

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. 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	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19000
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18586.85

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>100%- Completed a PP to explain the importance of staying safe in water, self-rescue techniques on dry land and discussed drowning prevention.</p> <p>34% (20/58)- Have practiced self-rescue techniques in the pool.</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>	<p>28/58- 48%</p>
<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>	<p>28/58- 48%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>34%(20/58)</p>
<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>	<p>No</p>

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.

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK active

	<ul style="list-style-type: none"> KS1 Playground Equipment 	£457	lunchtime supervisor CPD. ✓ Introducing structured play for students on KS1 to continue to develop fundamental movement skills.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 22%
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:
<ul style="list-style-type: none"> Through faith at the centre of the school, as SSMJ a key aim is to continue to raise the high standards of PE provision across the school. 	Membership with Spark Active (formally Kingsbury School Sport Partnership). <ul style="list-style-type: none"> Support for PE lead and CPD coach. Opportunities for further CPD sessions for staff members. Specialist staff to complete workshops and CPD support. Attendance at Level 2 and 3 competitions. 	£3750 + £420 (Y1)= £4170	✓ Both SR and MK have attended partnership days, which have provided up to date CPD and other opportunities made available to school. <u>CPD</u> ✓ SR had PE deep dive questioning when OFSTED call was made. ✓ Lunchtime Supervisor Training. ✓ MK has received additional training in the Shooting Stars reading programme. ✓ Specialist coaching to support an ECT and Y1 teacher for challenging behaviour and developing fundamental skills for the ECT in sport. <u>Workshops (PP/BAME and SEND focus)</u> ✓ KS2 Glo Sports (Lowest 20%)- 25 children. ✓ Healthy Lifestyles (Year 3 and Year 3)	<u>Sustainability and Next Steps</u> ➔ Ensure all staff who have received CPD opportunities apply their knowledge next academic year. ➔ Continue membership with Spark Active next academic year. ➔ Provide additional opportunities for children with PP and SEND to support with reading through the Shooting Stars programme.

			<p>PE is established including timetables.</p> <ul style="list-style-type: none"> ✓ Organising of sport events including Vocations Week (Olympic Athlete), Sports Day, Coronation Day and Orienteering Week. ✓ Displays updates. ✓ Sports Captains meeting. ✓ Sports Day Organisation. <p>CPD</p> <ul style="list-style-type: none"> ✓ What does High Quality PE look like? ✓ OFSTED PE Expectations ✓ PE Roles ✓ ECT Support (Autumn II) 	
	<p>PE Specialist (CPD Support)</p> <ul style="list-style-type: none"> • Providing each teacher with 1 session of CPD support each week during PE lessons. 	£8000	<ul style="list-style-type: none"> ✓ CPD support for staff for 1 PE lesson each week (including ECTs). ✓ Completing after school sports clubs each week (Multi skills, Athletics, Girl's Football). ✓ Taking children to competitions. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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:

<ul style="list-style-type: none"> Providing a holistic PE curriculum, which ensures that children gain a well-rounded PE knowledge of traditional and alternative sports and about their bodies. This aims to provide children to explore the possibilities that are available to them through PE and Sport. <p>Additional achievements:</p> <ul style="list-style-type: none"> Having a Commonwealth Silver Medalist and Olympian come to our school to discuss her journey in sport. 	<ul style="list-style-type: none"> Purchase of balance bikes for EYFS. Introduce Level 1 competitions within schools so that children have experience of competing in their chosen sports. Children will be in teams during this competition (linked to the Commonwealth/Geography link). 	£1084.85	<ul style="list-style-type: none"> ✓ Following the Ready, Set, Ride scheme, children in EYFS complete this course as part of their PE lesson and physical development. ✓ Children use the balance bikes as part of their structured play. ✓ The last lesson of each half term, children complete a lesson on balance bikes so they are continuing their skill development. 	Sustainability and Next Steps <ul style="list-style-type: none"> ➔ Look at opportunities for children additional sports such as Wheelchair Basketball. ➔ Giving children a voice on what competitive sports they would like to try (Sports Captains).
	<ul style="list-style-type: none"> Visit from an Olympian, Ebony Drysdale-Daley. 	£200	<ul style="list-style-type: none"> ✓ Came into school and inspired children through an assembly which explained her life. She then gave children the chance to try judo and showed her the medals that she has gained over the last few years. 	

Key indicator 5: Increased participation in competitive sport				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:

<ul style="list-style-type: none"> To provide increased opportunities for all children to be able to participate in competitions, so that develop key lifelong skills such as: resilience, team work and sportsmanship. 	<ul style="list-style-type: none"> Transport to competitions For most inter sport competitions, we walk to the venues, but there are times where we need to access the train or taxis due to qualification. <ul style="list-style-type: none"> To utilise our membership with Spark Active to become involved in competitions. To ensure that our curriculum is fully inclusive enabling children with SEND to compete in competitions in adapted sport such as: Boccia, goalball and seated volleyball. This includes giving every child the opportunity to compete in intra-sporting events. To build community links with local sports clubs by adding Sport of the Week into the newsletter. 	£200	<ul style="list-style-type: none"> ✓ Enables children to access competitions that are beyond the local area for example: KS2 Boccia tournament (Sutton Coldfield College 12 children) and KS2 Boccia finals (Doug Ellis Stadium- 12 children) 	Sustainability and Next Steps <ul style="list-style-type: none"> ➔ To continue to develop club links with sporting clubs within the local area (Phoenix United Football Club). ➔ To host a SEND Boccia competition for MAC schools. ➔ To continue to attend competitions held by Spark Active (linking to the School Games values).
---	--	------	--	---

Signed off by	
Head Teacher:	M. Lynch
Date:	19.07.2023
Subject Leader:	S.Ryan
Date:	19.07.2023
Governor:	S. O'Donnell
Date:	19.07.2023