

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	£N/A
Total amount allocated for 2021/22	£N/A
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,390
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17,390 (Overspend £12.90)

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 2023.
Please see note above

67% Year 6 (Swam last year)

35% Year 5 (Swam this year)

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

67% Year 6 (Swam last year)

90% Year 5 (Swam this year)

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

67% Year 6 (Swam last year)

65% Year 5 (Swam this year)

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?

Yes/No (Will utilize next year's funding for top up lessons)

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:
					26%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<p>TagTiv8 (English and Maths resources) and Teach Active Scheme (3 Years) Purchased to increase Physical Activity across the curriculum</p> <p>PE and PA Lead employed to lead extra-curricular clubs during lunch times and after school. Clubs included football, netball, gymnastics and running. All year groups were included.</p>		<p>Members of staff team taught English and Maths with PE and PA Lead to introduce active pedagogies.</p> <p>Staff meeting looked deeper into active pedagogical approaches using the resources</p>		<p>£4540</p> <p>All classes accessed the resources and schemes throughout the year and increased the amount of physical activity throughout the school week.</p> <p>Staff highlighted how team teaching improved their confidence in teaching in a more active way.</p> <p>Pupil voice very positive. 100% of students asked stated they enjoyed being more active in their lessons</p> <p>High percentage of students took part in an extra-curricular activity during school time or after school</p>	
				17,390	
				Sustainability and suggested next steps:	
				<p>Continue to embed the Teach Active Scheme with new and existing teachers.</p> <p>Explore possibilities with Core Subject Leads to encourage using the schemes even more.</p> <p>Go deeper using the Tagtiv8 resources and showing teachers how to use them in more detail.</p> <p>PE and PA Lead to explore possibilities of an active learning inter school festival.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
Intent	Implementation		Impact	17,390
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:
Fen Ditton purchased the Get Set 4 PE scheme on a 3-year subscription.	All teaching members of staff had access and staff training on the Get Set 4 PE Scheme. Teachers team taught with PE Lead who learned how to amend and adapt plans to best suit their classes and teaching style	£1031.25	Teachers have been very positive about the scheme, with the easiness to explore and to deliver PE lessons. This has increased the staff confidence with having a scheme that fits the school and the students	Continue to use next year in the second year of the curriculum, ensuring new members of staff have access. Existing members of staff to continue to use to help deliver high quality PE lessons

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				43%
Intent	Implementation		Impact	17,390
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:
A new role was created to introduce a Physical Education and Physical Activity Lead at the school, who has been on site for 3 days per week and delivering: -Team Teaching in PE -Team Teaching in curriculum lessons whilst introducing active pedagogies -Leading Staff Meetings	Teachers had access to contact time with the PE and PA Lead in an array of different ways throughout the school year. Teachers observed best practice from the PE and PA Lead and also received ongoing feedback through units of work, working on areas of improvement highlighted by the	£7540.05 (Also See Indicators 1 and 5)	Teachers spoke how their PE knowledge had increased, including the content knowledge and different ways on how to adapt and deliver	Teachers to continue working with the Head of PE and PA in the same capacity. Teachers who worked with the PE and PA Lead this year will reflect in Sept 23 and will set themselves targets which they would like to achieve by the end of the year.

-Offering support with planning and delivering units of work	teachers and the PE and PA Lead PE and PA Lead available all year round for support on how to deliver high quality PE lessons			Personalised CPD and Staff Meetings Teachers taking more of a lead in their lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
Intent	Implementation		Impact	17,390
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:
School to purchase new equipment to introduce within PE lessons and active lunch times and clubs. Repairs made to equipment to ensure they can still be used safely and effectively. -New Age Kurling -Tchoukball -Football Goals	New Age Kurling equipment purchased to offer another appropriate activity for all children, especially those with SEND. Tchoukball is a non-traditional sport which will be used within the curriculum. Additional football goals purchased to increase the number of games being played at play times and to help with school sport fixtures and extracurricular clubs	£3070	New Age Kurling equipment used at three inter school sport events aimed at KS1 and children with SEND. Tchoukball was used in a class during a Sport Education season in KS2. The school hosted another school within the trust for an inter school tchoukball event. More football offered throughout the year. This included a safe club space just for girls. Football was used as part of the 'KICK' mentor program as an extra-curricular club.	Explore possibilities of further SEND events within the school and the trust next year, reaching more children with SEND and providing leadership opportunities. Tchoukball resources will remain in the school for when they will be used at the next rotation within the spiral curriculum. Football will be promoted more, with plans to host a Trust football league. KS2 will start the year with a Sport Education Season using football as the activity

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	17,390
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:
Fen Ditton purchased into the Coleridge School Sport Partnership and ordered taxis to help us get to some events. PE and PA Lead organised additional sports events for students.	Fen Ditton took part in a Year 3 Multi Skills Festival, Panathlon Multi Sports, Cross Country, Boys Football, Girls Football, and a netball event as part of the trust. PE and PA Lead organised and lead a whole trust cross country event, 4 football fixtures, dodgeball, 2 KS1 events, 2 Quidditch events, a Tchoukball Fixture and a Santa Dash	£1221.60	67% of school children (87% of KS2) children represented the school in a sport fixture. Some of these fixtures were in the partnership, some were organized by the PE and PA Lead as a result of making contacts at these events	Continue to work with the School Sport Partnership (Purchased into the next 2 years using next years funding) Utilise more funds for taxis, ensuring we can make more events Continue to organise and host school sport events, looking to build on relationships with schools to offer more opportunities than previous years

Signed off by	
Head Teacher:	Mark Askew
Date:	June 2023
Subject Leader:	Ryan Parker
Date:	June 2023
Governor:	Stuart Wood
Date:	June 2023