

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

St Budeaux CE Primary Academy

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](#).



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	Yes
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	58% Top up swimming is available for those who not achieving so they leave swimming a minimum of 25metres
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/ 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: 2023/24		Total fund allocated: £17,050	Date Updated: 17-7-23	
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:
				12%
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:
Enable children to meet minimum requirement for NC KS2 swimming.	Use the Curriculum swimming assessment data to identify children not currently meeting the minimum requirement. Book top-up swimming sessions.	£1000	Assessment data provided by the Life Centre will allow us to continue to monitor progress and book more sessions where required.	Additional swimming lessons should ensure that all children can meet the minimum requirement by the end of Year 6. Providing children with as many opportunities as they need to succeed will led to more healthy and active lifestyles and well as developing and essential life skill.
Reinstate active initiatives such as the daily mile & wake and shake and the step challenge.	Invest in new equipment for this such as new pedometers/wake & shake resources.	£500	Photos to be taken during celebration assemblies. PE Coordinator to meet with the School Games Crew to select appropriate initiatives.	Daily whole-school initiatives will raise the level of activity for the whole school.

Ensure that EYFS pupils develop gross motor skills to prepare them for sporting activities as they develop.	Teachers to plan & adjust outdoor learning environment through use of the playground/sports hall and purchase equipment and storage to support this.	£600	Pupils will have the necessary gross motor skills to participate in sport and active play.	Pupils will have the necessary skills and be motivated to make active choices as they develop & grow.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 56%
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:
Positively impact teaching and learning in PE.	Use the results of the last equipment audit to update/replace equipment as needed (wall bars, benches & gymnastic stools need replacing after being condemned)	£8,100	Feedback from staff one equipment has been replaced.	Ensuring that all PE lessons are well resourced will provide all children with increased practice time in which to develop their skills.
Reinstate active initiatives such as the daily mile & wake and shake and the step challenge.	Invest in new equipment for this such as new pedometers/wake & shake resources.	£200	Photos to be taken during celebration assemblies. PE Coordinator to meet with the School Games Crew to select appropriate initiatives.	Daily whole-school initiatives will raise the level of activity for the whole school.
To ensure field and playgrounds are safe & fully utilized to maximise sporting opportunities an clubs all year.	Line painting, grass cutting and general maintenance by caretaker & contractors.	£1200	Field access at all times of year. Clear markings for athletics, fielding & striking & invasion games.	Ongoing with caretaker & contractors.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Staff are confident in delivering a broader curriculum when the long term plan is changed to bring school into line with First Federation.	Subject lead to identify gaps in subject knowledge and book appropriate CPD.	£1000	Staff feedback after training.	Subject lead to upskill staff as a priority to ensure long-term provision of PE remains current and safe.
PE subject lead monitoring for impact of PE teaching and learning on outcomes and planned curriculum.	Planning & assessment review against curricular goals. Lesson study.	£300	Impact outcomes to inform inset & training.	Review inset based on impact findings – gaps & strengths.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Provide greater range of sports clubs after school.	External coaches to lead sports not offered by us. Teachers to lead sports clubs in key competitive sports.	£600	Pupils will develop an area of sport and associated skills that can be taught by an expert.	Many pupils take up the sport outside of school as a result.
Participation in Federation sports events.	Transport costs to other schools. Certificates, trophies & medals. Supply costs.	£600	The number of pupils representing the school in competition will increase.	Pupils will be inspired to continue competing in the future. Continued reciprocal and competitive opportunities in the future.
Ensuring chn with SEND needs access their PE lessons.	TA time to be allocated for them to support 1:1 in PE lessons.	£2200	Improved attendance of SEND chn in weekly PE lessons.	Improvement in SEND attitudes towards PE.

Key indicator 5: Increased participation in competitive 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:
Participation in Federation sports events.	Transport costs to other schools. Certificates, trophies & medals. Supply costs.	£650	The number of pupils representing the school in competition will increase.	Pupils will be inspired to continue competing in the future. Continued reciprocal and competitive opportunities in the future.
Increase the number of children accessing competitive events.	Embed competitive lessons in each PE unit taught and collect evidence which will be saved in the subject leader folder. Subject lead to monitor for participation.	£100	Evidence (photos & write-ups) kept in subject lead folder on staff network.	Providing appropriate competition will give many children the opportunity to succeed.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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