

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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£ 17,790
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 11,004

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>	
<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>	50%
<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>	17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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: 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: %25.6	
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> <ul style="list-style-type: none"> • The children will have access to a wide range of high-quality PE and active play resources to use during PE lessons, after school clubs and during recreational activities throughout the school day. • The playground development will continue allow more children the opportunity to take part in a range of increased physical activities. • The development of the playground areas and activities will allow for all children to be active for longer. The children will learn about the benefits of a healthy and active lifestyle through PE sessions and cross-curricular links. • The children will engage in physical activity outside of the school day. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> 1. Audit and evaluate resources/equipment available. 2. Go Noodle to be used as brain breaks between lessons 3. Training for play leaders to support active playtimes. 4. Playground zoning for different physical activities. 5. Healthy eating and active lifestyles to be delivered through curricular topics. After school sports clubs to be made available for all children. 6. Pupil voice to find out interests and current activity levels of the children. Links to activity based websites or clubs and ideas to be active shared with families 	<p>Funding allocated:</p> <p>Activall Screens - £2100</p> <p>Lunchtime equipment - £125.93</p> <p>£599.90 Racking solutions - storage of all PE equipment</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"> • Play leaders are in place at lunchtimes to deliver physical games, and designated areas/zones to allow for active children at lunchtimes. • The school now have 2 activall boards which increase fitness levels; improve handeye coordination; record improvements & celebrate achievements; boost confidence & self-esteem; and encourage communication & teamwork – one is a permanent fixture on the playground, the second is mobile allowing for use in inclement weather, but also to be used outside where they can be connected for competition. • Alongside PE Planning, there are accompanying Wellbeing units that include the topic areas: mindfulness; nutrition; personal care; sleep; 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Training/CPD for Lunchtime Supervisors in structured play • Dedicated timetable time for the Wellbeing elements

			teamwork and leadership; yoga	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %0
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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>Whole school planning for topics are closely linked with PE opportunities.</p> <ul style="list-style-type: none"> The children will be able to use the information gained from these sessions to make informed decisions about their health and fitness. Pupils can talk about sport and physical activities as part of the daily curriculum. Sporting awards/achievements and out of school sports awards showcased and celebrated in school. Positive attitudes, behaviours and sportsmanship will be shared and showcased to the whole school community. Children will see peers as positive role models and aspire to be like them. 	<ul style="list-style-type: none"> PE policy regularly reviewed and shared with LAC, Staff and pupils PE continues to become an integral part of the school day Celebrations of sporting achievements and attitudes to be shared during worship and on class Dojo - modelling the importance of celebrating all abilities. 	£	<p>PE has been showcased on a VLP (Class Dojo) weekly, to show peers and the wider school community weekly learning.</p> <p>PE taught regularly and coherently every week.</p> <p>St. John's Weekly Sports Star in each year group across the school</p>	<p>PE to reflect the children's interests and the multicultural community of our academy</p> <p>Links to Sports Values and our Christian values (Generosity, Endurance, Tolerance, Forgiveness, Ambition, Belief)</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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				%21.4
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 the quality of teaching and learning in PE through highly effective training, planning and assessment.</p> <ul style="list-style-type: none"> • Staff will use assessment to pitch lessons for all ability groups • Peer support for the least experienced staff with increase their confidence levels when teaching PE. • After collecting views of teaching staff, training and support will be provided to develop the knowledge and understanding of PE and school sport. • Staff will become positive role models for children by having positive attitudes towards sports and wearing appropriate PE kits. 	<ul style="list-style-type: none"> • Observations and learning walks of PE lessons • Skills passports to be introduced to track attainment. • Planning to show sequencing of lessons/skills • Questionnaires for staff in order to plan bespoke training and support. • Resources to be available for staff to deliver high quality lessons. 	<p>£2354.92 TTS - Safety crash gym mats</p>	<p>Teachers are now able to teach clear sequencing of work in PE, that builds upon prior knowledge.</p> <ul style="list-style-type: none"> • ‘Personal Best’ elements of the teaching allow for children to become better for themselves, rather than to be the best in the class, personal progression is key. • Each unit comes with a summary, and prior learning section, as well as Teaching Tips. These are all additional supports outside of the planning supplied across 6 lessons. • Staff wear appropriate PE kit to deliver PE lessons and sessions across the school, children on the whole wear appropriate PE kit. • Full equipment lists for each unit are provided, and in turn is all supplementing our equipment list within school. • Full equipment available in all unit – 	<p>Further analysis into staff weaknesses in the delivery of PE. CPD to be undertaken by staff to be able to understand the expectations of PE teaching to achieve PE objectives particularly UKS2</p> <p>Staff to have support with assessing PE.</p>

			primarily gymnastics to be able to teach the full breadth of the curriculum.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 53%
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>A range of sports and skills will be planned for each year group to teach in PE lessons</p> <ul style="list-style-type: none"> • Each year group will have a range of sports and skills to teach over the year <p>Variety of after-school clubs to be offered to the children throughout the year.</p> <ul style="list-style-type: none"> • Each afterschool club will have links with a recognised external club. Children who gain a keen interest in the sport will be given information about local sports clubs with the view of participating for the long term. Daily physical activity and sports equipment to available during recreational time. • Engagement levels of pupils raised due to wider curriculum opportunities. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Planning overview to be shared with all staff. • Afterschool clubs to be advertised • Collection of afterschool club registers • Pupil voice to identify clubs and sports to be offered to children • Contact local sports clubs and governing bodies to create a club links. • Questionnaires for pupils to identify activity levels and to track engagement. • Plan daily physical activities throughout the school week • Daily lunchtime activities will focus on engaging the least active children to take part in regular exercises. • Additional swimming lessons for year 6 pupils 	<p>Funding allocated:</p> <p>3,763.49 – Sports Clubs afterschool</p> <p>£2046 - Y6 Catchup Swimming</p> <p>£13.98 – Spare swimming kits</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>N EYFS all children receive PE units in Agility, Space & Movements; Athletics; Ball Skills; Catching & Throwing; Dance; Gymnastics and Skills Based Challenges. In KS1 all children receive PE units in Athletics, Dance, Games and Gymnastics each year. In KS2 all children receive PE units in Athletics, Dance and Gymnastics each year. Then alternate years also additionally include Cricket; Football; Hockey; Tag Rugby; Basketball; Handball; Rounders; Tennis; and Outdoor & Adventure.</p>	<p>Sustainability and suggested next steps:</p> <p>Next links will be attempted with Wednesbury Cricket Club and The Wednesbury Dance Centre.</p>

Additional achievements:		£		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
All children will take part in regular house competition (in lesson and during lunchtimes) <ul style="list-style-type: none"> • Children will have the opportunity to take part in inter-class competitions during PE lessons. • Whole school house competitions allow children to compete against others in a range of skills and sports. • Inter-school competitions are celebrated through whole school worship (including certificates and trophies) and communicated with parents through Class Dojo. • Adaptation of dinner time provision to include a carousel of competitive games 	Children to be organised into house groups • Creation of a PE and School Sports notice board to share competitions and house scores • Intra-school competitions to be organised at the end of units of work and during lunchtimes/afterschool clubs. • Sports day to be organised and linked with inclusivity and personal bests. • Subject lead to liaise with Sandwell SGO to develop the links for future inter-school competitions	£	House groups sorted and identified through colourings of PE Kit. (Red - St. Peter, Blue - St. Andrew, Yellow - St James, Green - St. John) The 'personal best' element of each unit of work allows for personal competition and whole class competition at the beginning and end of each unit. Lunchtime starts have been staggered across the academy to allow for more children to be able to take part in lunchtime activities at any one time, and ease congestion to allow for more adventurous or larger games	St. John's to look into organising events to host for other schools to attend. More intra-school competitions to establish good sportsmanship and continue to build skills

<p>for pupils.</p> <ul style="list-style-type: none">• Annual Sports Day to be a celebration of learning to compete and the sportsmanship required to support others and themselves in winning and losing.				
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