

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 2022/23	£0
Total amount allocated for 202/23	£19,700
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,770
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£19,770

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>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	28%
<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>	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: 2023/24		Total fund allocated: 19,770		Date Updated: July 2024		
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: 14%	
Intent	Implementation		Impact	Sustainability and suggested next steps:		
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 £2692	Evidence of impact: what do pupils now know and what can they now do? What has changed?		
<p>-To enable children to have continuing access to a wide range of quality sporting opportunities throughout the year</p> <p>-To up-skill non-specialist staff to acquire the skills and knowledge to deliver high quality provision</p> <p>-To enable participation in competitive sport</p>	<p>Payment to Somerset Activity & Sports Partnership (SASP) to administer the School Games including the provision of central venue league tournaments, festivals, sports performance and leadership academies and staff CPD</p>		£1983	<p>-ALL children given the opportunity to participate in a range of sporting activities</p> <p>-Improved social and cultural aspects of learning through working with cluster schools</p> <p>-Wide range of quality extra-curricular sports clubs</p> <p>-More pupils have competed and represented the school</p> <p>-Pupils are using their leadership skills to help organise and run sports day for different key stages.</p> <p>-Increase in activity levels across the school</p>		<p>-To continue to attend all festivals.</p> <p>-To increase activity levels throughout the school</p> <p>-To continue to offer relevant CPD for all staff to provide a wide range of sporting activities</p> <p>-To increase the variety of inter school competitions run by sports leaders so they gain more experience and activity levels increase</p>

<p>-To engage all pupils in a wide range of sports and activities</p> <p>-To increase activity levels across the school</p>	<p>-Organise and provide lunchtime activities and consistent support (football, girls football, handball)</p> <p>-Provide outdoor physical activities for individuals and small groups (dance, football)</p> <p>-Provide streamlined transitions for teaching staff both before and after PE lessons.</p>	<p>£172</p> <p>£212</p>	<p>-Less active children become more engaged through tailored activities and intrinsic skills focus.</p> <p>-Improved social skills and gross motor skills from interventions.</p> <p>-Improved behaviour at lunchtimes due to activities being led on the playground.</p>	<p>-begin to give the pupils availability of resources to be active at lunchtime, self regulate and self referee.</p>
<p>-Children identified as being less or non-active are targeted through alternative activities.</p>	<p>Tracking and monitoring of children's activity levels and sporting participation by using an online PE tracker and Premier sports tracking of the Golden Mile for pupils in KS2.</p> <p>Targeted children provided with specialist interventions to support social, cognitive and physical development – sports leaders.</p>	<p>£325</p>	<p>-Less active children become more engaged through tailored activities</p> <p>-Increase in activity levels across the school</p> <p>-Less active children become more engaged through tailored activities</p> <p>-Evidence for Sport Mark application</p>	<p>Data reviewed every half term to target children for alternative activities.</p> <p>Target children sent for Golden Mile local County event (some children identified as running at County speed standards).</p> <p>Further analysis of data to see areas of weakness that need further incentives for participation.</p> <p>more creative approaches to encourage less active participation through before school exercise for early starters</p> <p>more regular active brain breaks slots through the day modelled by PE lead.</p> <p>after school clubs for Years 1, 2 and 3 targeted at less active children. Premier sports have run x3 weekly after school PE clubs to improve this. King's college have provided a TAG Rugby club for KS1 children.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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 : £6968	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>-To effectively coordinate quality PE and sport provision across 14 classes</p> <p>-To increase daily physical activity levels across the school</p> <p>-To run all inter class competitions and introduce new ones</p>	<p>-High quality planning and resources, using Real PE and PE Hub.</p> <p>-Staff CPD of quick bursts activities to make lessons more active.</p> <p>-Real PE and PE Hub enabled weekly opportunities for interclass games and competitions.</p>	£6968	<p>-Support in place for all staff to access.</p> <p>-A strong curriculum is taught, covering all National Curriculum objectives for PE.</p> <p>-OFSTED judgements highlight strengths in</p>	<p>Long term plan to be updated to build more connections with local community clubs, creating further opportunities for the children.</p> <p>Add alternative sports.</p> <p>Staff meeting to support teachers in accessing planning and resources.</p> <p>Sports leaders to create regular reports through different formats to celebrate the school's achievements.</p> <p>Pupil voice to be completed in a variety of ways.</p>
<p>-To access a variety of competition through Central Venue League tournaments</p> <p>-To encourage children who are less active to participate in physical activity including the provision of a PME interventions.</p>	<p>Attend after school tournaments.</p> <p>Organised fixtures with local schools.</p> <p>Organised year group festivals and inter-house competitions</p>		<p>-A large number of children who aren't active outside of school are targeted and offered appropriate opportunities</p> <p>-The importance of staying active and healthy is shared and</p>	<p>-To provide fixtures as part of the extra curricular provision.</p> <p>To create further links with local schools.</p>

			reinforced in PSHE, Science and PE	
<p>-To lead and monitor swimming provision</p> <p>-To coordinate staff training and development</p>	<p>All KS2 classes to have swimming lessons at King's College with an instructor</p> <p>Staff Meetings across the school year, guiding on how to navigate the planning resources, implementation and cricket.</p>		<p>Children will all have experienced swimming lessons, unless medically exempt.</p> <p>Children identified that will need further support with swimming in KS3.</p> <p>Autumn term staff meeting. Trust wide PE CPD Cricket - Chance to Shine CPD SASP festivals and workshops. King's College Specialist workshops</p>	<p>To create targeted planning to ensure an increased amount of children are leaving school being able to swim.</p> <p>Year 6 children that are unable to swim are provided further opportunities in the academic year.</p> <p>To have termly CPD opportunities and focused year group support.</p>
<p>-To mentor sports leaders and offer learning opportunities</p> <p>-To celebrate and promote PE and sport across the school through social media and other outlets</p>	<p>-sports leader training for pupils</p> <p>-Support with organising and running school sporting events.</p> <p>-Collective worship, newsletter and social media.</p>			<p>-Continue to celebrate news and achievements, through sports leader announcements, collective worship and social media.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £1202</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 accessible, progressive PE planning for all year groups -To deliver differentiated PE sessions to increase levels of engagement of all pupils -To offer a wide range of activities and sports</p> <p>-To provide accessible progressive PE planning for all year groups -To offer on-going support and CPD throughout the year -To have an integrated assessment framework to evaluate all children</p> <p>-Access to on-line resources, lesson plans, challenges and activities</p> <p>-Chance to Shine cricket coaching and afterschool club.</p>	<p>Subscription to PE Hub planning for lesson plans and resources</p> <p>Renewal of Real PE Licence. Addition of Real Foundations, Real Dance and Real Gym.</p> <p>PE Lead to have ongoing training and support and training courses for Real PE as needed.</p> <p>PE Lead attended the Somerset SASP conference.</p>	<p>£357</p> <p>£695</p> <p>£150</p> <p>5 weeks coaching £30 per week.</p>	<p>-A wider variety of different skills and activities are being taught leading to increased progression -Increased staff confidence, knowledge and skills</p> <p>-Minimal planning time but maximum impact in PE sessions -Increased child led development in agility, balance and coordination -Every child is given the physical literacy, emotional and thinking skills to achieve in PE, sport and life -Increased staff confidence, knowledge and skills -Increased confidence in cricket-based activities leading to a wider curriculum and the provision of extra-curricular clubs and activities</p> <p>Half term coaching for Year 2 and Year 3 with Chance to Shine including an afterschool club.</p>	<p>These resources link in with our long term PE plan and are regularly updated with new lesson plans and ideas</p> <p>-These resources link in with our long term PE plan -Comprehensive lesson plans ensure that staff can deliver this in the future</p> <p>-This will link in to our long term PE plan. -Accessible lesson plans ensure that staff can deliver this in the future</p> <p>Applied to work with the cricket association in the next academic year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 43%
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: £8536	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: -To enable children to access a wider variety of sporting activities	Premier sports providing a wider variety of games and activities for children.	£4,375 £4,131	Children enjoyed a wide variety of sports, improving behaviour and engagement in physical activity.	staff to work more closely with Pro Coaching to be upskilled in PE lesson and confidence to delivery PE curriculum.
-To allow the provision of new clubs and increase the capacity of existing clubs	Somerset Cricket Board annual subs	£30	High turnout throughout the year including the opportunity for the children to compete in an in house tournament. Children received specialist cricket coaching, attended a cricket festival as well as opportunities to watch multiple professional games at the cricket grounds. Some children have even been nominated for trials. -Increased number of children accessing extra-curricular provision -Wider variety of skills and activities being taught -Well attended, wide range of extra-curricular clubs on offer.	-To increase the variety of sports equipment further and to introduce new sports to the school to support local ties in the community. Somerset Cricket club within walking distance of the school. This is an ideal opportunity to continue and to inspire on a national and international level. ECTs to be encouraged to run a wider range of clubs as part of their ECT 2 year development points to wider engagement of school community.

<p>Sustainability and suggested next steps: to continue to run coaching alongside staff as we have now appointed HLTAs to cover teacher sickness, CPD and PPA times. Staff will need upskilling as there has been a high turnover of staff. For 24/25 there will be 7 ECTs in post (x5 ECT1 and x2 ECT2).</p>
<p>To continue to pay TAs to ensure these opportunities remain especially for after school clubs (eg cheer leading, dance club).</p> <p>To continue to provide transport to increase pupils' participation in the School Games.</p> <p>To plan in fixtures to coincide with clubs.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			2%
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: £372	Evidence of impact: what do pupils now know and what can they now do? What has changed?

<p>1. To provide a wide variety of extra-curricular activities to pupils.</p> <p>2. To access a greater variety of competitions after the school day.</p> <p>3. To enable more participation in competitive sport.</p> <p>4. Increased participation in the School Games.</p>	<p>Enabling access to a wider range of events for children during the school day and widening participation in community events and after school.</p>	<p>£372</p>	<p>Greater access to a variety of sporting opportunities. Club timetable, participation registers, Central Venue League timetable, representation registers, photographs.</p> <p>-Festivals are made accessible to all children. Registers, photographs. -More pupils have competed and represented the school. School Games competition details, representation registers, photographs.</p> <p>ACE Olympics event (July 2024) attended by 20 pupils at the school and x2 awards achieved by pupils.</p>	<p>Look into Premier sports running more (paid for) after school clubs for 24/25 as they are popular with students. Premier also running summer holiday clubs through HAF funding. This benefits HT pupils as they attend and are funded.</p> <p>Children need more access to track and field equipment (hurdles). There has been good use of long jump pit which has been updated and maintained. Javelin and shot put has been experienced by children this year and needs to continue.</p>
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Head Teacher:	Mrs Lisa Eadie
Date:	26.7.24
Subject Leader:	Mr James Northover(to 12/23) and Mr Benedict Knowles (from 1/24)
Date:	26.7.24
Governor:	Teaching and Learning Committee
Date:	Autumn meeting 2024

