

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 | £19,380 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,750 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £17,750 |

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> | |
| <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 2022.</p> <p>Please see note above</p> | 63% |
| <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> | 63% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 60% |
| <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 |

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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: | | |
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| 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: | |
| | | | 63% | |
| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
| 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 to receive 2 hours of PE curriculum per week. | Timetable slots allocated to allow for this to be provided. Sports coaches/outside agencies to provide up skilling opportunities for every year group teacher once a week. | £1950 | ALL children to take part and engage with PE sessions and were active throughout. | Continue to provide this next year. |
| Children in Years 3 and 5 attend swimming lessons throughout the whole of the Summer Term. Year 6 top-up swim available for the weaker swimmers. | By the end of Year 6 children are able to swim competently, confidently and proficiently over a distance of at least 25 metres. | £1930 | All children in Years 3 and 5 to take part in swimming sessions at AT7 and in Summer 2 the weaker swimmers in Year 6 complete a top up swim. | Continue to provide this next year. |
| Teachers have been encouraged to implement active lessons where possible and to implement active brain breaks throughout the day. | Class teachers provided more ways to be active throughout the day. | N/A | Children were provided with daily opportunities to be active. | Continue to provide this next year. Build on this using professional sports coaches to target least active children. |

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| Walk to School Tracker (Living Streets Travel Tracker). | Travel Tracker accessed and used by all classes. Children to receive badges as they achieve 'more activity'. | N/A | Children engaged in becoming more active. They can win badges and prizes for walking to school. | Continue to provide this next year. |
| All pupils to be engaged in physical activity during Lunchtime. Year group rotation so each year has a sports coach once a week during lunchtime. | Sports coaches employed to provide Lunchtime activities, including games, sports matches, competition preparation etc with the aim of all children being engaged and active. | £3420 | Children reported via pupil voice that they preferred Lunchtime activities with CV Life staff providing games and equipment rather than Lunchtimes without. DRAs report less behaviour and medical incidents on a weekly basis due to children being engaged in activities. | Continue to provide sports coaches at Lunchtimes to engage children. Use coaches to support and train school DRAs with providing activities. |
| All children given the opportunity to access after school sports club with a CV Life coach. | Sports coaches employed to provide coaching for the after school clubs. | £3800 | Children were involved in the decision making for what sports clubs we offered. When one club was undersubscribed we changed the club and offered an alternative. | Continue to run after school clubs next year. Consider whether we can provide an EYFS after school club next year. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 18% |
| 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: |

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| Children to understand the importance of being active throughout the day. Aim to improve childrens' lunchtime experience and therefore improve concentration and focus during the afternoons. | Sports coaches employed to provide Lunchtime activities, including games, sports matches, competition preparation etc with the aim of all children being engaged and active. | N/A | DRA staff reported less incidents at lunchtime with a significant decrease in behaviour incidents. Year 6 Sports Leaders began to take ownership of setting up and providing sporting equipment and supporting other year groups. | Continue to provide targeted lunchtime support from specialised coaches next year. Focus on keeping children engaged to reduce behaviour incidents and improve concentration levels. |
| Improve range of resources and equipment available at Lunchtime. Children to understand how to use equipment independently and effectively as a tool for physical activity. | Purchase necessary sporting equipment to support child engagement and activity levels during Lunchtimes. Ensure the equipment is good quality. | N/A | All children took part in physical exercise daily. All children were encouraged by DRA staff and sports coaches to use exercise and play competitive sports during Lunchtimes. | Ensure equipment is useful and effective as a tool for engaging children in physical activity. Audit next year and update where necessary. |
| Ensure all sports equipment is up to date in line with the planned curriculum and is useful, appropriate and of good enough quality to support teaching of PE and engagement in competitive sports. | Audit and purchase necessary equipment. | £2660.59 | Resources allowed children, teaching staff and sports coaches to access and provide a wide range of sports to children both within the school curriculum and in after school clubs. 100% of sports coaches reported that equipment was easily accessible and effective for use during upskilling and lessons. | Audit equipment at beginning of next year and update where necessary. |
| Year 6 children to be offered the opportunity to become Sports Leaders. | Children to apply to become a leader, explaining the qualities needed and linking to showing sportsmanship and care (school ethos). | N/A | Lots of Year 6 children applied and they were given the role of sports leaders. They took part in the daily set up of sporting equipment and activities for all children at Lunchtimes. | Children to be provided with further Sports Leader opportunities next year, such as supporting with competitions. |

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| Run whole school Sports Day. Recognise importance of PESSPA through links to school values and through promoting importance of sports to children and parents. | Plan across whole school and ensure teaching staff are able to run a range of sporting events that engage children and improve skills. | £161.46 | 100% of children from Nursery to Year 6 were able to take part in a range of sporting events to practice and showcase their key skills, and to compete with other pupils. A high number of parents attended, showing support and understanding for the importance of sporting events. Sports Leaders worked alongside PE Lead to facilitate Sports Day and model positive attitudes and behaviours towards competitive sports for all children. | Continue to promote the importance of sports through whole school events next year. Continue to run as yearly event. Collect feedback from children and parents about this year's event to inform planning for next year. |
| Raise profile of Physical Education as a tool for supporting behaviour and self-discipline. | Invite local clubs in to share their classes and opportunities with children. | £425 | Year 5 and 6 children attended an assembly, making links with local clubs and discussing the importance of training your mind and body. Children also took part in practising some short 'drills'. | Continue to seek out and promote links to local clubs. |

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

| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
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| 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?: | |

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| Provide teaching staff with a planning toolkit to work from as a base for preparing PE lessons. | Purchase 'The PE Hub' subscription. PE Lead to tailor sessions as appropriate, based on necessary curriculum coverage and the need of individual year groups (looking back at Covid-19 gaps) as well key skills relevant to competitive sports. | £525 Annual subscription | Staff reported The PE Hub as being a planning support system that was 'easy to use', 'easy to pick up from', and 'helpful to see which resources were needed and relevant for different topics'. | Continue to use The PE Hub as a helpful tool to support a spiral curriculum that enables children to learn and practise a wide range of sporting skills within their PE sessions. |
| All teaching staff to be upskilled and supported in their understanding and teaching of competitive sports. | Professional sports coaches employed to both lead and support teaching staff with PE sessions and key sporting skills linked to School Games competitions. | £1950 (% cost counted in Key Indicator 1) | 100% of staff upskilled reported greater confidence in their teaching of PE sessions. | Continue with upskilling of staff next year. Focus on staff new to year group. |
| All staff to be trained in the delivery of Dance to their year group. | Employ professional dance teachers to upskill teaching staff in the delivery of dance sessions, looking at appropriate skills and expectations for each age group. | £1950 (% cost counted in Key Indicator 1) | Dance coaches reported a noticeable improvement in childrens' abilities. Pupil feedback showed that children enjoyed and were engaged in dance sessions. | Review where dance fits best in line with next year's curriculum overview and target upskilling for specific year groups/staff. |
| Lunchtime DRAs to be supported in their management of Lunchtime activities, with the aim of engaging all children in physical activity. | Professional sports coach employed to provide daily Lunchtime support. | N/A | Children were more active and engaged throughout lunchtimes resulting in DRAs reporting a lower percentage of children needing first aid as less incidents occurred. | Continue to support lunchtime staff next year and build upon skills for how to use equipment to support children being active and engaged. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 6% |
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| 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 After School Clubs that allow children to access a wide range of sporting opportunities. | Employ professional sports coaches to run clubs. Sports clubs to be chosen based on providing a range of activities, alongside the use of pupil voice. | £3,800 (% cost counted in Key Indicator 1) | £3,540 parent contribution towards after school clubs shows their dedication to physical activity. | Continue to provide a wide range of after school sporting activities. Children to decide what they would like to play in the after-school clubs. |
| Pupil Premium children to be offered 'free' places in sports clubs. | Ensure families with Pupil Premium children are provided with the same sporting opportunities. | N/A | After School Clubs offered to Years 1 – 6 = 172 children | Continue to subsidise places in sports clubs, to allow all children to be able to access. |
| Provide an engaging and exciting PE Curriculum. | Curriculum Maps monitored and edited termly to reflect the needs of each year group, ensuring National Curriculum expectations are met, whilst providing a wide range of sporting experiences. | N/A | Children across all year groups experienced a wide range of sports, both via their PE sessions and competitive sports sessions. A long term plan has been developed to ensure all children have the opportunity to engage with the curriculum. | PE leadership team, alongside SLT members across the Academy Trust, to monitor and build upon an effective and engaging PE curriculum model. |

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| Make links to the wider curriculum through use of sporting activities – provide specialist Dance teachers to make links with Theme sessions throughout the school. | Dance sessions to make links with the school Thematic curriculum, as well as focussing on improving engagement and experience in dance, as well as encouraging children to understand the importance of physical activity. | N/A £1950 (% cost counted in Key Indicator 1) | Dance coaches reported a noticeable improvement in childrens’ abilities. Pupil feedback showed that children enjoyed and were engaged in dance sessions. | Continue to provide a sports programmes that provide cross-curricular links next year. |
| Engage with local School Games events to provide further opportunities for children accessing a wider range of sports. | Contribute towards local School Games organisation and meet with local School Games lead to ensure participation in activities and events. | £250 | See Key Indicator 5 for number of children who took part. | Contribute towards the organisation of School Games next year and continue to provide children the opportunity to participate. |
| Engage in the local boys and girls football leagues and festivals. | Different football teams taken to each game to allow all children to play in football matches if they wanted. | N/A | Children engaged with all aspects of gameplay and have a better understanding of positions on the pitch and how to work as part of a team. | Continue to engage with different leagues and festivals to allow all children the opportunity to experience actual game time. Ensure that engagement starts in AT to allow time for fixtures. |
| Children in EYFS to have access to specific sports equipment suitable for their age and ability. | Liaise with EYFS staff to create a wishlist for the provision they offer to all children within their setting. | £766.00 | Children engaged during continuous provision in sports activities. | Continue to liaise with EYFS staff to ensure equipment is suitable. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 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: |
| Engage with local School Games events to provide further opportunities for children accessing a wider range of sports. | Contribute towards local School Games organisation and meet with local School Games lead to ensure participation in activities and events. | £250 (counted in Key Indicator 3) | Children across the school took part in a range of sports competitions and events throughout the year. | Continue to provide children with the opportunity to take part in competitive sports via School Games, as well as opportunities to increase activity levels and participation in wider sports through links with local schools and sports clubs. |
| Liaise with local School Games and local primary school to provide opportunities for children to take part in competitive sports. Develop intra trust competitions and festivals. | PE Lead to ensure engagement with local competition and provide communication with families, complete risk assessments, and ensure children can participate. | £790 | Throughout the year every child within the school accessed a sporting festival. A number of children in Year 5 and 6 took part in competitive football matches or tournaments. | Continue to provide opportunities for competitive sport. |
| Order new Whittle PE kits to be used when attending events outside of school. | PE lead to ensure enough kits for a competitive team. Children have expressed an interest in having boys and girls kits. | £663.23 | The profile of PE and competitive sports will be raised. | Continue to monitor kit next year. Think about getting a class set of Whittle Academy bibs for the children to wear when they are attending sporting events. |

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| Order 'house team' coloured bibs when competing in intra sport competitions and sports day | PE lead to ensure all children are put into house teams for all intra school competitions and for sports day competitions. | £335.76 | All children will feel part of a team and the profile of PE within intra school competitions will be raised. | Continue to monitor house teams and competitions. |
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| Signed off by | |
| Head Teacher: | M. Thomas |
| Date: | 24.7.23 |
| Subject Leader: | L.Adcock |
| Date: | 24.7.23 |
| Governor: | |
| Date: | |