

# 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	£16800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,200
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,200

## 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><b>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</b></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><b>N.B.</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>	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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	N/A



			<p>active and skill level improves in certain areas due to the extra clubs they are welcome to access.</p> <p>Midday supervisors are well trained in playground games and engage large groups of children in their play.</p>	<p>Continue to promote the culture within the school community that our school is an 'Active School'.</p> <p>Raise the profile of the importance of PE, school sport and physical activity. Ensuring parents and families know that PE is as important as any other subject</p>
--	--	--	--	---

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

Percentage of total allocation:

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>To celebrate physical activity and sports across the school and raise the profile of PE.</p> <p>To raise the awareness of the link between physical activity and health across the school.</p> <p>Embark on the two year Opal programmed to promote physical activity as a driver for outstanding behaviour and attitudes</p>	<p>Sports Day- annual sports day allowing children to all participate in competition and celebrate achievement. This includes additional support and activities for our high needs SEND children and those with a physical disability to ensure inclusivity.</p> <p>Assemblies based on world sports events e.g. Wimbledon</p> <p>Sports leaders have been trained and introduced to develop play and interactions at breaktime and lunchtime.</p> <p>Curriculum updates - Jigsaw PSHE</p>	<p>£3000</p> <p>£200</p>	<p>Pupil voice shows children know the importance of physical activity in order to stay healthy.</p> <p>Sports leader applications from children have increased over the course of the year. Children are aware of how to become a sports leader and the impact they can have.</p> <p>Children are aware of national and international sports events.</p> <p>Children have access to water throughout the whole day and understand the importance of</p>	<p>Sustainability and suggested next steps:</p> <p>Athlete visits arranged for the Summer term</p> <p>Specialist sports days for national and international events.</p> <p>Calendar of events shared with parents</p> <p>Involve local community- continue to work closely with our local teams and networks to support and celebrate sport in school.</p> <p>Work with local clubs to offer a</p>

	focus on healthy me and DT curriculum includes designing, creating and evaluating healthy meals.	£500	staying hydrated.	wider range of clubs and in school activities /experiences for children
	Year 1 snack provision introduced to allow children to understand the link between eating well, healthy and unhealth foods, and the impact on their physical health.	£200		Raise the number of pupil premium and SEND children takin part in after school sports activities.
	Water bottles purchased for all children to ensure they are following fit and healthy lifestyles whilst increasing physical activity.	£200		To continue to highlight to the children how being active impacts on mental health and wellbeing (link to School development priority areas)

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Teachers are knowledgeable about the PE curriculum and how it is progressive and sequential. Staff are confident to teach PE. Children make good progress in their core skills throughout their time at Ashbrook School	Get set for PE bought to provide all planning- high quality planning and teaching of PE for all year groups.  Access to CPD via get set for PE for all teachers.  CPD given to all teachers through a PE SLE to ensure consistency in delivery and understanding.	£2000	Monitoring shows that PE lessons are well planned and delivered, with all children, including those with high level SEND needs taking part through adaptive teaching and resourcing.  Pupil voice shows that children enjoy PE lessons and can talk about their developing skills and knowledge.	Specialist dance teacher employed to provide CPD for Foundation teachers and ECTs new to the school to ensure consistency in high quality delivery.  Subject monitoring by PE lead identifies priorities for CPD for the next academic year. Monitoring by SLT ensures that areas for development are

	Specialist Dance teacher employed to model, teach and coach teachers, including ECT at different points in the year.	£1000	<p>Staff voice shows they are confident in teaching PE and can articulate how the skills and knowledge are progressive through the school. Staff are confident to ask for support should they need it and can identify their own CPD needs.</p> <p>Staff now deliver the full PE Curriculum to their own class, with support from SLE/Head of School to refine and embed these skills further</p>	<p>identified quickly and support is given swiftly.</p> <p>ECTs have a designated PE CPD programme to support their understanding and development through modeled lessons and coaching sessions.</p> <p>All staff to be trained in yoga so that it can be embedded as part of school life, as well as part of the PE curriculum.</p>
--	--	-------	---	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
0

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>The whole school offer is broad and all children are given a range of opportunities to experience different sports.</p> <p>The curriculum design allows for a range of sports to be covered, ensuring that the curriculum is not so</p>	<p>After school club offer is broad and includes both internal and externally run clubs. These include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Dance</li> <li>2. Games</li> <li>3. Brazillian football skills</li> <li>4. Basketball</li> <li>5. Rugby</li> <li>6. Gymnastics</li> </ol>	£1700	<p>High take up of clubs. Most are fully booked and many have a waiting list.</p> <p>Pupil and parent voice show that children enjoy the clubs on offer.</p> <p>Children enjoy the range of activities offered to them through their PE lessons. Observations show that children are highly</p>	<p>Extend the offer of free clubs for Pupil premium children to SEND children to 2 clubs per half term.</p> <p>Continue to develop the PE curriculum offer to include a wide range of activities that the children may not have access</p>

<p>broad that it does not allow for consolidation of key skills over time</p>	<p>7. Bikes club 8. Football 9. Freestyle soccer 10. Yoga</p> <p>Up-take of clubs by Pupil Premium children is good, all Pupil Premium children take up the offer of one free club per half term.</p> <p>Whole school PE curriculum includes opportunities for children to try different sports, and delivers the fundamental skills through different sports / activities.</p>		<p>engaged and enjoy their lessons. Skill development is good through the progressive nature of the curriculum.</p>	<p>to otherwise.</p> <p>Work closely with our junior school to develop the curriculum and club offer.</p>
---	---	--	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Children will have opportunities to participate in competitive sports activities both in the curriculum and outside of the school day.</p>	<p>-Sports Day- June 2023 Lines to be painted for competitive races to take place. This will also include over time for the site manager to do this.</p> <p>Materials and time cost attached to repair the field so it was able to be used safely</p>	<p>£1000</p>	<p>Feedback from pupils and staff is that sports day was well organized and received.</p> <p>Children could take part as part of a team. Financial burden taken from parents and carers.</p> <p>Staff school kits purchased to promote</p>	<p>-Support a Trust plan to increase the opportunities for competitive sport within infant schools, moving forwards.</p> <p>Make links with other infant schools in the local area to invite them for key competitive events.</p>



	<p>House tops purchased for those who were unable to afford them</p> <p>-Competition with self in KS1, reflected in planning.</p> <p>House teams continued to encourage competition on designated sports days and throughout the school year.</p>	£100	<p>sense of pride and a sense of being part of a team for these Events</p> <p>Links with partner schools to allowed Year 2 children to go across to the junior school to take part in a sporting event.</p>	
--	---	------	---	--

Signed off by	
Head Teacher:	Jamie Ainscow
Date:	July 2023
Subject Leader:	Rachel Ashby
Date:	July 2023
Governor:	James Blackhurst
Date:	July 2023