

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16,270
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,165
Total amount allocated for 2022/23	£16,237
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 23,402

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

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.

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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

50%

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.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

50%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

50%

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?

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: June 2023	
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: 8%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>
Engage all children in daily regular physical activity.	Reintroduce lunchtime sports club.	£ 1,945	Increases pupil activity levels and own understanding of health and fitness.	When in school, regular exercise can be easily monitored and built upon.
Continue to raise awareness of the importance of physical activity	Training the lunchtime supervisors and SMSAs to provide activities at lunchtimes.		Helps with the managing of pupil behaviour at lunchtimes by providing supervised activities.	As most children are transported in they cannot be encouraged to walk to school.
	Provide a range of activities for break/lunch time.			
	Swimming – To ensure pupils reach the NC expectation by the end of KS2		Fitness levels have dropped since Covid and lockdowns as most children have not had access to sports equipment/facilities, therefore activities will increase fitness of children as measured by a fitness test.	Concerns with exercise outside of school. Introduced a trial this summer for children to borrow a school scooter or skateboard to increase their fitness levels at home. Linked to successful scooter and skateboard training. Children to upload photos and videos to school platform. Children to be praised for regular activity outside of school.
To identify the least active and those at risk of not achieving 30 minutes of physical activity a day at school.	To provide additional swimming opportunities for those children not on track to meet the end of KS2 swimming.			
	Proposal for children to start swimming earlier and for longer.- Introduce to Yr 3 & 4.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21 %
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:
Regular engagement of classes to ensure each pupil achieves 30 minutes of continuous physical activity increasing children's health and wellbeing ensure a whole school approach toward PESSPA as a key curriculum area. Specialist areas promote movement as therapy in our pupils to enable our pupils to regulate and better access wider learning as a result.	The introduction of the daily mile for the whole school, alongside timetabled swimming sessions for more pupils in Key Stage 2, specialist sports interventions and specialist clubs and coaching ensures PESSPA at the very heart of the academic day. Review of sports equipment and replace/ update as necessary. Invest in new bikes for EYFS for daily use in outside area. Investment in additional classroom staff allowing for greater opportunity for targeted movement breaks, sensory circuits and physical activity for targeted pupils.	£5,028	Increased access to a wider variety of sports and movement programmes Greater visibility and celebration of our sporting achievements	Key part of the school development plan (SDP) to ensure continued investment in pupil wellbeing with PESSPA as a critical aspect. Investigate evidence based assessment of progress, driving initiatives forward. Investigate possibility of swimming pre-awards introduced in neighbouring special school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4 %
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:

To upskill staff and develop their confidence in teaching PE and sports activities. Sports specialist, therapists and teachers working collaboratively with wider staff to improve confidence.	Buy into LA CPD Training programme. Share CPD training with mainstream colleagues to improve sport and PE across both schools. SMSA/LSA to attend Active Playgrounds training to upskill and have improved confidence with playground games and activities. Staff to attend OT training/sessions for ideas to target pupils who struggle with fine and gross motor skills.	£1,000	Improved quality of PE and Sports provision. Playtimes to be more active for pupils. Staff feel more empowered to lead activities.	Plan for more staff to access CPD training and factor into the school calendar once released in early September. SMSAs to review playground games and activities regularly. Get feedback from pupils and staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
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:

Pupils have opportunities to acquire new skills and to experience new sports. Additional achievements:	Explore diverse, exciting and fun sports for children to try, find out what they like and develop new skills. Children to take part in scooter and skateboard training. KS2 children to have the opportunity to experience a range of activities at Tolmers Residential. Year 6 pupils to have the opportunity to build upon their skills from Tolmers and experience new activities and opportunities at Pendarren with their mainstream peers.	£5,313	Facing challenges away from school brings children together and knowledge and skills and apply their skills in chosen activities. Build upon previous skills. Work in resilience and independence as well as their interest in a range of sports. Children thoroughly enjoyed the experiences. Parents realized their child's potential. More up take of events. Children's development of a positive attitude towards sports and activities increased.	Rebook scooter and skateboard training. Explore the possibility of having sessions twice a year to rebuild on skills. Share experiences in assembly. Feedback to younger pupils. Send links to activities in local areas and sporting groups to encourage participation and build on enjoyment to increase up take.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10 %
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:
For all pupils to engage in sporting/competitive opportunities off site.	Enter all competitions offered through Panathlon and other Deaf	£2,283	Inclusive sporting activities with deaf schools and mainstream	Continue to develop the children's involvement in local

School Games events to be entered involving as many children as possible - Children to have a sense of unity and community in competitive sporting events. To identify and organise opportunities for inter-school competitions with other Deaf peers in and around London. Provide children with increased experience of skill acquisition and competition for sport out in the community through high quality PE lessons.	schools/ organisations. E.g., swimming gala, bowling, Boccia, football tournament. Through the use of sporting kits provided for competitive sporting events. Purchase medals and rewards. Join the partnership mainstream sports day at Highgate Woods. Develop further competitive sporting activities with other deaf schools and mainstream partner school (sports days, tournaments etc.) Opportunity for all children to represent year groups/school in a wide variety of sports: Rebuild links to organised sporting events and sign up to Panathlon competitions. Plan provision for Yr 6 children to work alongside staff to coordinate Plan provision and involvement for each individual strategically to prioritise enjoyment. Invite local community sports clubs with qualified and passionate coaches to provide inter-school competitions throughout the year.	partnership school take place – further opportunities for competitive sport and mixing with peers. Children to experience levels of competitiveness and opportunities to perform in front of a crowd. All children to have gained real life experiences of competition out in the community of playing sport and competitions outside of their immediate school community. For children to talk positively about their involvement in at least one sporting event/competition off site. Evidence through website, noticeboard and school social media. Evidence through School Games organiser at involvement at each event. Examples of activities and events entered this year: Mainstream cricket tournament Deaf Sports day Sports day with mainstream partnership school Football tournament with other deaf schools/units Swimming gala	sport tournaments. Continue to enter all Panathlon competitions. There are some extra competitions appearing in the calendar run by deaf schools or organisations.
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Head Teacher:	Helen Taylor
Date:	21 st July 2023
Subject Leader:	Kathryn McCarthy
Date:	20 th July 2023
Governor:	Ruth Griffiths (Chair of Governors)
Date:	25 th July