



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



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£5,608
Total amount allocated for 2021/22	£18,900
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5,608
Total amount allocated for 2022/23	£18,900
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ £24,508.00

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 2022. Please see note above	20%
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%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%

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~~

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

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:
				40.5%
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:
Ensure staff are given regular guidance and training on ways to further develop active classrooms.	Regular learning walks to identify greater evidence of active classrooms. Curriculum planning to include active lessons and opportunities to learn away from the classroom.	£0	Every class completed a daily mile or an additional physical activity during the school day. Observations show an increase in physical activity across all ages at play and lunch. Climbers are being used by children at the start and end of the day as well as playtimes.	PE lead to be given release time to observe teaching to identify areas physical activity can improve. All pupils should be involved in 30 minutes of additional activity every day. Encourage teachers to plan active sessions for all subjects where possible.
Continue to develop and enhance OPAL (outside play and learning). A variety of play equipment provided for children to use at lunchtimes, allowing them to explore different games/activities	Engaging pupils in lots of different and interesting activities during break times and lunch times. MDS staff encouraged to set up new games and model how to play these. OPAL leader to be employed to oversee and develop the provision. Play leaders to run stations in the	£9,150.30	Children actively participate in a range of activities at lunchtime using a variety of equipment. Play leaders are leading games each day and supporting children. A continued improvement in behaviour during break and lunch	Maintain play leaders and a strong MDS team who use and audit equipment regularly.

	<p>playground to promote positive and active play.</p> <p>Play leaders created and given badges and responsibilities on the playground.</p> <p>School council conduct a pupil voice and regularly audit needs and wants of children in school.</p> <p>Dance zone will be created on each playground to allow activity through another strand.</p>		<p>times.</p> <p>Speaker purchased to allow dance zone where children regularly dance, create performances and teach others routines.</p>	
Continue to embed the 'Daily Mile' to get all pupils undertaking at least 15 minutes of additional activity per day	<p>Encourage staff to allow alternative ways of completing the daily mile so this is more engaging.</p> <p>Can children comment on their progress relating to how many laps they can complete.</p>	£0	<p>Increased fitness levels are beginning to be observed.</p> <p>All classes participating.</p>	<p>Children to complete the daily mile check off once their class has completed this.</p> <p>Children to understand the long term benefits of this.</p> <p>Staff to model the daily mile to the children to set positive examples.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				<p>Percentage of total allocation:</p> <p>0%</p>
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:

Use of assemblies to promote sporting events/sportsmanship/achievement. Outstanding sporting achievement display board/PE displays	Achievements celebrated in assembly highlighting match results, notable achievements in competition and what the pupils are doing in PE lessons throughout the year.	£0	All pupils attend class/celebration assemblies. Inspiring all pupils to be involved in sport/physical activity. Sports captains trained and now take ownership of achievement board.	Raised profile throughout the whole school.
Sports Captains to have training	Sports captains to have training and regular meetings to ensure they are effectively leading games and promoting active lifestyles in school	£0	Increased confidence amongst sports council members. Pupils presenting assemblies to promote sport and highlight sporting achievements.	A positive and successful team of pupils who are passionate about sport in school.
Sports section produced in the school newsletter to be sent to parents, staff and governors.	Photographs/ information about achievements and competitions shared in the newsletter for the whole school community to have access to.	£0	Regular articles with photographs about sports in the newsletter. • Participation and achievements in sporting events are celebrated in the newsletter and on the school PE notice board.	Consider other ways to raise the profile of PE across the wider school community

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.72%
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:
Improve progress and achievement of all pupils with focus on up-skilling all staff to have a greater understating of skill progression.	CPD given to all staff members teaching PE in areas identified as low confidence. Chance to Shine to support across the trust and school to train staff and support children's learning and	£0	Improved confidence, knowledge and skills are evident. All teachers received cricket training. Children have increased physical literacy.	All staff to receive CPD in September 23. Focus on gymnastics training. Introduce a robust assessment system to monitor the impact of

	development. Lacrosse coach to train key staff with a focus on supporting those with mobility issues.		PE Lead attended online courses to develop subject knowledge.	the programme.
Access to high quality support, latest developments and resources from the Association of Physical Education.	Membership to AFPE	£115	Legal support and advice to ensure we are best supporting the children and staff develop confidence in PE.	PE Trust lead to maintain membership.
PE lead to support teachers in delivering quality PE lessons	PE lead to conduct learning walks of PE sessions. ● PE lead to support through team teaching / modeling lessons. ● Actions to improve teaching of PE to be added to staff development plans Employing a trust PE Lead to support PE across the schools.	£1,785.77	Team teaching / modelling of lessons offered to staff. PE Lead meetings and support.	PE lead to focus on supporting ECT's and those teachers who are developing confidence in teaching PE. ● Identify areas for development through learning walks / staff and pupil surveys.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 51.02%
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:

Employment of quality assured, experienced and qualified external school sports coaches to deliver free additional extracurricular provision.	Continue to increase participation of lunchtime and after school extracurricular clubs. Football/Girls football, lacrosse, cricket and gymnastics. Focus particularly on girls who do not take up additional PE and Sport opportunities.	£4,600	Providing extra-curricular PE & Sports program, with high quality sports specific teaching & learning. Offering KS1, KS2 football, lacrosse, cricket and multi skills. Increased pupils participating within competitive sports with girls & boys teams .	
Continue to offer a wider range of activities both within and outside the curriculum in order to inspire, engage and motivate pupils to be active.	Involve external coaches to work with pupils / staff. • Cricket coaching in all year groups CPD for staff. Cricket team created	£0	Cricket team is established and part of a local league Held a trust cricket festival .	Continue to attend cricket games. Create a year 3&4 team as well as a 5&6 team.
Provide top up swimming instruction to support children to swim competently, confidently and proficiently over a distance of at least 25 meters.	Top up swimming lessons to ks2 to allow gaps to be plugged where they missed opportunities during COVID.	£3,195	Year 3- 6 had swimming lessons for at least a half term.	Look at the provision and focus on older year groups for a longer period of time. Years 4 -6 have a full term of swimming next AY.
High quality sports equipment for the use of PE lessons. New equipment for any sports introduced through new clubs, teams and curriculum.	Replace any old/worn equipment and ensure there is adequate equipment available for all PE lessons. Create a quiet active zone on the playground to allow all children to participate but in their chosen way.	£4194.93	Enough high quality equipment available for pupils to continue to improve in all PE lessons.	Sports captains to audit the sports equipment in the cupboard.

	Complete work on the playground trim trail to ensure it is safe and accessible.			
Re- design the playground to allow other sports to be played.	Create markings for a netball court so we can play netball and have a netball club run by a staff member.	£525		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>Inclusive opportunities for SEND pupils to take part in competitive sport.</p> <p>Use of intra sport competition throughout the key stages.</p>	<p>Membership of Borough SGO inter competition package (Kim Bushnell & Delyth Davies)</p> <p>Bromley Schools Cross Country events at Crystal Palace- bibs and flag purchased.</p> <p>SEN skills day at Marjorie McClure School- transport for this.</p> <p>Football teams to be created for boys</p>	£942	<p>Competitions attended as part of the local partnership. Children commented how kit and flag made them feel proud, included and part of a team with increased confidence.</p> <p>Participated in the cross country race for years 3,4,5 and 6.</p> <p>SEN skills day attended by SEN girls in KS2.</p>	<p>Continue with attending sports events and selecting different children to attend.</p> <p>Provide opportunities for KS1 to attend more competitions.</p>

	<p>and Girls</p> <p>Lacrosse Team to be created</p> <p>Sports day attended for all pupils in school with accessible and fun competitions to include all pupils.</p> <p>Purchase of a sports kit for children who are participating in competitions</p>		<p>Girls and boys football teams established and played in matches each term.</p> <p>Lacrosse team created and have played in various lacrosse festivals in the local area.</p> <p>Sports day held and participated in by all year groups.</p> <p>YRS 5/6 Tag Rugby</p> <p>Trust cricket festival hosted and played in.</p>	
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Head Teacher:	P. Collins
Date:	31.7.23
Subject Leader:	R. Watson
Date:	10.7.23
Governor:	
Date:	