

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	£250
Total amount allocated for 2021/22	£17804
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1078
Total amount allocated for 2022/23	£17771

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?

90%

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

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

80%

Please see note above

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

100%

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 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: £1,135.95 6.6%
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:
Continue to embed Play maker programme in break/ lunchtimes providing active and physical play opportunities for all children	Renewal package Organise and establish groups of children and set up timetable for children, initial training and support given to new play leaders. Purchase equipment as necessary to continue to maintain and improve engagement of children Purchase new equipment for playtimes Extend the range of active equipment outside. Replace / repair damaged and broken equipment	£75.00 £163.08	See impact file. Year 3, 4 and 5 play leader award programme Extended to y2 due to structure of lunchtime Range of equipment purchased, with special focus on equipment that can be used during wetter playtimes	Continue in September 2023 Review on a termly basis – ask CA to report to SB and request new equipment as necessary
*Involve pupil voice and gather children's opinions on their activity levels/ opportunities in the school day.	Attend school council meeting and gather views in assemblies/ from play makers.	£180.49 £239.38	Purchased more accessible basketball equipment on request of KS1 children -basketball trainer + 2 - increased use seen	Continue to promote use and monitor

Enable / promote more playtime activity on the school field area- make good the space available	Making good the school field so increased access at playtimes	£85	across the school day	Continue as necessary
Increase physical activity in EYFS – as part of timetabled sessions	Purchase new bikes and trikes to increase physical activity as part of EYFS	£393	Work to be carried out in July See impact file	Further purchases will be needed to replace worn bikes – RP to update SB as necessary

Key indicator 2: The profile of being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£478 3%

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:
PE updated termly (outside office) raising profile of PE and sport for visitors and parents	*PE lead to update noticeboard termly with photographs/ dates and offers.	£	Notice board updates regularly	Continue 23-24
*Team reports celebrated in assembly	*All classes to attend and be involved in assemblies.		Team players to write/ read match reports and nominate player of the match etc...	Continue 23-24
*Events reported on Friday Fortnightly newsletter Ask children to write the team reports to be included	*School office and PE lead/ teachers to update FF fortnightly and send to parents via Parent pay.		*Parents aware and actively more involved – Please see Friday Fortnightly's on school website	Continue 23-24

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<p>in the newsletter/ Facebook</p> <p>*Sporting updates on school Facebook page.</p> <p>*School to work towards a sports active award.</p> <p>Re-Introduce sporting Value certificates for celebrating success in assemblies.</p> <p>Purchase of new scheme of work with clear progression of skills to enable profile of sport to be raised across school</p>	<p>*SLT to update sporting events on social media sites.</p> <p>PE lead to liaise with PE Governor on areas to celebrate and work towards with whole staff/school input. Release time organised for PE lead.</p> <p>PE Lead to seek advice from other PE leads with regards to AFPE Continue with School games award scheme.</p> <p>Staff briefing and reminder that last celebration of each short term is to include a sporting mention</p>	<p>£478</p>	<p>*Facebook rises the profile of sport for the wider community.</p> <p>PE lead and sports governor meet termly to discuss</p> <p>Raised Profile of sport across school and the community Award to be displayed.</p> <p>Several sporting assemblies have happened</p> <p>Raise profile of sport</p> <p>Increase engagement in lessons and extra -curricular activities.</p> <p>Summer 2023 new scheme purchase (Lancashire) clear continuity and progression in PE across the school with increase in staff confidence, good standard of lessons and participation. To be implemented Autumn 23</p>	<p>Continue 23-24</p> <p>Continue 23-24 – to also include learning walks</p> <p>Continue to promote,</p> <p>Learning walk and support staff as necessary</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

£4915.30 28%

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>*Specialist sports coaches to provide CPD for teachers, alongside teaching classes.</p> <p>Cricket</p> <p>Athletics</p> <p>Multi skills</p> <p>Gymnastics</p> <p>Tennis</p>	<p>* PE lead to liaise and monitor provision across the school and target specific needs/sports dependent on staffing needs.</p> <p>Cheryl Stennett</p> <p>Tennis coaches y2 and Y3</p> <p>Pete Healy</p>	<p>£</p> <p>£198 (tennis)</p> <p>£817.30 (Pete Healy)</p>	<p>*Increased confidence from class teachers and evidence supported from learning walks/ discussions with staff.</p> <p>100% of classes have had some CPD input. 100% of KS1 children have participated in these lessons. Please see impact file.</p>	Continue with this approach next year – look to getting Tag Rugby coaching for Y4
<p>*Teachers offered CPD training opportunities via GSSN – build knowledge and confidence.</p>	<p>*PE lead to signpost staff to relevant CPD training opportunities and organise</p>	£3,900 -22-23	<p>GSSN affiliation 22-23</p> <p>*Improved subject knowledge and use of sport specific language. See impact file</p>	Continue with affiliation next academic year
<p>*PE teaching is at least good or better,</p> <p>Continue, but more pupil voice required</p> <p>Also complete another learning walk</p> <p>Continue to work in year groups across the school</p>	<p>*PE lead/SLT to monitor and support teaching and learning in PE through learning walk and pupil voice conversations.</p>		<p>*Teaching and learning walks show improved standards in teaching and active lessons.</p>	Continue learning walks with Governor in 23-34 – release time will be necessary

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£8,931.63 51%
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>Additional achievements: Extend the range of extra-curricular activities offered across the year.</p> <p>Coverage grids are now computerised to allow easier access etc Continue each year</p> <p>Extra-curricular provision to be investigated for targeted least active / pupil premium</p> <p>PE lead to monitor tracking grids and identify further opportunities for sports.</p> <p>Enter additional GSSN QLC and other</p>	<p>Investigate external coaching organisations to provide services to improve offer to children. Link to new equipment and CPD opportunities offered – ND – Disney football for less confident girls</p> <p>Staff to complete as appropriate</p> <p>Possible coaching / extra curricular opportunities offered. Street dance</p> <p>Lead to track and monitor GSSN ? QLC / other competitions.</p> <p>*PE Lead to organise.</p>	<p>£</p> <p>£638 – street dance</p> <p>(see dance above)</p> <p>£4,100 – 23-24</p>	<p>*Increased range of sports offered in and out of curriculum time. Please see impact file – ks1 + Ks2 dance, street dance, Cross country, Football – a + B , girls, Cricket, gymnastics – y3,4 and Y5,6, athletics</p> <p>*Tracking grids will support PE to further decisions</p> <p>*Increased number of clubs/ sports offered to all children – cross country, gymnastics, boys and girls football, cricket, athletics, fun in the fresh air, less confident girls football 100% of EYFS Ks1 and Year 3 have participated in GSSN /QLC events</p>	<p>Continue to look into additional activities we could introduce to promote sp-ort and physical activity</p> <p>Continue, reinforce importance</p> <p>Continue to look into additional activities we could introduce to promote sp-ort and physical activity</p> <p>Continue as appropriate</p>

competitions Offering additional sports clubs to support involvement in competitions	SB / ND / DP to organise extra sessions where appropriate		Continued high levels of participation from across key stage 2 -	
Provide opportunities for children to participate in a wider variety of sports: Forest school, watersports	To be organised to fit in with curriculum and events		Continued high levels of participation see impact file	Continue As appropriate
Continue to extend provision of Outdoor adventure and challenge for KS2	PE lead to continue to investigate CPD for staff	Coaches £600		Attend future events, where possible sending different staff
KS1 multi skills events	All KS1 Children to attend GSSN multiskills events	Coaches - £600	5 members of staff attended events involving OAA activities (GSSN x3), receiving practical ideas for inclusion in school. See impact file	Continue in 23-24
		£1558.64		
		£434.99	Opportunity offered to 100% of KS1 and EYFS children- see impact file	
	Purchase of new equipment – vault box, springboard, crashmat, benches			Club to continue in 23-24, with increased offer in Autumn term
Increase the offer of gymnastics		£1,000		

activities available			See impact file – increased numbers attending gymnastics club, with 12 children representing school at competitions	
Swimming – increase % of children attaining national Curriculum requirements	Swimming offered to all children in Y6 who previously did not meet the required standards		See swimming data at top of document	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1939.86 %
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:
Extend the range of activities offered to SEND pupils to raise engagement and aspirations.	SENDCo and PE lead to liaise and target children/ events across the year. Add to sports planner for the year.	£ See coach costs	Number of pupils increased and participation for SEND children. See impact file	Continue to attend events where possible Tracking grids / SEND leadership will support PE lead to make further decisions
Continue to develop opportunities to allow Pupil Premium participation levels to be increased.	EAL confidence event -ks1 + Ks2	See coach costs	Tracking grids will support PE lead to make further decisions	Continue to attend events where possible Tracking grids will support PE lead to make further decisions

<p>*Enter additional QLC and other competitions to increase participation for all.</p> <p>Continue to provide competitive football opportunities for A team, B team and girls girls</p> <p>Enter competitive events organised by GSSN – try to ensure opportunities for as many as possible whilst maintaining competitive element where appropriate</p> <p>Continue to raise the profile of competitive sports at Meadowside and the sporting values</p>	<p>Continue to use coverage grids and track sports and activities offered to specific year groups and sports and monitor participation. Subsidise participation in after school activities</p> <p>Gloucester Primary Schools Football Association membership</p> <p>Continue to use coverage grids and track sports and activities offered to specific year groups and sports and monitor participation</p> <p>Enter as many appropriate events as possible Transport costs Coaches/ minibuses to be booked when necessary to enable increased participation</p> <p>Celebrating successes Awarding trophies and medals as appropriate</p> <p>Entry into dance festivals</p> <p>Tag rugby belts – to enable training for competitive event</p>	<p>£105</p> <p>£1,655</p> <p>£42.00</p> <p>£60.00</p> <p>£77.86</p>	<p>*Tracking grids will support PE lead to make further decisions</p> <p>_____ children participate in football (A, B, girls and Y3/4)</p> <p>See impact file Events entered include cross country, swimming, Gymnastics x2, table tennis, athletics, ten pin bowling x2 sportshall athletics, football, Kurling, Boccia, Dance , tag rugby, benchball etc</p> <p>See impact folder</p>	<p>Tracking grids will support PE lead to make further decisions</p> <p>Continue</p> <p>Continue with school policy of entering as many appropriate competitions as possible, helping to fund transport costs and teacher release.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	