

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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	££18,540
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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 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>	35%
<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>	41%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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

A select few children have joined year 4 swimming due to smaller class sizes to catch up.

			<ul style="list-style-type: none"> • been used during lunch/ playtime. • Children have experienced a broad range of sports. 	
<p>To promote health and wellbeing in our school and provide bespoke support for specific children.</p>	<ul style="list-style-type: none"> • Member of staff from Progressive Sports to run, plan and implement 1hr sessions, each week, for key children and record impact. 	<p>Spent £2695 Sports and Mentoring Coach (Progressive Sports)</p>	<ul style="list-style-type: none"> • Children have made great, trusting relationships with coaches, and feel that working 1:1 has increased progress. • All children were always enthusiastic and happy to attend • Recently able to prioritise PLAC • Improved interpersonal skills • Enhanced self-esteem and self-confidence 	<ul style="list-style-type: none"> • Opportunities for formal feedback to teachers regarding intervention evaluation for individuals • To identify a small group of children for the 'Mini Leaders' intervention one afternoon a week. To coach children on teamwork, empathy, sport skills and then apply by children coaching EYFS children. <p style="text-align: center;">14.5%</p>
<p>To encourage parents, pupils and staff to participate in active travel.</p>	<ul style="list-style-type: none"> • Assembly on active travel - shared whole school incentive: • Active travel incentive—ongoing. Children are encouraged to actively travel to school as part of a fortnightly incentive across the school. • Shared active travel incentive on social media and with parents. • Ensure that each class are recording their daily travel to and from school. 	<p>Spent £0</p>	<ul style="list-style-type: none"> • More children walking to school and using bikes and scooters. • Children engaged with making the planet a healthier and a better place to live after assembly and daily participation. 	<p>To set up designated “park and stride” zone to encourage more families to become active with their commutes to school.</p> <p>To continue to record and review active travel data using fortnightly incentive to encourage staff and pupils.</p> <p style="text-align: center;">0%</p>

<p>To encourage children of all capabilities to keep active including those who may not like traditional sports or who struggle with physical activities - aiming to provide pupils with healthy minds and bodies through enjoyment.</p> <p>To improve mental agility, concentration, hand/eye coordination, fitness and tackle obesity.</p>	<ul style="list-style-type: none"> • Purchased ActivAll Programme. - To be used for SEN children, sensory breaks, lunchtimes, afterschool clubs and as part of discrete PE lessons. • ActivAll Programme includes • Opportunity for a new active afterschool club. • To ensure structured brain breaks for SEND children. • For staff to use as part of team building training sessions via staff meetings or INSET days. 	<p>Spent £3400</p>	<ul style="list-style-type: none"> • Impact – not yet known as installed summer 2023 for September 2023 use. • ActivAll has been shared with the children - to generate interest and enthusiasm. • Afterschool club planned to start from Sept 2023. 	<ul style="list-style-type: none"> • Monitor impact by communicating with lunchtime staff, learning support team and teachers. • Drop in to after school club. • Collect pupil voice. • Share purpose and benefit with staff to instill vision, values and goals. <p>18.3%</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
% £4649.61 – 25%

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>To provide access to high quality PE lessons and sports equipment, which matches our PE planning, and improves teaching and learning.</p> <p>Ensure PE subject intent is understood and the PE policy is implemented.</p>	<ul style="list-style-type: none"> • Purchase of PE equipment to improve access for all children including SEN children. • Carry out a PE audit linked to PE planning to ensure all areas are taught effectively. • Review PE being taught across the school through video monitoring and lesson drop-ins. • Ensure teachers are using GetSet4PE planning. Many of the plans implement key areas from the PE subject intent document already e.g. working on self-esteem and resilience/ social skills. Oracy 	<p>Spent: £2294.03</p> <p>Equipment - £1799.03</p> <p>Get set for PE subscription: £495</p>	<ul style="list-style-type: none"> • Enables range of sports and activities to be taught • Lessons not cancelled/adjusted due to poor quality or quantity of equipment • There is enough equipment for all children and therefore readily accessible to all - both in lesson time and during school clubs. • Enhanced inclusive curriculum –meeting the needs of pupils. SEN/EYFS children have made 	<ul style="list-style-type: none"> • Continue to communicate with staff about equipment quality and requirements. • Continue to offer tennis club for KS1 children with specialized equipment. • PE lead to attend more CPD courses. <p>12.3%</p>

	<p>skills-PE vocab cards are on assessment document for teachers to see.</p> <ul style="list-style-type: none"> • Monitor termly PE videos and assessments in key year groups for evidence of PE teaching • PE lead to attend tennis CPD. 		<p>progress in tennis due to varied equipment.</p> <ul style="list-style-type: none"> • After school tennis club set up in terms 5 and 6. 	
<p>To organise whole school events for all staff and children that promote being active and raise the profile of certain areas within sports.</p> <p>To pay supply cover/additional coaches to support/cover the PE subject leader. Helping to ensure children can attend external sporting events with all the background preparation including sports day.</p>	<ul style="list-style-type: none"> • Organise an enrichment day for whole school to raise the profile of key team sports – netball, football, rounders’. • Organise additional Year 6 enrichment day. • Organise whole school Race For Life Schools • Organise KS1 golf enrichment day to promote 	<p>Spent: £2,355.58</p> <p>Whole school enrichment organised and run by Progressive Sports £800</p> <p>Yr 6 enrichment organised and run by PS £800</p> <p>Supply cover: £355.58</p> <p>KS1 Golf enrichment organised and run by PS: £400</p>	<ul style="list-style-type: none"> • Children and staff have built their knowledge, skills, understanding and personal development through leisure and enrichment activities. • Allowed all children to take part in a variety of enrichment activities including charity-based events. • Allowed over 60 children to take part in competitions and events 	<ul style="list-style-type: none"> • To organize new enrichment experiences for children to encourage being physically active and promote a love for sport. <p style="text-align: center;">12.7%</p>
<p>Celebrations communicated via school’s newsletter, website and Twitter account to raise profile</p>	<ul style="list-style-type: none"> • Share sports/event successes, on subject leadership, display board. • After school club videos shared on social media at least once a term. • Tweet photos and add to newsletter and website of all sporting events/ achievements. 	<p>Spent: £0</p>	<ul style="list-style-type: none"> • PE has a higher profile on social media. • Parents are talking about clubs positively with their children. • PE hashtag is used more frequently –both in school and 	<ul style="list-style-type: none"> • Continue to use social media as a platform to communicate with parents about the importance of PE. • Organise an active staff social and share with the children to promote healthy active role

	<ul style="list-style-type: none"> Send out termly PE letters to enable parents to know what their child will be learning each term with a reminder about PE kit. 		out-raising awareness of PE, at Nova.	models. 0%
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: % £335.84 – 1.8%
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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?:
Ensure all staff, including new PE Lead and ECT staff, feel confident with delivering PE.	<ul style="list-style-type: none"> PE Lead to feedback new equipment and challenge ideas via staff meeting time and emails. Update PE Policy and risk assessment to ensure measures are put into place. Organise and run a tennis club in summer term. Lesson drop-ins for all new staff and ECTs. 	Spent: £151 Supply - £151	<ul style="list-style-type: none"> PE lessons are engaging and safe. More PE equipment is being used effectively. Lesson drop-ins show staff feel confident in teaching PE and outdoor space is utilised more effectively.
			Sustainability and suggested next steps: <ul style="list-style-type: none"> Continue to share challenge with all teachers. More lesson drop-ins for monitoring purposes, to ensure misconceptions are identified. Gain feedback for monitoring videos through staff survey. Measure the impact between lesson drop-ins and video evidence for monitoring. <p style="text-align: right;">0.81%</p>

<p>PE Lead to attend CPD to access views of others; stay across the latest innovations and ideas for subject leadership. Also, a potential for networking.</p>	<ul style="list-style-type: none"> • Look out for CPD courses • Ask for recommendations from cluster colleagues • Request time off to attend courses • PE Lead to attend tennis CPD with the local authority and order new tennis equipment with £250 free voucher. • PE Lead to share new equipment and learned skills with other teachers 	<p>Spent: £184.84</p> <p>Supply cover – £96.34</p> <p>Course fee – £88.50</p>	<ul style="list-style-type: none"> • PE lead ordered £250 worth of free tennis equipment after attending tennis CPD. • SEN and KS1 children are making more progress with hand eye coordination. • Children are using the new equipment. • Afterschool tennis club is full with children on the waiting list. 	<ul style="list-style-type: none"> • PE lead to attend more CPD <p>1%</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: £5285 – 28.5%</p>
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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>To offer a wide range of PE activities both within the school curriculum and with after school clubs.</p>	<ul style="list-style-type: none"> • Ensure that every class, sport' as part of their PE session- taught by Progressive Sports e.g. dodgeball, tri-golf, archery, quidditch etc. • Termly, organise after school clubs for year group phases. Adapt depending on numbers/pupil voice. 	<p>Spent: £5285</p> <p>on a variety of afterschool club experiences.</p>	<ul style="list-style-type: none"> • Clubs are full with some children on waiting lists • A variety of children – all ages and abilities attend the clubs • Clubs cover EYFS to year 6 • Children enjoy afterschool clubs and talk about being active. 	<ul style="list-style-type: none"> • Continue to ensure that a variety of afterschool clubs are offered to all children. • Start an ActivAll after school club <p>28.5%</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: % £800 – 4.3%</p>
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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:
To encourage all children to participate in Sports day events and expose them to a range of different athletic events.	<ul style="list-style-type: none"> • Liaise with Progressive Sports and plan sports events- KS1 and KS2. • Invite parents/ communicate dates etc. • Ensure we have the correct equipment for each event. • Meet with sports coaches and staff to ensure all know their roles etc. 	Spent: £800 Sports coaches - £800	<ul style="list-style-type: none"> • Newsletters and tweets, linked to sports day, show children thoroughly enjoyed the day. Children worked on team building skills and resilience and there were a few events that enabled competitive sports. • Staff and parent feedback was very positive. • New events introduced and more impactful than previous year – obstacle course. 	<ul style="list-style-type: none"> • Continue to get sports coaches to deliver sessions- this allows greater involvement from children and adults. • Continue to provide engaging whole school enrichment days, next year. <p style="text-align: center;">4.3%</p>
To encourage more children to participate in competitive sports in and out of school hours.	<ul style="list-style-type: none"> • Continue to arrange events and book through the North Bristol portal e.g. netball, football etc. • Ensure SEN children have the opportunity to participate in competitive sports. <p>Work with Usports to organise the Football tournament for a selection of year 3 and 4 children (SEN/ those that do not usually show an interest in competitive sports).</p>	Spent: £0	<ul style="list-style-type: none"> • Some KS2 children participated in netball and football against other schools. • We attended a football tournament and took 20 children – all abilities were welcomed.. <p>Children enjoyed their time at all of the competitive sports events. For some children, this was their first experience – positive feedback.</p>	<ul style="list-style-type: none"> • Organise sporting competitions with schools in our local area. <p style="text-align: center;">0%</p>

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Naomi Lewis
Date:	11 th July 2023
Governor:	
Date:	

Note: Spent £18,572.45 – 101%