

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 2021/22	£0
Total amount allocated for 2021/22 This is as Greenfylde First School	£18,679
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,553 (allocated due to needing to provide sporting provision in new split site primary)
Total amount allocated for 2022/23 1 term Greenfylde First School, 2 terms Herne View Primary	£19,129
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 0

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>	46%
<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>	39%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%

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?

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:	
<p>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</p>					<p>Percentage of total allocation: % Remaining 99%</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?:	
Golden Mile – Premier Education	Daily exercise as part of the routine with individual rewards as well as class		Within coaching total of £12,884	Daily exercise as part of the routine with individual rewards as well as class rewards/ comp against other schools. Some chn selected to represent HV externally at Premier Ed led comp	
Play boxes	Play boxes for each class allows for more structure at play and chance to participate in made up games as well as football, boules, skipping and throwing catching games		£1,250	Play boxes for each class allows for more structure at play and chance to participate in made up games as well as football, boules, skipping and throwing catching games	
Training of Sports Leaders (Rob Treacher)	School Games values of leadership demonstrated and Yr5 ready to train up new Yr5 when they are Yr6		Within coaching total – see above	RT led in Autumn term the Leadership role and chn led Y2 in PE lessons to develop leadership skills	
				Use these skills for new y6 to train Y5 in Sept 23 and use the leaders more at playtime to develop playtime activity. Send Y5/6 to Silver St campus to work with younger children in lunchtimes. Need to train MDSA to lead on this	

Access to MUGA (DS) for sports at lunchtime	To make sport and activity part of social time	0	Chn engaged in sport at lunch and areas specific for girls only football after Pupil Voice request	Booking system required esp for sports requiring equipment (tennis in summer for example) as well as employment of 'referees' for football.
SASP run Motiv8 competitions for least active based upon computer games including Fortnite	Motivate chn more used to game play on computers – chosen by teachers as least active chn, including SEN children	Premier Sport after school clubs £1,265	Enjoyment of PE increased. Some chn returned and demonstrated games they had experienced, and adapted for resources in school	
Premier sports – NERF gun club after school			Funded for PP children.	

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

Percentage of total allocation:
% Remaining 99%

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:
New equipment specific to the correct ages of the children required and bought to allow for a number of sports to be accessed across the year	Correct size balls bought for rugby, netball, football Tennis racquet grips and correct balls as per the LTA guidance for age appropriate	£471 Specialist lessons in coaching allowance see above	Children have a wider understanding of a number of sports including the necessity for the correct equipment (size of balls, racquets etc) Lessons for tag rugby, netball and tennis were able to take place with differentiated equipment and a longer cycle of lessons ensuring improved knowledge and skill levels of these sports	Continue to build curriculum and progression based around a key number of sports, discussing with Secondary schools which sports they would like the chn to be Secondary ready for
Certificates awarded in celebration assemblies	Raising profile of sport participation		Chn keen to collect awards and more chn asking about opportunities to participate	Continue to celebrate achievements inc participation. Link to School Games values for in class work
Opportunity to play cricket at The County Ground, Somerset, transport funded	Raising profile of other sports		Chn excited about different sports and challenges	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% Remaining 99%
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:
CPD for staff using Rob Treacher as qualified PE teacher to assist with planning and training of staff to raise confidence in ability to teach PE in all staff. Also dance teacher used by all years to increase confidence in dance teaching	RT has worked with all staff from Y1-6 this academic year to develop a bank of planning and to demonstrate good PE teaching AH demonstrates good practice (inc OFTED observation) and routines that teachers can film and duplicate in the future	Within coaching total – see above	Staff confidence raised to teach a number of warm ups and sports	Continue to use RT in this way for cycle 2 of the LTP, and to ensure more new staff and staff moving years have access to RT. More time to talk with staff about lessons inc feedback. RT to be observing teachers in second year of having him in PE lessons rather than being the teacher
Member of Somerset Cricket Foundation – visiting coach to provide CPD to staff for training	Six week scheme of lessons with qualified coach	£0 cost	Staff confidence raised to teach a number of warm ups and cricket related activities	Different teachers to be given these opps if space allows (currently no coaches coming Sept 23)
LTA CPD for one member of staff	Shared CPD with team		Led tennis comp chn – LKS2 SOW for staff completed	Continue to use SOW
Dodgeball qualification for one member of staff coaching			Running of dodgeball club	Running of dodgeball club
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Remaining 99%
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>Use of premier education to provide after school clubs twice weekly – spaces for PP children paid for.</p> <p>Yoga teacher – wellbeing links for a healthy lifestyle</p> <p>Extra curricular activities undertaken inc lunchtime/after school clubs as well as inter school comps through the CISP and Holyrood schools comps including:</p> <p>tag rugby, football, netball, basketball, boccia, archery, forest school, rounders, cricket, dodgeball, tennis, dance, athletics (quad kids and longer distance running), motiv8, multi skills (KS1) Approx 30 extra curricular inter school comps attended across the year</p> <p>Additional achievements:</p> <p>Quad Kids champions (Chard district)</p> <p>Boys district softball cricket winners (5th in county)</p> <p>Girls district softball cricket winners (8th in county)</p> <p>CISP UKS2 tennis winners</p>	<p>Variety of clubs inc things we cannot offer due to equipment consideration/expertise</p> <p>Establish routine and healthy lifestyle as well as calm and quiet. Promote that not all sport is about running about!</p> <p>Allow chn to experience a wide range of sports/activity across the year which may not be in the PE LTP for all year groups – tag rugby, football, netball, basketball, boccia, archery, forest school, rounders, cricket</p>	<p>Premier Sport total £1265</p> <p>Within coaching total – see above</p>	<p>Interest in nerf club</p> <p>Chn able to have still time and be able to self regulate better.</p> <p>Chn wanting to play other sports in own time, not just football. Basketball and netball on the playground more popular.</p>	<p>Vulnerable chn to be invited to these clubs and be funded by sports premium money if place taken up</p> <p>Continue to use Paula and to use her with some of the chn experiencing high levels of anxiety in a smaller class</p> <p>Continue the availability of a wide range of sports – may need to replace ageing outside equipment (tennis net bases, netball posts and bases) and keep eye on MUGA surface/playground surface</p>

SASP LKS2 tennis winners				
CISP LKS2 cricket winners				
CIPS LKS2 netball winners				
SASP football winners				
CISP UKS2 tag rugby winners				
Holyrood UKS2 netball winners inc player of the tournament				

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	1% rest managed from other school budgets

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:
Transport provided for all sporting activities	Transport companies were employed to transport our pupils and staff to a variety of local and nation-wide competitions.	£200 (rest funded from school funds)	Number of children involved and want to be involved. Children were able to participate in a variety of competitions across a plethora of different sports, which allowed them to experience healthy competition and sport within a professional setting. They experienced success and failure, both important life skills to value. They took pride in representing their school and they developed further PE related skills such as teamwork and communication within a competitive setting. This also showed itself within a school setting	These skills and experiences ensured children are engaged with the PE curriculum and numerous pupils have since experiencing these events, joined their own out of school sporting clubs.

<p>High level of participation in sports day. All attendees did something on the two sessions of activities</p>			<p>during our sports day</p> <p>Some children moving on to club based sport after experiencing comps in school (rugby STAR programme, Dynamos etc)</p>	<p>Look to make better use of time on Sports Day (two tracks marked, quad kids style events with running and throwing events on the same day?) and to use sports leaders from Wadham to help run and manage the activities on the field based day</p>
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Date:	24/07/23
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Date:	22/7/23
Governor:	Ruth Hobbs
Date:	24/07/23