

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/23	£ 19,290
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2022/23	£ 19,290
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 19,290

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 as best you can. 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>	58%
<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>	49%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<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:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: %	
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
1.1 To ensure that staff are all confident in the assessment of PE, using the (Legacy) PE planning resource.	Sports coordinator to carry out staff meetings to ensure staff expertise and confidence in delivering PE is maintained. Sports coordinator to provide regular feedback with regards to the teaching and planning of curriculum PE. 3x staff meetings across the year.	£ 516.62	Staff questionnaires have demonstrated confidence in using the Legacy PE assessment. Pupil interviews demonstrate that pupils can articulate what assessment in PE looks like and what the expectations for pupil are.	The aim is to build on our previous successes with the introduction of a new PE scheme. Primary PE Planning (PPP) will provide outstanding support in the planning, delivering and assessing of curriculum PE. The scheme will provide staff with long, medium and short term planning as well as video tutorials on how to set up lessons and model skills and techniques.
1.2 To support teachers in the planning and teaching of a high- quality curriculum PE.	Sports coordinator to carry out staff meetings to ensure staff expertise and confidence in delivering PE is maintained. Sports coordinator to provide regular feedback with regards to the teaching and planning of curriculum PE. Lesson observations.	Reviewed as part of the £516.62 from target 1.1.	At least 3 PE related staff meetings have taken place during the academic year. As a result, staff are now clear on what is expected with regards to the planning and teaching of a high- quality curriculum PE.	

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<p>1.3 To undertake observations to ensure good quality teaching in PE and Swimming with the aim of increasing the amount of outstanding practice.</p>	<p>Staff confidence audit.</p> <p>Pupil interviews.</p> <p>Sports Coordinator to report to link governor via termly review of SDP and Leadership Report.</p> <p>3 x 1-hour observations per term and 3 termly learning walks.</p> <p>Lesson observation feedback.</p> <p>Termly link governor monitoring: report to Governor on the standard of the coaching and teaching within school.</p>	<p>Reviewed as part of the £516.62 from target 1.1.</p>	<p>At least 100% of lessons have been at a good overall standard. With 20% of overall practice to be judged as outstanding.</p>	
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<p>Key indicator 2: 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</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation	Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p>Sustainability and suggested next steps:</p>
<p>2.1 Children who are below ARE to be targeted for improvement to ARE. 2.2 Identified ARE children to be targeted for GD.</p>	<p>Sports coordinator to observe 3 PE lessons termly. This will ensure that the targeted children are being provided with the necessary opportunities to improve within lessons. Sports coordinator to report to Link Governor via termly review of SDP and Leadership Report.</p> <p>Link Governor to be invited to observe the teaching of PE.</p>	<p>£ 5546</p>	<p>80% of the targeted children for improvement to ARE have made the targeted amount of progress.</p> <p>80% of the identified ARE children have been targeted for GD have made the targeted amount of progress.</p> <p>Continue with our current model.</p> <p>In addition, sports coach will provide a timetable of structured activity at lunch time. All children will have access to this for at least 2 x 30 minutes.</p> <p>AFC Wolves will provide an extra session of football during after club sessions each week.</p>

<p>2.3 Commando Joe lessons to be incorporated into the PE curriculum to ensure that the RESPECT characteristics are being explicitly taught.</p> <p>2.4 Provide children who are GD with opportunities to become reflective learners and leaders within PE lessons.</p>	<p>Sports coordinator to monitor the new PE assessment framework at the end of each half term to ensure that the targeted children are being provided with appropriate learning opportunities.</p> <p>Sports coordinator to modify the LTP and MTP so that commando Joe lessons are being taught as part of the PE curriculum.</p> <p>Sports coordinator to carry out a learning walk during Autumn 1 to ensure that the Commando Joe sessions are being taught.</p> <p>Sports coordinator to provide all staff with a list of GD children within their classes. Staff are expected to stretch the learning experiences of GD children by providing opportunities for them to deeply reflect on their learning but also to develop as leaders within the PE and sport setting.</p> <p>Sports coordinator to use learning walks, lesson observations and pupil interviews to ensure that GD children are being provided with the opportunity to deeply reflect on their learning but also to develop as leaders within the PE and sport setting.</p> <p>Reports to Governors/ leadership reports - to be submitted every term and monitored by EWJ.</p>		<p>LTP and MTP plans have been modified to include COJO units by 09.09.22. Learning walks have shown that COJO PE sessions are being taught. COJO planning is followed, and the RESPECT characteristics are being explicitly taught. Pupil interviews have highlighted that children are aware that COJO is being used during some PE lessons and they are confident that the COJO PE lessons are enabling them to better develop RESPECT characteristics.</p> <p>Evidence through learning walks, lesson observations and pupil interviews have highlighted that children who are GD are being provided with regular opportunities to become reflective learners and leaders within PE lessons.</p>	<p>Targeted daily mile session for 'red zone' children. These will be identified using the heat map on Primary PE Planning.</p>
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<p>2.5 Ensure that learning objectives are being made clear to children prior to their learning and that the lessons being taught are enabling children to achieve those clearly set out targets. These objectives need to be regularly revisited in lessons to ensure the children maintain their skill level.</p>	<p>Legacy PE Planning document to be used as a guide. Each unit provides ideas for how GD learners can be stretched.</p> <p>Sports coordinator to monitor PE lessons to ensure that learning targets are being made clear, that learning is matched to those targets and that the targets are re-visited on a regular basis.</p> <p>Sports coordinator to use 3 x 1-hour observations per term, 3 termly learning walks and PE subject leadership time.</p> <p>Lesson observations.</p> <p>Pupil interviews.</p> <p>Report to Link Governor Termly review of SDP Leadership Report.</p> <p>Link Governor is invited to view lessons through a whole school learning walk.</p>	<p>Part of the £516.62 reviewed in target 1.1.</p>	<p>Learning objectives have been made clear in 100% of observed lessons. In addition, 80% of pupil interviews have provided evidence that learning objectives are made clear during PE lessons and that children are able to articulate and demonstrate skills that have been taught and developed.</p>	
<p>2.6 To ensure that P.E. and swimming lessons continue to be differentiated across school – particularly for identified HA children.</p>	<p>Sports coordinator to monitor 3 x swimming lessons to ensure that the needs of all pupils are being met and the GD children are being appropriately challenged. To include lesson observations of swimming taught by class teachers and deputy head teacher.</p> <p>Sports coordinator to report to the PE link governor via termly review of SDP and Leadership Report.</p> <p>Link Governor to be invited to observe a taught swimming session.</p>	<p>Part of the £516.62 reviewed in target 1.1.</p>	<p>Clear differentiation has been observed in 100% of the swimming and curriculum PE lessons.</p> <p>70% of the Year 3 children can swim 25 metres independently by the end of the academic year.</p> <p>70% of children can evidence a range of strokes.</p> <p>70% of children can evidence safe rescue.</p>	

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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Percentage of total allocation:

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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
3.1 To ensure that play and peer supporters are being deployed effectively during lunchtimes.	<p>Sports coordinator to liaise with TS/AH/KH to ensure the children are appropriately trained with support of Wider Learning and a timetable is in place for the children to support active play.</p> <p>Sports coordinator to meet with sports leaders on a half termly basis to review.</p>	<p>(Wider Opportunities SLA cost £3435)</p> <p>3 x days support staff time for managing programme implementation.</p> <p>£335</p>	<p>Lunchtime learning walk each term by sports coordinator (initially supported by a member of SLT to moderate judgements) to ascertain the effectiveness of the sports leaders.</p> <p>Sports coordinator to report to Governors via termly review of SDP and Leadership Report.</p> <p>IL to review termly as part of on-going support.</p>	<p>To continue in the play leader and peer supporters programme. However, sports co-ordinator to monitor the effectiveness of the play leaders by incorporating this into his termly learning walk.</p> <p>In addition, sports coach will oversee the daily impact of playleaders and will feedback to sports coordinator on a weekly basis during UKS2 phases meetings.</p>

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

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and	Sustainability and suggested next steps:

and be able to do. What do they need to learn and to consolidate through practice:			what can they now do? What has changed?	
<p>4.1 To engage with external opportunities to ensure that children are provided with a wider range of specialist sporting opportunities.</p> <p>4.2 To ensure maximum participation in the wide range of after school and lunch time activities.</p>	<p>Sports coach to liaise with 'Chance to shine' to ensure that children are provided with the opportunity to experience county level coaching during PE lessons.</p> <p>EWJ to ensure that Hickman Karate Academy is booked and offered to our children once a week.</p> <p>Sports coordinator to review registers to ensure that places are being filled. If places are not being filled, then sports coordinator will ensure that the clubs are advertised via letter and social media platforms.</p> <p>Sports coordinator to review register as part of management time every 2 weeks.</p> <p>Sports coordinator to ensure that a range of sports are provided as part of the afterschool club offer.</p> <p>Sports coordinator to ensure that the relevant equipment is available for lunch time and afterschool clubs.</p> <p>Sports coordinator to review attendance registers every 2 weeks during management time.</p>	<p>£ 1500 equipment</p> <p>£ 492 Hickman Karate</p>	<p>All available places at clubs have been filled.</p> <p>All sports clubs are full to capacity.</p>	<p>To continue with our programme of activity.</p> <p>In addition, AFC will be providing an extra session of after school football during the 2023/2024 academic year.</p>

	Sports coordinator to ensure that clubs are full and if not publicise them via letters, social media and targeted invites.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
5.1 To ensure participation in the mixed Football and Netball leagues.	Sports coordinator to sign up to both the mixed netball and mixed football leagues. Sports coordinator & deputy head to monitor league fixture and results to ensure that fixtures are being arranged and played.	£400 minibus fee	We have competed in the football and netball leagues.	
5.2 To arrange mixed netball and football league games with the relevant schools to ensure that all fixtures are fulfilled within the specified timeframe.	To arrange home and away fixture with the relevant schools. Fixtures and results to be published on		All league fixtures have been completed by the end of April 2023.	

<p>5.3 To ensure that children are prepared for any competitive sports fixtures.</p>	<p>the Loxdale school website and social media platforms. Fixtures to be published at least 1 week in advance of the game and results to be published no later than 2 days after the fixture was completed.</p> <p>Sports coordinator to ensure that PE curriculum units and after school clubs are coordinated with any scheduled sports fixtures.</p> <p>Sports coordinator to ensure that any extra practices required are provided at lunchtime.</p> <p>Registers to be completed by sports coach.</p> <p>Long term plan to be modified by sports coordinator and uploaded onto the school platform by 22nd September.</p>		<p>To ensure that children have been adequately prepared for any competitive sports fixtures.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	