

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 claw back** 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	£18,428
Total amount allocated for 2021/22	£17,822
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£17,830
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17,830

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>	All children have learnt about safe self-rescue which they applied when in the water. See section below for percentages.
<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>	45%
<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>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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>	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: £17,830	Date Updated: July 2023		
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: 5%
<u>Intent</u>	<u>Implementation</u>		<u>Impact</u>	
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:
<ol style="list-style-type: none"> To ensure that PE resources are well maintained and used sufficiently in lesson time. To provide a breadth of opportunities for pupils to be active daily including break, lunch and cross curricular activities. 	<ol style="list-style-type: none"> PE lead to audit the PE resources and equipment. Order equipment when necessary All children have break and lunchtimes for physical activity. Lunchtime playground has been zoned so that children do different physical activities in different areas. New resources were purchased to support the zones. 	£800	<p>PE resources are of high quality. There are sufficient resources for all units of the PE curriculum to be completed.</p> <p>The lunchtime zones have meant that children are now increasingly aware of different physical activities that they can participate in during their free-time.</p> <p>There is an increase in the variety of games that are being played. Children have been observed playing independently and in small groups and activity levels at playtimes are high, helping to ensure that children exceed the recommended 30 minutes of physical activity per day.</p>	<p>Children to continue leading healthy lifestyles and set a positive example to the rest of their peers for their futures.</p> <p>To reintroduce morning Zumba for all children twice a week.</p> <p>To purchase new basketball hoops and basket balls to support KS1 and KS2 lunchtime basketball games.</p> <p>To develop inter-house sports provision during the lunch hour.</p> <p>To implement the breaktime Rota for access to the KS1 and KS2 climbing equipment.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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>1. PE Lead to develop their understanding of PESSPA in order to lead whole school improvements.</p> <p>2. Raise the profile of PE and Sport for visitors, pupils and staff.</p> <p>3. Children have access to a wide variety of weekly timetabled extra-curricular sports clubs.</p> <p>4 To recognise the importance of all children having the opportunity to be involved.</p> <p>5. In sports Day children will strive to win their races.</p>	<p>1. SSP Membership - To impact on all students and staff in Key Stage 1 and 2. Pupils attend sporting events and fixtures with links made between school, the Brentwood District and Shenfield Sports Partnership.</p> <p>2. Regularly update the P.E notice board to celebrate sporting achievements. Annual teachers verses Year 5/6 football team soccer aid match.</p> <p>3. Photographs of club participation is included in newsletters and social media.</p> <p>4 P.E is taught for 2 hours per week (indoor and outdoor). All children across the school attend a term of swimming across the year.</p> <p>5. First, Second and Third place stickers are given out to racers on completion of the race. All children are awarded medals for participation. Competition between the four houses is promoted and a Cup with the House ribbons is awarded to the House Captains of the winning house.</p>	£1985	<p>Pupils enjoy sharing their sporting achievements with their class or visiting the Headteacher with their medals.</p> <p>Less confident pupils are encouraged by the participation of pupils in sports activities. Whole school engagement with the soccer aid match.</p> <p>Pupils are honored to be awarded medals at Sports Day and proud of their achievements.</p>	<p>Continue to promote mental health and wellbeing alongside physical activity.</p> <p>Children learn new games which they can use independently / in the next academic year.</p> <p>Develop an ethos of shared responsibility across PE.</p> <p>Children to develop a competitive nature for inter-house competitions next year.</p> <p>To implement forest school sessions across the school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8%
<u>Intent</u>	<u>Implementation</u>		<u>Impact</u>	
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>1.Attendance at subject leadership meetings run through the Like Minded Partnership (LMP), SSP, Impetus PE lead meetings in order to gather and share ideas from other schools about their curriculum.</p> <p>2.To continue to deliver a layered curriculum where pupils build on skills learnt from the previous year groups. Units which include Tennis sessions delivered by a tennis coach.</p>	<p>1. PE lead to attend the LMP, SSP and Impetus sessions for PE leaders in the local area. Gather and share ideas with others in order to make links between the other schools.</p> <p>2. Further imbedded the PE curriculum within the school. Supported existing members of staff, carry out observations and pupil perception surveys.</p>	<p>£800</p> <p>£1,444</p>	<p>The SSP resource bank has supported our schemes of work and lesson planning.</p> <p>To enhance PE provision in curriculum lessons.</p> <p>MDA's appear more confident to deliver and support children during lunch time games and activities.</p> <p>Teachers are more confident to plan, deliver and adapt PE lessons.</p> <p>PE remains a favourite lesson amongst many pupils at the school. The pupils say that the subject is fun, enjoyable and love the opportunity to be outside the classroom.</p>	<p>Sustainability and suggested next steps:</p> <p>Ensure that the new PE curriculum is in place for September 2024. Look at a variety of SOWs based on advice from others schools in Brentwood.</p> <p>PE Lead has the opportunity to share within whole staff meetings.</p> <p>Speak to MDA's and plan in further training if it is required.</p> <p>Plan for MDA's to support Year Six play leaders when possible.</p> <p>Speak with teachers at the start of the term and then plan in CPD session to address areas that staff are less confident in delivering especially ECTs.</p> <p>Teacher training to develop confidence, knowledge and skills to plan, deliver and adapt PE lessons.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: (4.4% included in KI 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?
<ol style="list-style-type: none"> 1. Keep a record of pupils that have attended sporting events, ensuring that priority is given to SEN, EAL and PPG, if appropriate. 2. All pupils in KS2 should be offered the chance to participate in a sporting event. 3. To continue a close relationship with the Shenfield Sports Partnership in order for our children to participate at events run by this organisation. 	<ol style="list-style-type: none"> 1. Ensure that we, as a school, attend as many events as possible. 2. It is important that inclusion is paramount in decision making. Therefore, we select a range of pupils to participate in different events. 3. Our PE lead and Sporting LSA work closely together to liaise about events, fixtures and participation. 		£800	<p>Pupils have positive experiences when they participate in competitive sport.</p> <p>List of competitions entered and records of students attending.</p> <p>Competitive calendar linked to SSP website.</p> <p>Records of fixtures, training and participants.</p> <p>Children enjoy participating in extra-curricular events and representing the school. Improvement in results.</p>
				<p>Sustainability and suggested next steps:</p> <p>Build inter-house competition into whole school diary.</p> <p>Children to participate in a wider range of extra-curricular events.</p> <p>Look at how all pupils are able to attend holiday camps to support their development and pathway to community competitive sports and beyond.</p>

Signed off by	
Head Teacher:	C Branton
Date:	26.07.2023
Subject Leader:	J Kemp
Date:	25.07.2023

Governor:	R Fryer/S Notani
Date:	26.07.2023