

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. **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	£14,420
Total amount allocated for 2021/22	£16,487
How much (if any) do you intend to carry over from this total fund into 2022/23?	£17,131
Total amount allocated for 2022/23	£34,734
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£32,800

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 2022.</p> <p>Please see note above</p>	0%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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>	Yes

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: 13.07.2023	
Key indicator 1:					Percentage of total allocation:
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.					70%
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:
1. To ensure PE resources are available, appropriate, and fit for purpose.	Ongoing audit of resources to ensure they are of suitable quality. Purchase of items to support each area of learning.		£7000 Resources £1500 Play Equipment Inspection	Range of resources evident throughout lessons. Children's use of equipment shows increased confidence.	<ul style="list-style-type: none"> Ongoing access to a range of equipment.
2. To further develop techniques to support all learners during Physical Education through staff training. Dance Rebound PE Subjects Swimming Water Movement	Ongoing renewal of staff training every two years. All staff regularly use training at least once a week to three different class groups through staff cover. Ongoing review of classes/pupils accessing rebound.		£1000 Training £5000 Cover	Range of movements in pupils with complex physical needs which has a positive impact in other physical sessions e.g., swimming, physio, movement. As well as other lessons e.g., Maths.	<ul style="list-style-type: none"> Skills to be built on continuation of upward trajectory of outcomes identified on EfL. Identify new pupils/classes to access rebound in the academic year 2023/2024. To identify suitable Yoga programme for all learners. To add Rebound Outcomes onto EfL to track pupils' attainment.

<p>3. To further develop Physical Education through additional WBA specialist coaching for all classes. Break and lunchtime sport coaches to engage pupils in active play.</p>	<p>WBA specialist coaches in school two mornings a week to hold extra PE sessions.</p> <p>Identified Gifted and Talented PE Groups x4 who have been working on specific topics – games, fitness, athletics. WBA lunchtime coaches to engage children in sporting activities during lunchtime.</p>	<p>£0</p>	<p>Increase in pupils' attainment in WBA PE sessions.</p> <p>Pupils can apply skills in different locations e.g., PE lessons to playtime.</p> <p>Pupils' skills are increasing, and this is shown in regular PE sessions through subject monitoring and lesson observations.</p> <p>Increase in number of pupils accessing Gifted and Talented PE. Pupils are showcasing skills taught in events e.g., physical day.</p> <p>Pupils are mixed ability groups so developing social skills with other peers across school.</p> <p>Pupils are able to help new pupils interact with the games and learn the rules.</p>	<ul style="list-style-type: none"> • Skills to be built on continuation of upward trajectory of outcomes identified on EfL. • To further identify extra funding for classes in the academic year 2023/2024. • To identify groups for Gifted and Talented PE and identify more groups over the year. • MDS to implement skills shared from WBA and continue to support and develop play skills in activities and games.
<p>4. To further access physical activities away from school by providing additional physical experiences.</p>	<p>Rock Climbing specialist trainers offsite at Malthouse delivering sessions once a week.</p>	<p>£2000</p>	<p>Active pupil participation in sessions. Evidence recorded through EfL, and lesson observations carried out offsite.</p> <p>Pupils actively participate. Enthusiasm from clubs evident in whole class sessions</p> <p>Pupils are applying skills in other areas across school e.g., sensory integration room, trim trail.</p>	<ul style="list-style-type: none"> • To identify an additional rock-climbing session for pupils to attend for a term including more classes attending x6 per year. • Skills to be built on continuation of upward trajectory of outcomes identified on EfL.
<p>5. To introduce dance activities to encourage more pupils to take up physical activities.</p>	<p>Dance coaches engage children in dance lessons one morning a week.</p>	<p>£2000</p>	<p>Increase in the number of children participating in dance.</p>	<ul style="list-style-type: none"> • To link with our curriculum topics.

<p>6. To further support pupils' individual needs by providing additional staffing to support access to OT, Swimming, Water Movement.</p>	<p>Access to swimming through 1:1 and 2:1 support from specialised swimming teachers.</p> <p>Access to swimming groups focusing on developing swimming skills front stroke, back stroke, swimming pool length.</p>	<p>£1000</p>	<p>Range of movements in pupils with complex physical needs which has a positive impact on other physical sessions e.g., swimming, physio, movement. As well as other lessons e.g., Maths.</p> <p>Pupils have learnt about pupil safety and are beginning to apply skills in the pool area.</p>	<ul style="list-style-type: none"> The cohort of pupils needs changing more support with water movement 2:1 swimming. Also, following OT recommendation a weekly sensory swim. Update staff training in sensory swimming over the year.
<p>7. To further embed the implementation of new teaching and learning plans to further upskill teaching staff.</p>	<p>Follow up CPD through learning walks and lesson observations.</p> <p>Staff development work around how to use communication aids and using them consistently in Physical Education sessions.</p> <p>ALDS and Symbols readily available in the hall and on the school server.</p>	<p>£0</p>	<p>Profile will be raised, as the pupils will be able to understand what is being expected. Pupils can interact with symbols and ALDS so are able to talk and comment about the activity.</p>	<ul style="list-style-type: none"> To further support more through CPD sessions including outside agencies e.g., WBA. To continue to develop and upkeep the resource area to ensure they are readily available for all lessons.
<p>8. To further embed the assessment of pupil learning, progress, and attainment in PE.</p>	<p>Clear evidence on Efl and this is shared with families via the app. This is moderated by subject leaders and reviewed through lesson observations.</p>	<p>£0</p>	<p>Progression evident through Efl.</p>	<ul style="list-style-type: none"> To further support new teachers/staff.
<p>9. To further develop steps 17-19.</p>	<p>To develop a topic approach with clear outcomes to challenge all pupils.</p>	<p>£0</p>	<p>Pupils will be accessing a weekly taught topic in line with Year 1 PE National Curriculum.</p>	<ul style="list-style-type: none"> To add Steps 17-19 Outcomes onto Efl to track pupils' attainment.

<p>10. To support physical development through play and outdoor learning by providing gross motor resources e.g., balance bikes, trikes, scooters, large bikes etc...</p>	<p>To sort and repair current balance bikes, trikes, scooters, large bikes etc...</p> <p>Purchasing new equipment balance bikes, trikes, scooters, large bikes.</p> <p>Purchase of helmets to be kept in individual classes.</p>	<p>£4000</p>	<p>Active participation in exercise at playtime and dinnertime plus additional opportunities throughout the day through movement sessions e.g., during lesson time, PE lessons, sensory breaks etc...</p> <p>Pupils will develop social and physical skills by taking turns, requesting turns, waiting for turns, peer on peer development through watching others ride bikes and scooters and wanting to take part.</p>	<ul style="list-style-type: none"> • There will be an increase in children's self-belief, determination, and resilience. Children will enjoy challenging themselves and being the best, they can be. • Ongoing access to a range of equipment replace equipment at beginning of new school year due to wear and tear.
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<p style="text-align: center;">Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				Percentage of total allocation:
Intent	Implementation	Impact	1%	
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>1. PE board in hall to develop understanding of skills, language, and development.</p>	<p>Boards designed by the PE Coordinator and symbols/ALDs in place.</p> <p>Staff development work around how to support children's understanding through CPD communication sessions.</p>	<p>£0</p>	<p>Profile will be raised, as the pupils will be able to understand what is being expected. Pupils can interact with symbols and ALDS so are able to talk and comment about the activity.</p>	<ul style="list-style-type: none"> • Pupils will continue to develop their understanding and interact with the resources as they move through school.
<p>2. Medals and sport trophies to celebrate achievements throughout the year e.g., sports mentor, dance award, swimming award.</p>	<p>Achievements high profiled through celebration and phase assemblies.</p>	<p>£300</p>	<p>Trophies and achievements displayed in the school entrance in our trophy cabinet.</p>	<ul style="list-style-type: none"> • To continue to develop and share year on year through school newsletter, website and EFL.

2. To offer a broad and balanced curriculum helping to raise achievement and attainment in PE by developing steps 17-19.	The curriculum has been reviewed and is now appropriately sequenced to ensure that there is a clear progression of skills across all steps.	£0	Curriculum has been reviewed and is now appropriately sequenced to ensure that there is a clear progression of skills.	<ul style="list-style-type: none"> Review the fine and gross motor skills in steps 1-16. Develop medium term plans for new topics.
3. Inspire and enthuse the children by linking to local sports clubs (WBA).	Develop links to local team WBA.	Free	We are expanding our links with the community, providing more opportunities for pupils to access community activities in school and offsite.	<ul style="list-style-type: none"> Develop links that can be built on in the next academic year. Pupils visit local football ground and tour stadium, meet players, and invited to matches accessing sensory room.

<p style="text-align: center;">Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>				Percentage of total allocation:
				20%
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:
1. Specialist coaches - WBA	<p>Coaches have a range of sports knowledge and work at The Orchard.</p> <p>Opportunities to broaden children's knowledge of sports they can participate in.</p> <p>Offering a range of differentiated lessons meeting pupil's individual needs e.g., gifted, and talented PE groups (4 Classes) focusing on further developing PE skills – games, gym, fitness etc...</p>	£7000	<p>Pupils' participation will increase. Giving children aspirational opportunities e.g., taking part in competitions in school sports day.</p> <p>Observations of sessions.</p>	<ul style="list-style-type: none"> To further develop competition events through links with WBA e.g., Swimming Gala, Community Events. Feedback shared with staff and development areas identified and supported.

<p>2. Identify staff training needs and increase the confidence, knowledge, and skills of all staff in teaching PE across the school.</p> <p>Dance Yoga Rebound PE Subjects</p>	<p>Staff audit to identify areas for development/areas where staff lack confidence or need more support. (School Improvement Officer)</p>	<p>£0</p>	<p>Staff audit completed and areas for development identified.</p> <p>Some limited CPD took place in the Spring and Summer Term – Sensory Integration.</p>	<ul style="list-style-type: none"> PE lead/PE coach to attend PE networks, updates, and conferences. To create sessions through CPD to develop staff knowledge by working with specialist coaches sharing knowledge and ideas. Further CPD for sensory integration for identified pupils/classes and class staff trained to use room and set up activities to support sensory integration.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>				<p>Percentage of total allocation: 6%</p>
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:</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>1. To further access physical activities away from school by providing additional physical experiences.</p>	<p>Rock Climbing specialist trainers offsite at Malthouse delivering sessions once a week.</p> <p>Trained Minibus Driver + Additional Staffing to support offsite visits.</p>	<p>£2,000</p>	<p>Active pupil participation in sessions. Evidence recorded through Efl, and lesson observations carried out offsite.</p> <p>Pupils actively participate. Enthusiasm from clubs evident in whole class sessions</p> <p>Pupils are applying skills in other areas across school e.g., sensory integration room, trim trail.</p>	<ul style="list-style-type: none"> To identify an additional rock-climbing session for pupils to attend for a term including more classes attending x6 per year. Skills to be built on continuation of upward trajectory of outcomes identified on Efl.

2. Identify a suitable yoga programme for pupils with complex and profound learning difficulties.	External Provider to train two staff members. Staff members to share training through CPD sessions or run Yoga Sessions in school.	£0	No provider found this year. Unable to deliver Yoga.	<ul style="list-style-type: none"> To continue to search for a suitable provider so we are able to deliver yoga in school to all pupils.
3. To develop the playgrounds due to inspection by Health and Safety and to provide more challenge/access for all pupils.	Link with external providers to provide examples and quotes to meet our school needs. Set up a working party. Bikes and Scooters inspected.	£0	Quotes and examples gathered. Working party identified and starting to gather examples of what we need.	<ul style="list-style-type: none"> Need to investigate further funding to support this project and develop overtime.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation	Funding allocated:	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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1. Introduction of competitive events at annual Sports Day (Gifted and Talented PE).	Children to be taught how to compete and how to earn points for their class. Purchase Sports Day stickers for first, second and third place. Achievements to be celebrated in assembly and noted on the school website and newsletters.	Please see Key Indicator 2 Bullet Point 2.	To introduce a degree of competition, children in gifted and talented scored points for their class. All children across the school were presented with a sticker and certificate to celebrate their participation. No external events took place this academic year.	<ul style="list-style-type: none"> To continue and develop next year introducing more pupils where appropriate. To develop competitive sport opportunities (internally and externally) enabling children to have positive and celebratory experiences of participation and teamwork.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Samantha Barker
Date:	13.07.2023
Governor:	
Date:	