

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,070
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18,850
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 18,850

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 as best you can. 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>	37%
<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>	37%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	31%
<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

Created by:



Supported by:



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:	Date Updated:		
<p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</p>			Percentage of total allocation:	
			32%	
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p> <p><input type="checkbox"/> Survey all pupils to establish levels of activity per week. (Target 60 mins per day over 7 days)</p> <p>Identify and target least active pupils in lessons and for sporting events and clubs.</p> <p>Pupils should be able to regularly take part in a wide variety of different sports through clubs and groups.</p> <p>All children to be active during P.E. lessons and to have access to equipment to help them be even more active in lessons.</p> <p>Children to receive two PE lessons per week from different sports coaches/teacher plus 20 minutes additional fitness activity within class teacher.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Staff are to identify least active pupils and ensure they are offered arrange of sporting clubs and sporting trips/events to attend.</p> <p>Provide an experienced and qualified Sports Coach at lunch time to deliver and organise high quality sports and games for the pupils:</p> <p>P.E. Leader to liaise with staff and assess the Complete P.E. curriculum and purchase necessary equipment.</p> <p><input type="checkbox"/></p> <p>PE coordinator/Sports coaches to organise a timetable for Personal challenge. MGFA to take groups of children to the MUGA for sports.</p>	<p>Funding allocated:</p> <p>Sports Coaches £4,000</p> <p>New P.E. equipment £1,500</p> <p>OPAL/ playground resources £200</p> <p>After school</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p>Survey of pupils found some achieve on average over 60 minutes per day but lots do not therefore these 'under active' pupils were targeted for clubs, sporting festivals and playtime activities to promote and develop their time being active.</p> <p>The range of PE clubs means that a higher proportion of children are taking part in additional sport through school sport clubs after school and at lunchtime e.g. dance coach at lunchtimes, gymnastics after school clubs, multi sports clubs and a dance performance at the Arc theatre.</p> <p>Children are now more active during P.E. lessons as there is more equipment to use.</p> <p>Pupil Voice states children are</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to use our Y6 Sports Leaders to lead activities at play and lunchtimes. Sports Leaders to lead intra school competitions/challenges.</p> <p>Provide even more activities for games for staff to deliver during playtime and lunchtime to encourage active play.</p> <p>Sports coaches in dance and gymnastics to continue to offer professional development and run in school clubs across a range of year groups.</p> <p>To continue our OPAL provision and develop even more opportunities for active play. Personal Challenges to be set e.g. skipping, speed stack for children to develop their skills and</p>

<p>Complete P.E. to be used to promote and teach a range of sports in a sequential order.</p> <p>Weekly homework to promote physical activity at home.</p> <p>Extra-curricular opportunities offered to all year groups Year 1-6 across the year.</p> <p>Coaches timetabled to lead sports at lunchtime. (Autumn Term)</p> <p>Sports leaders trained to lead personal challenges at playtimes/lunchtimes.</p> <p>PE Leader to liaise with OPAL leader to create a range of physical activities for play and lunch times.</p> <p>Sports Leaders run play and lunchtime activity sessions with small groups of pupils.</p> <p>Promote physical activity at home.</p>	<p>Daily 10 – 15 minutes sessions within class to promote fitness and wellbeing.</p> <p>Homework to include regular physical activity tasks and school website to promote and offer advice on being active outside school time.</p> <p>Sports leaders to attend training with SSP.</p> <p>OPAL training for staff</p> <p>OPAL implemented at play/lunchtimes.</p> <p>Regular activities for home and information on outside school sports clubs sent to parents</p>	<p>club coaches</p> <p>£500</p>	<p>happier with more equipment as they are able to partake for longer in lessons and they are not waiting around for equipment.</p> <p>A range of sports including football, skipping, throwing and catching and basketball have been introduced at play and lunchtimes to engage more children and to ensure more active playtimes.</p> <p>Sports leaders have helped run the ‘Olympic athlete’ sponsorship event within school.</p> <p>Sports leaders have led sessions at playtimes and lunchtimes to promote physical activity allowing more children to be active at these times.</p> <p>A range of ‘taster’ sessions have been arranged in minority sports e.g. cricket and golf to give children the opportunity to experience a range of sports and the sports have all promoted clubs/events outside of school to support parents.</p> <p>OPAL/PE Leader have developed further the physical aspect of playtimes by introducing a greater range of games and having a specific area and equipment box for sporting games.</p> <p>Homework has included recommended physical challenges for the children to attempt at home. These have been designed to be easy to complete at home an offer a range of challenge, activity to engage a</p>	<p>competitive nature at play/lunchtimes.</p> <p>The OPAL sports box and activities to include a greater ranger of activities for children to play with.</p> <p>To further develop the promotion of local sports clubs to parents and children via ‘taster sessions’ and School Comms promotion.</p> <p>Find a range of home sporting activities our children/families can engage in easily and support families to implement these.</p>
--	---	---------------------------------	--	--

			range of pupils.	
Key indicator 2: The engagement of all 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: 29%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 promote physical activity and a love of sport and pride in our school children are to be given new OLPS P.E. kit for any physical activity outside school.</p> <p>Celebrate the physical alongside the personal skills too. ‘My Personal Best’</p> <p>Role Model visits to school</p> <p>Range of inter and intra competitions, such as football and sports day.</p> <p>Celebrate school sporting success and participation both within the school and community activities.</p> <p>Sporting success to be celebrated in school assemblies and social media.</p> <p>School Sports Values to be displayed across school and discussed at the start of each lesson (one SSV per half term</p>	<p>Purchase bespoke OLPS t-shirts, shorts and weatherproof tops for out of school activities.</p> <p>During PE sessions introduce ‘My Personal Best’ from Complete PE planning</p> <p>Children are to meet and partake with role models from various sports during assemblies/special sporting days.</p> <p>School to enter as many competitions as possible to raise the profile and enjoyment of sport in school..</p> <p>All sporting abilities to have access to sporting festivals or events to help raise the profile of sport in school.</p> <p>All sporting events to be celebrated in school and school to report the successes via Facebook, Twitter and school website.</p>	<p>£2,000</p> <p>My Personal Best cards £75</p> <p>£ 3,500</p>	<p>New OLPS sports kit has been chosen through pupil voice and be in use for the 2023/24 academic year.</p> <p>Children who represent the school have worn OLPS kit and pupil feedback is very positive as they state they feel ‘proper athletes’ ‘part of the Oxbridge team’ and that they feel more confident wearing school kit.</p> <p>‘My Personal Best’ is to be rolled out throughout the 2023/24 academic year as there was a delay getting resources cards from Youth Sport Trust.</p> <p>School/pupils have taken part in 32 sporting competitions/festivals or taster sessions this past year raising the profile of physical activity and the joy of sport. Children have gained certificates and medals and</p>	<p>Promote P.E. by having local sporting heroes visit school.</p> <p>To have even more ‘taster’ sessions for children to try new sports.</p> <p>To embed My Personal Best’ and have all children successful in P.E. lessons.</p> <p>For more children to have access to a range of sporting activities/clubs outside school.</p>

<p>focus).</p> <p>P.E. Newsletter to inform and promote the P.E. to the wider school community.</p> <p>Regular P.E. activities sent to parents to help children and parents access physical activity at home and outside school.</p>		<p>have felt proud of their achievements. Children have competed and also used the 6 Schools Games Values and Y3 have won a trophy for Respect at a recent sporting festival.</p> <p>Sporting festivals have aided fine and gross motor skill development.</p> <p>All P.E. events, competitions and festivals have been displayed in the main school hall and shared on social media to families. All sports teams get a ‘special’ mention in whole school assembly to promote physical activity and to inspire others.</p> <p>P.E. newsletters are posted on the school website to promote physical activity and inform parents of participation in physical activity.</p> <p>School Games Values have been promoted each half term to ensure that not just physical skills but thinking skills, social skills and personal skills are also promoted allowing all children to be successful in P.E. This has enabled the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>School Sports Day has been re-introduced following COVID and all children got a medal and each class had a separate winner for each of the 6 School Games Values receiving a trophy and certificate. Children reported they loved the Sports Day</p>	
--	--	---	--

			<p>and many commented on the fact they could be successful without having to win.</p> <p>Lucy Turner GB heptathlete visited school as part of a fundraiser and to promote physical activity. School raised £1900 towards new PE equipment and this gave P.E. a very high profile for a month. The 5 sporting activities were set as part of homework and P.E. lessons.</p> <p>Parents have been forwarded all sporting club/out of school activities we have received from outside agencies to help promote and allow them access a range of sporting activities outside of school.</p>	
--	--	--	---	--

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Lunchtime staff to be given CPD on playground activities.</p> <p>Sports Leaders to receive and then lead training to set up small group physical activities at play and lunchtimes.</p> <p>Professional sports coaches to deliver CPD to all teachers in gymnastics and dance via weekly P.E. lessons.</p> <p>P.E. leader to keep staff up to date with latest P.E. protocol and resources.</p> <p>Staff to have access to a range of CPD courses run by SSSP.</p> <p>Staff to have access to all equipment needed to teach high quality, motivating and inclusive PE sessions.</p>	<p>Use SSSP CPD to train up lunchtime supervisors then they can lead small groups in physical activity on the yard/MUGA.</p> <p>During P.E lessons in dance and gymnastics teachers are to develop the teaching skills by observing and part-taking in gymnastic and dance lessons led by professional coaches.</p> <p>PE leader promotes PE to staff in staff meetings and keep staff updated on latest resources/evidence and theory.</p> <p>All staff to have to have the opportunity to access PE CPD throughout the year.</p> <p>PE leader to audit resources and purchase equipment to allow full participation in PE lessons for all children.</p>	<p>£800</p> <p>£1,000</p>	<p>Monitoring of P.E. lessons show high quality of teaching from teachers and sports coaches. Pupils make good progress and are confident in showing and discussing sporting skills.</p> <p>Teachers are using the 6 School Games marks to ensure all children have success in P.E. lessons which has given many of the least active children more confident to partake in P.E. sessions.</p> <p>Gymnastics and Dance coaches continue to support and develop teachers person skills in these areas helping them teach higher quality lessons across all P.E. curriculum subjects.</p> <p>P.E. CPD has been offered to staff as it has become available and the P.E. leader has attended courses and fed back information and resources to all staff in staff meetings.</p> <p>Further equipment has been purchased to ensure children are able to be active for longer in lessons and to allow teachers to demonstrate how to use equipment to pupils.</p>	<p>P.E. Leader to look at further training for new/existing staff starting in September 23.</p> <p>Professional coaches to come into school to deliver ‘taster sessions’ staff can use and then further develop their own skills in the future which will impact on the pupils teaching.</p> <p>Staff questionnaire as to their confidence and areas of CPD need.</p> <p>Sports coaches to deliver further after school clubs allowing staff to co-teach therefore developing their personal skills.</p> <p>Provide a range of resources to allow teachers to have short ‘brain break’ type sessions in class that get children active throughout the day.</p>
--	---	---------------------------	---	--

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 10%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:</p> <p>Use SSSP to provide opportunities for children to engage in a wide variety of sporting activities.</p> <p>PE Leader to liaise with SSSP and other school networks to develop a bank of local sports clubs/associations that will come to school or offer activities for pupils.</p> <p>Review PE curriculum to ensure broad range of physical activities are offered to pupils.</p>	<p>Children to be offered a range of sporting festivals/competitions.</p> <p>Children to have access to a range of taster sessions in and out of school in a range of sports.</p> <p>Children will experience a range of sports that will suit their skills set.</p>	<p>Swimming</p> <p>£2,000</p>	<p>There have been 30 sporting competitions/festivals or taster session this year from Reception to Y6. This has had a positive impact on increased confidence, improved wellbeing and pride in children. From these events school have won two trophies for determination and respect.</p> <p>All children across Reception to Y6 have had access to at least one sporting competition, club, festival or taster day this has developed confident skills and a sense of achievement in pupils.</p> <p>SEND and less active children have been identified and have accessed various sporting activities e.g. SEND Kurling.</p> <p>Outside sporting clubs have been invited into school to promote their activities and to engage pupils in a variety of sports.</p> <p>Parents/Carers have been provided with a range of information on local sports clubs, activity sessions or holiday sports clubs to promote the Active 60.</p> <p>P.E. leader has liaised with staff to ensure the curriculum matches the needs of the children and promote the schools values and ethos.</p>	<p>Outward-bound residential Y6</p> <p>Re-organise judo taster session.</p> <p>Organise a range of alternative sports e.g. curling.</p> <p>All teachers to know who are their least active and to keep a track of these children attending sporting events/clubs.</p> <p>Continue to use the SSSP range of events for children to attend.</p> <p>Continue to use Complete P.E. to promote teambuilding sports.</p> <p>To continue to offer SEND children the opportunity to compete in a range of sports.</p> <p>To offer opportunities for under active pupils to partake in festivals/competitions.</p> <p>The focus of sporting festivals to be on the six School Games Values and doing your best to promote motivation, competence and confidence in all pupils.</p>
--	--	-------------------------------	--	---

			Y6 Outward-bound residential at High Adventure promoted self-confidence, resilience, teamwork in a range of outdoor activities.	
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

Set up class competitions at the end of PE units (where applicable).	PE leader to hold staff meeting to ensure staff understand and set up class/inter class competitions.	Paid coaches/clubs £2,000	Sporting competitions/clubs are often oversubscribed with pupils wanting to attend.	To offer a wider range of sporting clubs especially to less active children.
PE leader to monitor pupil engagement in sporting activities/events	PE Leader to ensure a range of children access competitions, festivals and taster days.	Transport £1,500	School has achieved 'Gold' in the Schools Games Mark and are now able to apply for 'Platinum' next year.	New sports kit to promote and encourage pride in representing school at sporting events.
Pupils survey on sports/activities they would like in school. Survey children to see which clubs/activities they partake in outside of school.	Set up pupil surveys to help target provision.			To continue to enter as many SSSP events as possible.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	