

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,570
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,670
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,670

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 program of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?</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>	26 %
<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>	26 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<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/ 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:	
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: 7.3%
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:	
Embed cross curricular ways for children to engage in physical activity such as Super Movers in Maths or sports from around the world.		Use staff meetings to introduce Super Movers/maths dances and ensure they are embedded 3 times a week in all classes.		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Continue to give <i>all</i> children opportunities to take part in physical activity during breaks and dinner times.		Ensure organised sporting activities are timetabled. Implement a programme of outdoor play to structure breaks and dinnertimes.		Super Movers or similar activities are embedded into the curriculum.	
				Structured Sport is timetabled. A range of outdoor equipment based on the Froebelian approach has been purchased and placed outside. Children have been trained to use this appropriately.	
+Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 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:
<p>Continue to promote sport for everyone by holding a wide range of after school clubs.</p> <p>Promote PESSPA both in and out of school using displays and social media.</p> <p>Promote PESSPA in school by engaging parents.</p> <p>PESSPA should be promoted and celebrated in school by ensuring children have extra opportunities to engage in a range of different sport activities (with a particular focus on the engagement of girls).</p>	<p>Timetable for before and after school clubs for all year groups covering a range of sports.</p> <p>PE noticeboard to be regularly updated so children are aware of PESSPA in school. School Dojo and Twitter updated regularly with PESSPA.</p> <p>Invite parents to sporting events and showcases.</p> <p>Ensure the curriculum is broad, with a range of sports. Where possible, invite experts into school.</p>	<p>£12,375</p>	<p>All year groups 1-6 have been offered an after-school club. Most of these are multi-sports to ensure a wide range of sports. A Trust PE leader has helped to run an after-school club, introducing new sports.</p> <p>Noticeboard is in Central Area where all children can see it. It includes photographs and information about sport in school. School Twitter details a range of sporting activities and achievements.</p> <p>Showcases were held for dance for years 1-6 with parents attending.</p> <p>Val Sabin scheme used to plan a varied whole school plan. Athlete event arranged for Y1-6. Sean Gaffney – Paralympian- came into school to complete a sponsored circuit. After school club based on activities chosen by girls in school, improving their engagement.</p>	<p><i>Pupil audits to find out which clubs children would like to be offered. Contact outside agencies to find out which other clubs could be on offer.</i></p> <p><i>Offer more opportunities for parents to see PESSPA in school and be involved with their children's learning.</i></p> <p><i>Hold showcases for gymnastics and promote this better to ensure engagement of parents.</i></p> <p><i>Continue to create opportunities for all children to take part in sports. Audit children who don't currently attend clubs about which clubs they would take part in if they were offered.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.6%
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:
Ensure all teaching staff are able to plan, teach and assess PE lessons in school with confidence.	Conduct staff audit to find out how confident staff are at teaching all areas of PE. From this provide focused CPD.	£1511	PE Audit sent to teaching staff and focused staff meeting to address areas for development such as implantation of the new curriculum and skills of new sports. Follow-up Audit showed an increase in confidence.	<i>Regular audits and staff meetings to continue. PE lead to keep building experience through external CPD.</i>
Continue to ensure that <i>all</i> children access quality curricular lessons which are supported with the necessary equipment.	Implement a quality whole school curriculum which teaches progression. Complete regular equipment audits. Continue to liaise with Trust PE lead to further improve the CPD offer within school.	£1300	The Val Sabin scheme has been introduced into school with supporting progression grids. Equipment has been audited and is regularly updated. School PE Lead engaged in regular meetings and emails with Dan	<i>Hold staff planning meetings to ensure children are receiving the best offer, contextualized to the school's needs. Continue to regularly audit equipment. Schedule termly meetings to work through action plans and ensure they are compliant with trust requirements.</i>

	Organise Trust PE Lead support in lessons to offer CPD by supporting teaching staff .		Bennett and attended JMAT PE training. Dan Bennett (Trust PE lead) and his assistant Josh Whaley have supported classes for all year groups from F1-Y6 to implement the new curriculum and support with teaching.	<i>Continue with this support, prioritising new staff.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5.7%
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:
Offer a wider range of clubs to all children, ensuring they accessible to SEND and PPG children.	Hire experienced support staff to teach clubs and ensure invites are sent to SEND and PPG children where appropriate.	£1000	This year, 9 different sports clubs were offered to KS1 and KS2. In Years 1-6, clubs were accessed by 50% of SEND children and 58% of PPG children. Josh Whaley (JMAT expert) was brought in to assist with clubs and brought knowledge of new sports such tchoukball and NFL flag football.	<i>Liaise with outside agencies to broaden the offer of clubs in school.</i>
Widen the range of activities children can take part in at breaks and dinnertimes.	Audit the equipment outside to give children choices of activities. Ensure staff and children know		A range of outdoor equipment based on the Froebelian approach has been purchased and placed	<i>Ensure all staff and children know how to look after and maintain this equipment.</i>

	how to use them effectively.		outside. Staff and children have been trained in their use.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.4%
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:
All children – including KS1 – to take part in an increasing amount of competitive sport.	<p>Children from Ferham should begin to take part in a range of tournaments within the local area.</p> <p>Children should be able to practise competitive sport through intra school tournaments and competitions.</p> <p>Arrange a school sports day with competitive elements.</p>	£1484	<p>Children have taken part in many tournaments within the JMAT academy and local community with some success.</p> <p>All children in Year 1-6 have taken part in intra school tournaments within their Key Stage. This has allowed for the teaching of fair play and better understanding of rules.</p> <p>Children were able to take part in a sports day and compete against their peers.</p>	<p><i>Ensure children are equipped with the necessary skills to compete in a range of sporting tournaments.</i></p> <p><i>Ensure planning allows for an intra school tournament within a Key stage at the end of every year.</i></p> <p><i>Look at ways to engage parents in our sports day.</i></p>

<p>Ensure children have the necessary equipment and uniform to compete in sporting events.</p>	<p>Complete a sponsored event.</p> <p>Purchase a school sports kit for children to wear during tournaments.</p>		<p>Children in Years 1-6 took part in a sponsored event with a famous athlete.</p> <p>Football kit was purchased and has been worn to tournaments.</p>	<p><i>Compete in other sponsored events based on a different area of sport.</i></p> <p><i>Ensure sizes are accessible to all children and order more kit as participation in events rises.</i></p>
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Head Teacher:	V Fenton
Date:	20.7.23
Subject Leader:	Kirsty Taylor
Date:	28.6.23
Governor:	C Ewens (VCoG)
Date:	11.7.23