

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 | £7,265.50 |
| Total amount allocated for 2021/22 | £16,550 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £12,000.00 |
| Total amount allocated for 2022/23 | £16,580.00 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £28,580.00 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | n/a |
| <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> | n/a |
| <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> | n/a |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | n/a |
| <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 |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | 3.5% |
| 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 have a focused week to highlight the benefits of PESSPA on our physical and mental well-being. To introduce pupils to new sports and outside providers/clubs for pupils to attend. Raising awareness and embedding sport and physical activity into the school day will help with broader school outcomes, such as improved behaviour and attendance, reduction in pupil exclusions and increased academic achievement. Continued development of school woodland area to ensure remains accessible all year round to all classes. | <ul style="list-style-type: none"> Ensure that cover is provided for teachers to work alongside each other to plan events and desired outcomes in order to gain knowledge and confidence. Contact relevant providers and organise workshops and sessions for staff, parents and pupils. Promote local sports clubs and encourage lifelong inclusion in PE and sports. | £500 Cost of workshops/activity sessions. £500 to support additional equipment resourcing | <ul style="list-style-type: none"> A themed week that successfully promoted PESSPA. Pupils were introduced to new sporting opportunities, having a broader range of experiences. Attending sports venues outside of school and developing links with local clubs also had a positive impact on wellbeing. Pupils able to access Woodland in greater numbers all year round | With loss of local Cluster PE lead, continue to strengthen role of Federation PE leads in developing wider opportunities with both local school and sports clubs. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| | | | | 5.8% |
| 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"> Embed new PE whole school scheme to support clear progression of consistent skills from YR to Y4. Support staff delivery of HQ PE by extending resources available to staff Specialist coaching to support wellbeing initiatives and staff CPD | Staff training on new PE curriculum materials Identify areas for specialist coaching (e.g. gymnastics) and work with Life Education to support specific need and wellbeing | £700 PE lead release and cover £954.57 Training and resources. | <ul style="list-style-type: none"> Sequence of skills and consistency of PE curriculum massively strengthened, with resources supporting staff knowledge and delivery of a robust and broad curriculum. Staff CPD and wellness of pupils impacted positively. | CPD on active learning across curriculum |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 9% |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 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"> Radio Club programme to promote the importance of health and wellbeing To attend leisure venues with resources beyond our own. To get children back out into the community to play sports inc. funded transport to venues. To broaden further the experiences of our young people so sports clubs focus on fun and enjoyment, and help young people (and less active groups) to build confidence and develop a positive relationship with sport and physical activity. | <p>Radio club focus on Community and Wellbeing including our role in healthy life choices.</p> <p>To work in partnership to increase the provision of afterschool sports opportunities, pupils accessing high quality after school opportunities that inspire them to get active.</p> <p>Planned competitive events with federation and or local schools</p> | <p>£889.50</p> <p>£1710.50 hire, coaching, transport etc.</p> | <ul style="list-style-type: none"> Radio Club were successful in being shortlisted in two national award categories for 'Primary Radio Station of the Year' and 'Times best podcast' This has continued to grow wellbeing in our communities. Pupils have greatly increased their involvement in a wider range of sports, from water sports, to yoga, to competitive football and netball matches plus more through a timetable of enrichment activities and visits/visitors. | To develop further all-weather facilities – shade sails |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| | | | | 3.8% |
| 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"> All pupils in school attending organised events for each year group within the Droitwich Pyramid. Providing opportunity for pupils to compete against others settings. To ensure teaching staff have planned opportunities within lessons that allow for the element of competition. To increase the level of participation in competitive sports. | <p>To liaise with other PE leads within the Droitwich Pyramid of schools to plan and organise an events calendar. Enabling pupils to access age appropriate competition and the opportunity to try out and participate in competitive sports.</p> <p>KS2 pupils to compete in Netball and Football tournament with local schools</p> <p>To work collaboratively with Federated school to arrange sports events that allow opportunity for age appropriate competition.</p> | <p>£600 Supply cover for lead to organise</p> <p>£500 Travel to venue/venue hire</p> | <ul style="list-style-type: none"> Sporting events have supported friendships and pupils have learnt how to work as a team. Improved skills like leadership, self-discipline and resilience. Pupils have developed their sportsmanship Continued impact across the whole curriculum. See whole school data for PE where all groups made at least good progress. | Reinstitution of competitive 'Cluster Sports' events |

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| Signed off by | |
| Head Teacher: | Alex Gromski |
| Date: | 23.07.23 |
| Subject Leader: | Jo Turner |
| Date: | 23.07.23 |
| Governor: | Kathryn Clarke |
| Date: | 23.07.23 |