

# 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	£19,280
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,000

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	56%
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	56%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	Yes/ <b>No</b>

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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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £19,000</b>		<b>Date Updated: July 2023</b>	
<b>Key indicator 1: 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</b>					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?:	Sustainability and suggested next steps:
<p>Improve physical activity levels in our most inactive pupils:</p> <ul style="list-style-type: none"> <li>• Each class now runs daily physical activity initiatives – Daily Mile/Wake and shake/Cosmic Yoga/Super Movers etc</li> <li>• Training sports leaders</li> <li>• Working to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.</li> <li>• Educating our children in the value and benefits of a healthy active lifestyle.</li> <li>• Raising awareness of the best places to take part in sport and physical activity outside of school.</li> <li>• By increasing our pupils’ activity levels throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a team of sports leaders through Heron Park</li> <li>• Develop links with local sports clubs</li> <li>• Through PE lessons and sport, ensure our children understand the role of movement in the development of their own emotional wellbeing and fitness. This will also be covered cross curricular in Wellbeing and Science lessons</li> <li>• Some clubs paid for when family need support</li> </ul>		£185	<ul style="list-style-type: none"> <li>• More ideas of how to keep fit with a variety of short activities being implemented.</li> <li>• Greater numbers of children involved in extra curricular activities across a variety of sports</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to reinforce ways to keep fit. Ensure timetable remains in place for Daily Mile or equivalent to keep children active and give them movement breaks</li> <li>• Development of pupil sports leaders – varying the games they lead on the playground</li> <li>• Training/supporting lunchtime staff to engage more children in active play at lunchtimes</li> <li>• Purchase quality equipment to be used to increase daily physical activity</li> <li>• Positive attitudes to</li> </ul>

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				<p>health and well-being</p> <ul style="list-style-type: none"> <li>Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors</li> </ul>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>0%</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 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>Engage children in a variety of sports by introducing new and exciting opportunities where possible.</p> <p>To raise awareness of healthy eating and healthy living</p>	<ul style="list-style-type: none"> <li>Year 5 to be given the opportunity to complete PGL activity break to experience variety of skills</li> <li>Heron Park participate in as many extra sports as possible some of which are competitive.</li> <li>Celebrate achievements in whole school assembly to raise the profile of sport</li> <li>Year 5 / 6 Healthy Schools survey analysed for last two years to find trends and look to support areas of concern through PE, science and Wellbeing curriculum</li> </ul>	<p>n/a</p>	<ul style="list-style-type: none"> <li>High quality lessons delivered in engaging activities.</li> <li>Happy engaged pupils. Teachers delivering high quality lessons.</li> <li>Pupils engaged in extra curricular activities on offer</li> <li>Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>Continued progression of all pupils during curriculum PE lessons.</li> <li>Sports leaders impact importance of sport/activity by being positive role</li> </ul>	<ul style="list-style-type: none"> <li>School is to take part in the Healthy Schools Check and look to get Healthy Schools status</li> <li>Attainment and achievement, behaviour and attendance to improve.</li> <li></li> </ul>

			models in the school <ul style="list-style-type: none"> <li>• Successful sports day held – ALL pupils able to participate fully with parents in attendance.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	84%

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>Teachers and / or Teaching Assistants to feel more confident in delivering PE across the school</p> <p>Assessments are all in place for each term and utilised fully</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Teachers / TAs working alongside the Sportitude coaches building skills and confidence in delivering high quality PE lessons.</li> <li>• Support given with assessing children in PE</li> <li>• All assessments are on the Google drive and are updated termly.</li> <li>• Used to plan next steps for children to build on skills and knowledge</li> </ul>	<p>Funding allocated:</p> <p>£15884</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• Children should know how their skills are being built upon year on year</li> <li>• Increased staff knowledge and understanding</li> <li>• All teachers able to confidently plan, teach and assess PE</li> <li>• More confident and competent staff evidenced through feedback and lesson observations</li> <li>• Increased pupil participation in competitive activities and festivals</li> <li>• Increased range of opportunities</li> </ul>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• PE lead to monitor the assessments.</li> <li>• Ensure these are utilised to plan next steps and develop skills further.</li> <li>• New PE lead to work alongside the Sportitude coaches to build up his knowledge.</li> <li>•</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
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>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities – Sportitude support with this</li> <li>• Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</li> <li>• To keep the website/PE noticeboard up to-date range of clubs currently on offer (changeable throughout the year)</li> <li>• and/or sports for noticeboard</li> <li>• Children to attend the extracurricular clubs.</li> <li>• School to enter children into sporting festivals/ competitions.</li> </ul>		<ul style="list-style-type: none"> <li>• Registers from additional clubs have shown an increase in participation particularly of PP children.</li> <li>• Increase in attendance of extra curricular clubs</li> <li>• Reduction of pupils not meeting 30 minutes physical activity per day</li> <li>• Improved behaviour and attendance and reduction of low level disruption</li> <li>• Increased pupil awareness of opportunities available in the community</li> <li>• Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</li> <li>• Coaches signposting children to community sessions.</li> <li>• Completion of Sports Mark Gold</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a register of the children given opportunities to compete / take part in activities that are in addition to the curriculum</li> <li>• PE lead to complete survey / observations to ascertain the pupil groups engaging in extra-curricular activities / lunchtime sports</li> <li>• Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities</li> <li>• Review extra-curricular activities through pupil voice and school council</li> <li>• Monitor how many children can swim by year 6 – does percentage increase year on year due to lessons provided across x3 year groups?</li> </ul>

<p>More children to be able to swim when they leave Heron Park</p>	<ul style="list-style-type: none"> <li>• Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey</li> <li>• Equipment continues to provide opportunities during break and lunchtimes.</li> <li>• Continue to provide swimming for 6 weeks to years 4,5 and 6 to develop swimming skills</li> </ul>	<p>£2285</p>		
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 3%</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 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>To provide opportunities across both key stages for children to compete in a variety of sports</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Enter external events to give pupils the opportunity to compete against other schools</p>	<ul style="list-style-type: none"> <li>• Sportitude to inform school when there is a competition available and liaise with DHT and PE lead to organise and facilitate children attending</li> <li>• Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</li> <li>• To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</li> </ul>	<p>£646</p>	<ul style="list-style-type: none"> <li>• Sports day set up, participated in and enjoyed by ALL pupils.</li> <li>• Fixture results to be published in Newsletters</li> <li>• After school club registers</li> <li>• Competition/ events calendar</li> <li>• Photos displayed at school and on website</li> </ul>	<ul style="list-style-type: none"> <li>• Sportitude will continue to inform DHT and PE lead of future events and we will attend as many as possible.</li> <li>• Review attendance data and identify children for appropriate opportunities.</li> <li>• Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have</li> </ul>



Investigate further use of virtual inter house competitions/ children leading own events				not. <ul style="list-style-type: none"> <li>• Competition reports</li> </ul>
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Signed off by	
Head Teacher:	Helen Crees
Date:	13.07.23
Subject Leader:	Peter Muffett / Jo Richardson
Date:	13.07.23
Governor:	Stewart Ashworth
Date:	