

# 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](http://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	£17,190
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,190
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,190

## 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><b>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</b></p>	<p>All Year 4 pupils received swimming lessons during the academic year.</p> <p>Representatives from the local swimming pool came into school and delivered a water safety talk.</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 2022.</p> <p>Please see note above</p>	77%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No

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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:	Date Updated:	
<p><b>Key indicator 1:</b> 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>			Percentage of total allocation: 37%
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>To improve general fitness of all pupils and mental well-being.</p> <p>To follow the National Curriculum and to be ambitious to go beyond its minimum requirements.</p> <p>To lead healthy and active lives by participating in daily exercise and eating health.</p> <p>Pupils are actively involved in a range of sports and are physically active for sustained period of time.</p>	<p>Increase the number of children walking to school/active travel. Provide incentives for children and families who actively travel to school. Devise a travel plan.</p> <p>PE is planned into the weekly timetable for a minimum of 2 hours a week. (Including extra PE lessons, sports lunchtime and after school clubs).</p> <p>Forest School sessions are designed to encourage physical movement including 20 minute warm up games and tree climbing. A third of each session is dedicated to physical activity.</p> <p>The PE Curriculum is carefully designed to ensure pupils learn the components of knowledge, and <i>pupil's progress at age appropriate expectations.</i></p> <p>Daily lunchtime clubs to be delivered to all pupils weekly.</p> <p>Access to high quality coaching and resources during after school clubs ensuring access for all.</p>	<p>£300 (Time out of class for PE subject lead to review and plan the next steps in whole school PE provision).</p>	<p>To follow Derbyshire SMART, travelling to school weeks in October 2023 and May 2024.</p> <p>Pupil voice to gather information about attitudes to PE and pupil engagement in or out of school. Continue to develop sporting participation and achievement outside of school at the weekly Good News assembly.</p> <p>Termly PE surveys to be completed to evidence pupil participation by all pupils.</p> <p>Improve hand/ eye coordination with a specific focus on EYFS/KS 1 to improve handwriting and coordination.</p> <p>All planned PE sessions are fully resourced.</p> <p>Improvement in co-ordination and balance.</p> <p>Improvement in Social and Emotional Development.</p>
			<p>Sustainability and suggested next steps:</p> <p>Next steps identify levels of fitness and increase either speed or endurance for different ability groups.</p> <p>Continue to map the access of sports for all children within school and their participation across all activities.</p> <p>Dawn Richardson from High Peak School and Sports partnership to meet with PE subject lead to support strategy and <i>delivery of the school's action plan.</i></p>

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To develop mastery learning.	<p>Provision of expertise via OTIS Sports Coaches. Trained Play leaders Year 5 Sporting Competitions via HPSSP. Support through a range of sports awards Team teaching.</p> <p>Development of the outside grass area. The trust to support extension and replacement of the trim trail. (Look into the possibility of resurfacing the playground area).</p> <p>To teach the same skills in different contexts across the school using Commando Joe character traits-RESPECT to promote kindness and school games values.</p>	£6,000 (estimated)	<p>Pupils develop their metacognition in applying skills across all their learning.</p> <p>The PE lead to report on progress to link governors and to produce an end of year PE Summary Impact Report.</p>	
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 10%</p>
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Intent	Implementation		Impact	
<p>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:</p> <p>Key Stage 1 pupils to develop riding skills, including core strength and by using balance push bikes.</p> <p>Bikability sessions to be completed by Year 5 to ensure pupils can ride bikes and learn road safety.</p> <p>To continue to review and embed curricular cross curricular approaches to understand the importance of exercise and leading healthy lifestyles, including both diet and regular exercise.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>To book balance bike training for the Advent term.</p> <p>To book Bikability for the Pentecost term.</p> <p>Sports festivals and healthy living week is planned for July (Pentecost 2 term)</p>	<p>Funding allocated:</p> <p>£560</p> <p>£120</p> <p>£100</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>The percentage of Reception and year 1 <i>pupils being able to ride a 'peddle bike'</i> increases.</p> <p>The percentage of Key Stage 2 pupils being able to ride a bike safely in the local area increases. (More pupils choose to cycle to school).</p>	<p>Sustainability and suggested next steps:</p> <p><i>Rewards system based on 'RESPECT'</i> character curriculum traits in the weekly Good News Assembly.</p> <p>Pupils develop sports leadership in organising events.</p>

<p>Delivery of consistent and engaging programme of a progressive PE lessons using a board range of different sports to develop physical skills, as well as developing the whole child.</p>	<p>Subscribe to Get Set 4 PE. Design curriculum map with consultation from pupils (MS survey) to offer engaging curriculum that everyone is going to enjoy.</p>	<p>£550</p>	<p>Pupils are confident and try a range of different sports.</p>	<p>The boys and girls football teams won the league.</p>
<p>All pupils participate in daily mile and use it as an opportunity to develop mental well-being.</p>	<p>Sport coaches ensure Key Stage 1 and Key Stage 2 pupils have the opportunity to participate in lunchtime activities. In warmer weather, the school field is utilised and allows the pupils to participate in athletic activities.</p>		<p>Development of self-esteem, confidence, and physical fitness.</p>	<p>The cycle team came first at Cycle Quest.</p>
<p>Daily lunchtime activities are themed, offering a wide range of sporting opportunities.</p>	<p>To audit PE equipment and purchase new equipment.</p>	<p>£410</p>	<p>Pupils understand their own strengths and weaknesses.</p> <p>Pupils can identify the strengths and weaknesses of others and provide feedback in a polite and conscientious way.</p>	<p>Key Stage 1 took part in the local dance festival.</p> <p>Key Stage 1 pupils took part in a sports festival with Hadfield Infants with both schools visiting each other in the Pentecost term.</p>
			<p>Phased break times (in 3 groups) allows pupils to have more space on the playground and to use a wider range of PE equipment.</p>	<p>The school has continued its close relationship with Hollingworth, winning the league this year (90% of the team are pupils who attend St Charles).</p>
			<p>Pupils have taken part in a wide range of inter and intra school competitions</p>	
			<p>Increased participation of whole school walks (for example, the Walk for Life during the Lent term).</p>	
			<p>Sporting achievements celebrated in weekly sway newsletters.</p>	
			<p>The school sports board is updated regularly and promotes sporting participation and achievements.</p>	

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>2%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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</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>

consolidate through practice:				
Develop confidence and expertise in delivering all PE subjects for all staff teaching PE and Sport. Whether staff are delivering PE lessons, School Sport or Physical Activity sessions, staff will use consistent, planned themes and language.  Achieve games award-Silver  Offer CPD for all teachers	All staff have access to, and use the Get Set 4 PE resources planning, delivering sessions, assessment and evaluation.  We aim to achieve silver award for three years consecutive years and so that we can apply for the Gold Award.  Staff MS survey to identify which areas staff would benefit from CPD.  PE Lead to develop stronger links with Key Stage 3 and 4 teachers, to promote continued improvements in curriculum delivery. High School PE teacher delivers twilight CPD for teaching gymnastics.	£250  (Subject leader time).	PE lessons are effectively delivered and monitoring and data shows continued progress and engagement from pupils.  Staff are more confident to teach outdoors learning and plan engaging sessions for break time activities.  Each year there is a different area worked on to skill up the teachers.  Assessment for learning information can be used to monitor percentage of pupils achieving mastery of key skills (expected level). The school has used the new assessment system for PE, to make judgements on a termly basis, and plan for the next steps in teaching.  Pupil tracking in place to identify gifted and talented and other pupils extra support.	Use tracking to identify following years focus on skill level.  Develop stronger links with PE High School teachers to draw upon their expertise, to upskill primary school teachers. (Contact and develop links St Philip Howard PE lead).
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 41%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:





Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			10%	
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:	Sustainability and suggested next steps:	
To ensure pupils are aware of a range of different sports providing opportunities to try them.	<p>To subscribe to High Peak School and Sports Partnership affiliation (To ensure the school has access to competitiveness inter sports activities).</p> <p>Continued promotion of local sports clubs. Good take up of all sports outside of school by pupils. (Celebrated at weekly Good News Assembly).</p> <p>PE Lead to review the selection of competitive sport and festival events.</p> <p>To attend local sports competitions to work alongside and compete against other local schools. All pupils in Year 5 and 6 are given the opportunity to compete and represent the school.</p> <p>Pupils from Year 1,2,3 and 4 all to attend local sport festivals, where they work with and against other local schools. Festivals give experience of taking part in organized sporting events at a different venue (local High School).</p> <p>Continue to increase links with St Philip Howard our, local trust feeder High school.</p>	<p>£1,800</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>All Year 5/6 pupils take part in at least one competitive event with more than 90% being involved in all events.</p> <p>All pupils to take part in House Days sports events, including multi sports activities.</p> <p>Work collaboratively with children from other schools and take instruction from sports leaders from local High Schools.</p>	<p>Sustainability and suggested next steps:</p> <p>Plan future events and opportunities. After school clubs are planned to prepare pupils and teams for competitions.</p> <p>Monitor progress.</p> <p>Increase independence in organising play sessions.</p>

Signed off by	
Head Teacher:	Mrs. Bernadette Quirke
Date:	11 <sup>th</sup> July

Subject Leader:	Simon Robinshaw
Date:	11 <sup>th</sup> July
Governor:	Rachel Shaw
Date:	