teachers have ensured communication with PE lead to ensure the PE sports equipment has			

Development of the PE activities which can be used by all children	been ordered ready for the upcoming topic lessons.			
Engagement from a sporting profession to encourage all children to enjoy taking part in sports	Play equipment for all children to use and have access too. Video message from Harry Redknapp encouraging the children to take part in sports.		Was shown in a whole school assembly	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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 provide a broad and balanced curriculum, including the teaching of transferable skills, that meets the needs of all pupils within our school and across the Initio Academy Trust</p>	<p>Collaborate with partner schools within the Trust to create medium term planning for PE, outlining key objectives, prior and future learning, and ways in for SEN - PE lead has helped create Summer 2 Curriculum plan</p> <p>Explicit progression of skills for transferable skills within curriculum and included in medium term planning as well as yearly overview</p> <p>Review the curriculum in each year group checking they link to the progression of skills and ensuring activities meet key objectives.</p> <p>Continue to utilise GetSet4PE as a resource for PE teaching.</p>	£275.04		<p>Continue to use Key vocabulary during all aspects of sports.</p> <p>Ensure all children are participating to the best of their ability.</p> <p>Begin to implement competitions to show off their skills and knowledge</p>
<p>Celebrate sporting achievements outside of school</p>	<p>Achievements shared during Praise Worship (assembly to the whole school)</p> <p>Achievements shared during classrooms where children can share trophies, medals, experiences and videos.</p> <p>Active skills shown during assemblies if a teacher has noticed</p>			<p>Continue to celebrate PE and sporting individuals. Update the PE board and continue celebrating achievements.</p>

	<p>on the playground</p> <p>Sports display - children and staff photos are put onto the PE board to celebrate their success</p> <p>Parents sent in photos to PE lead - over the term PE lead put these together in a powerpoint which was shared across the school for everyone to see</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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:
Support all staff members in their delivery of PE through the employment of a specialist coach.	<p>Identify key staff to target (ECT, ECT, 2nd Year ECT, New teachers).</p> <p>Expectations were shared to all staff about expectations</p> <p>Findings were shared from Pupil Voice during staff meetings</p> <p>Staff to work alongside BRS when delivering PE - CPD</p>	£7425	<p>Increased confidence for all staff, making sure they understood the PE curriculum and were aware of what GetSet4PE could offer.</p> <p>Increased knowledge of how to plan and support other members of the school</p> <p>Medium Term Plans are carefully laid out to ensure children have</p>	<p>Staff to continue to reflect on the lessons - what went well/what could be improved.</p> <p>Understanding of GetSet4Pe and the different CPD tools which can be used.</p> <p>Continue to use the Medium Term Plan to follow</p>

<p>Ensure subject leader has a good understanding of the new curriculum, how it is being implemented in school and developments in PE.</p>	<p>Staff to identify areas of development and communicate with PE lead.</p> <p>AFCB came to the school to deliver CPD to staff - ensuring differentiation can take place in all activities we are completing</p> <p>Subject leader to carry out CPD - Linking to AFCBournemouth and researching PE.</p> <p>Making sure all staff members are using our Intent, Implementation and Impact document throughout their lessons.</p> <p>Annual subscription to AfPE</p> <p>Release time for PE Lead to make sure PE standards are being met</p> <p>Release time for PE - TA to ensure clubs and other areas of PE and positively being impacted.</p>		<p>transferable skills</p> <p>Pupil voice showing that children were beginning to use key vocabulary and key knowledge</p> <p>Observations of teachers lessons to ensure the plan is being followed and a clear progression of transferable skills have been used</p> <p>All year groups are using GetSet4PE effectively with the support of the Initio Academy Medium Term Plans.</p> <p>Both teachers and children are aware of the learning objective that they are learning about. With reference to the previous progression</p> <p>From PE observations, it was clear</p>	<p>progression with the support of GetSet4Pe as a resource and learning tool.</p>
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			to see that all children are engaged and willing to learn. The children loved showing off their skills and being challenged to know and use the correct terminology.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 40%
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:
Continued implementation of a new curriculum that is ever changing and developing to suit the needs of the children.	Understanding of progression of skills that link to all aspects of sport All children have access to PE and will be taking part - including all SEN,PP,ARE,GD children		Year 1: Fundamentals, Ball Skills, Gymnastics Sending and Receiving, Dance, Invasion, Yoga, Target Games, Athletics, Team Building Year 2: Fundamentals, Ball Skills, Gymnastics, Invasion, Dance, Net and Wall, Fitness, Striking and Fielding, Athleticism Team Building, Target Games, Sending and Receiving. Year 3: Fundamentals, Ball Skills, Gymnastics, Netball, Dance, Tag Rugby, Fitness, Cricket, Athletics	Continue to reflect on the curriculum and how it can be improved and implemented to better the effectiveness. Continue to train new children for the Fruit of the Spirit jobs which are completed and carried out every day.

<p>To continue to use the sports sanctuaries as a tool for offering a broad selection of activities which can be played and used at playtimes. Fruit of the Spirit leaders in Year 4 will understand and know how to lead these stations and ensure they are comfortable in doing so.</p>	<p>Children are trained by PE Lead on how to use the stations. Creating new ways to use the stations to mix up the different activities which can be used.</p>		<p>Track, Tennis, Athletics Field, Dance</p> <p>Year 4: Basketball, OAA, Gymnastics, Football, Dance, Hockey, Yoga, Rounders, Athletics, Tennis, Team Games</p> <p>Every individual within school has access to play and use these within lunchtimes. Fruit of the Spirit leaders are trained and will encourage children to play and use them effectively.</p> <p>Positively, the playground has been a more positive and happy place where all children are developing increased confidence.</p> <p>Due to all children being able to access these sports sanctuaries, they are beginning to interact with other children of different ages.</p>	<p>More competitions need to be completed and carried out between close schools as well as trust schools</p>
<p>Utilise a specialist PE TA to help assist the subject leader with a variety of different tasks and jobs. Including:</p> <ul style="list-style-type: none"> ● risk assessments ● organise competitive sports day for KS2 ● clubs 	<p>Release time and paid PE lead</p> <p>Release time and paid hours for specialist TA to complete these tasks to help aid the importance of PE within the school</p>	<p>£350</p> <p>£1165</p>	<p>Competitive sports day was carried out by every child in KS2, where they had to complete 2 individual races as well as a relay.</p> <p>Teacher clubs will be supported by</p>	

<ul style="list-style-type: none"> visitors interactions with other schools Potted sports 			<p>Specialist TA and ensure they have been booked up</p> <p>Organisation of children in Year 4 to go into the middle schools and complete a tennis competition</p> <p>All pupils in the school took part in Potted Sports, where Year 4 helped the younger children have fun and enjoy their first ever sports day</p>	Implement Forest School so that all children have access to it throughout the term
Forest School - reception	Forest School for Reception children to engage in outdoor play and structured learning	£5,804	Children are developing physical motor skills, self-confidence and an emotional awareness in the natural world.	
PSHE and PE curriculum links	AFCBournemouth have been into school to teach the children about PE and PSHE.		<p>KS1: Resilience, Team Work, Happy Playtimes, Healthy Lifestyles</p> <p>KS2: Resilience, Team Work, Healthy Lifestyles, No Room For Racism.</p>	

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:
Tennis competition	Selection of children from Year 4 went across to middle school for a tournament	£	Teamwork Resilience Cooperation	Ensure more competitive sports are carried out

Signed off by	
Head Teacher:	Adam Parsons
Date:	19/07/2023
Subject Leader:	Lucy Earley
Date:	19/07/2023
Governor:	Mrs Rachel Begley
Date:	21/07/2023