

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 2021/22	£0
Total amount allocated for 2021/22	£16400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16400
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16400

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	%20
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	%20
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%0
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: 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:
					%
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?:
<p>For all children to have access to 45 minutes of well planned, differentiated and delivered PE every week.</p> <p>All children to have access to a weekly gymnastics lesson delivered by a level 3 coach.</p> <p>All children to have access to specialised weekly basketball lesson.</p> <p>All children to have an opportunity to play an organized game of football or similar sport at the end of the day.</p>		<p>Through the curriculum, help children to understand the importance of a physically active life style.</p> <p>Physical activity for less motivated children to focus on getting children moving with fast paced activities which will help build children's resilience and stamina so that in the future they can access more skills orientated sessions.</p> <p>Physical activity for more motivated children to be skills orientated, involving team play and competition to build</p>		<p>Detailed further along in the report.</p>	<p>Through PSHE children explored the importance of a healthy life style which was also supported by the healthy school's programme.</p> <p>There was an increase in the number of children participating in PE lessons, gymnastics and swimming.</p> <p>More motivated children joined in with a range of football, basketball, athletics, boccia and Kurling competitions throughout the year.</p>
					<p>Using PHSE, assemblies and science to help children understand the importance of a healthy life style.</p> <p>Set the expectation for all children to be at least watching PE even if they do not wish to participate.</p> <p>Consider more forest school activities and bike ability.</p> <p>Look for more opportunities for children to play other schools.</p>

Created by:



Supported by:



All children to be encouraged to join in with a morning wake and shake activity.	children's respect for others while developing a determination to win.			
All children have access to a weekly yoga lesson taught by a specialist yoga teacher	Ensure all equipment is of a high standard appropriate to ensure children are able to progress at their own level.		Sports equipment was inspected by an outside body and deemed to be of a good standard. Bikes were all serviced by a local bike shop.	
All children to have access to bike, scooters, adventure playground, garden area and sports equipment at daily breaktimes.	Identify children who would like to participate in an outside sports club and who are unable to pay. School to pay their membership for a given period.			Make teachers aware of this aspect of funding and encourage teachers to speak with parents.

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

Percentage of total allocation:
46 %

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:
Look for ways to link the curriculum with sporting opportunities.	Every child to have access to a qualified sports coach for 45 minutes a week.	£2187 10%	This was planned and led by a level three coach.	Continue to encourage children to be in the area that sport is taking place rather than having the option to be somewhere else. This keeps the door open for future
Help children to use Yoga as a way of relaxing and managing dysregulation.	During yoga sessions the coach will makes links with how the taught techniques can help	Northampton Town Football £1900	There was an increase in whole school participation and links during PSHE, self	

	when feeling dysregulated. This will then be followed up in PHSE lessons to help children practice the techniques outside of a formal yoga lesson	%9	regulation and yoga were at times made outside of the yoga sessions.	involvement and understanding of what sport looks like and involves.
Weekly gymnastics	Every child to have access to a 30-minute gymnastics session led by a qualified level 3 coach.	Gymnastics £2508 12%	Not only were there weekly whole class lessons but gymnastics was also used as an intervention for a number of children of varying abilities.	
Help children to manage dysregulation by using basketball club/ coaching and matches with other schools.	Every child to have access to a basketball session led by a qualified level 3 coach. Evidence of children's self management is a must to join in with fixtures against other schools.	Hotshots £1748 8%	Not every child participated but every child, every week had the opportunity to participate in this which was led by a level 3 coach. A number of high profile children were able to use the weekly opportunity to help them regulate better in class.	
All children have access to 6 weeks of coached swimming lessons	Continue to raise the profile of swimming for all pupils.	Swimming £1500 7%	Every child had the opportunity to go swimming for 6 weeks and receive level 3 swimming coach input. Despite not meeting KS2	

			outcomes children's water confidence and swimming ability increased throughout the school.	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 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?:
<p>Staff to observe level 3 coaches at work and pick up good teaching practice.</p> <p>All teachers to run an intra-sport competition every term for their class and this to include some coaching in preparation.</p> <p>All staff to teach a PE lesson once a term.</p> <p>One member of staff to be trained to teach swimming to the whole school to a nationally recognised standard.</p>	<p>Teachers to use gained knowledge from informal observations to teach one planned PE lesson once a month from spring onwards.</p> <p>Teachers to coach children in how to improve their intra-sport skills.</p> <p>Teachers' confidence and understanding of PE and how to deliver lessons in a progressive style.</p>	<p>£250</p> <p>1%</p> <p>Training in Swimming</p>	<p>Due to many changes in staffing teachers were unable to observe many lessons although teachers did get more involved in supporting lessons.</p> <p>Teachers taught and ran two intra-sport competitions but the many changes in staffing made this challenging.</p> <p>Teachers were unable to focus on teaching PE as there were many other challenges that required them to leave the teaching of PE to outside employed coaches.</p>
			<p>Sustainability and suggested next steps:</p> <p>Find different ways to give teachers an opportunity to teach PE so as to keep skills up to date.</p> <p>Put this in the school diary as a regular event. Collect data and compare with previous times etc.</p> <p>This needs further exploration and conversations with teachers to understand what is obtainable.</p>

--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 49%

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>Older children to participate in a water safety course.</p> <p>Children to have the opportunity to go orienteering.</p> <p>Children to have the opportunity to go rock climbing and canoeing.</p>	<p>Identify children who would like to participate in additional 1:1 gymnastics.</p> <p>Timetable gymnastics coach to deliver the intervention.</p> <p>Review intervention to ensure a range of children have the chance to access this.</p> <p>Use Seeds Of Change to Support individual children who need a more therapeutic</p>	<p>£1100</p> <p>5%</p> <p>£7,340</p>	<p>Throughout the year a more able small group sessions made up of children from across the school have received additional gymnastics input at their level.</p> <p>Less able children have been given additional gymnastics in small groups or individually to help build confidence.</p> <p>Four children who have</p>	<p>During curriculum planning brainstorm different ways to link the curriculum with movement.</p> <p>Continue this next year. Where possible make small groups rather than 1:1 sessions.</p> <p>Involve older more capable gymnasts to help with the</p>

	<p>approach to learning</p> <p>Arrange with Northampton Town Football for the coaching of this.</p> <p>Research meaningful ways to link the curriculum such as archery in the Stone Age, Fencing in medieval England, orienteering in geography.</p> <p>Three classes engaged in a morning of indoor climbing</p>	<p>37%</p> <p>£1600</p> <p>7%</p>	<p>refused to attend school have accessed this provision.</p> <p>A football club has been run throughout the year and many children from across the school have accessed this and this has been used successfully as a reward to promote better self regulation</p> <p>There has been very little linking of the curriculum.</p> <p>Children all got involved in a national event called 360 to promote the idea that despite disabilities everyone can participate in sport,</p> <p>Children very much enjoyed climbing and it was clear that for a number of individuals this provided a great way to</p>	<p>delivery of lessons.</p> <p>Keep this going and try to get fixtures in the diary months in advance. Keep 2:30 football club as a coaching and match session.</p> <p>Recruit new children to the club.</p> <p>Encourage some teacher brainstorming session to see what could be done.</p> <p>Attempt to run a 6 week in house climbing course for selected children.</p>
--	---	-----------------------------------	---	--

			not only engage with a different sport but develop self esteem and confidence.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 4 %
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:
Children play competitive football with local schools.	Signup to Sainsbury's school sports	£150 1%	Done	Keep the Sainsbury's sport going but develop a net work of other schools who would like to play more regularly with us.
Children play competitive basketball with local schools.	Select children who would benefit most from participating in this type of competition.	£500 2%	Children from across the school have participated in a range of town wide sporting events. For some of these events children have received additional training. Children enjoyed these and have been enthusiastic for more events.	Keep this going. Select new children and get dates in the diary earlier.
Children participate in town wide sporting events	Timetable fixtures for the whole year.			

	<p>Where possible train children in preparation for such events.</p> <p>Use Hotshots club to coach more able children in preparation.</p> <p>Invite local primary school to Kings Meadow to play competitive basketball.</p> <p>Timetable events and prepare teachers for the event.</p> <p>Use celebration assemblies to recognise the effort, success and improved skills in pupils.</p> <p>Organise a summer sports day for the whole school. Ensure it is competitive while at the same time including a range of</p>	<p>£200</p> <p>1%</p>	<p>Relationships with three other mainstream schools have been developed.</p> <p>Children trained for all events over several weeks and months and this resulted in very competitive matches.</p> <p>A basketball team has been established with children from across the school.</p> <p>Basketball team has played another school in competition twice run by Hotshots.</p> <p>Where children have attended sporting events this has been recognised in weekly assembly with certificates and head teacher's award.</p> <p>Sports day went very well with 70% of parents attending and supporting their children.</p>	<p>Plan a more mixed up sports day for 2024 where children are not just in their own class.</p>
--	---	-----------------------	--	---

	novelty races.			
--	----------------	--	--	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	