

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 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](#).



Details with regard to funding

Please complete the table below.

HIGH STREET PRIMARY ACADEMY

| | |
|--|---------|
| 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 | £16,710 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £16,710 |

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 2023.</p> <p>Please see note above</p> | 37.5% |
| <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> | 25% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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: £16,710 | | Date Updated: 19 th July 2023 | |
|---|---|-------------------------------|-----------------------------------|--|--|
| Key indicator 1: The engagement of all 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: 58% |
| 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?: | |
| Staff deployed at lunch times to engage children in purposeful game and physical activity | School support staff and TGS staff will be employed to run meaningful sports and activities for children to participate in over lunch time. | | £9,682 | Pupil voice reflects wider opportunities to engage in physically active play during break times, and report that the play safe feels 'safer' due to adults guiding child-led activity. | |
| After-school clubs set up to promote enjoyable physical activity for all ages and stages. | Coaching staff from TGS will be employed to run high-quality after-school sports clubs. | | Costs captured in key indicator 4 | Positive uptake/attendance of after-school sports clubs reflects the enjoyment of children in participating in regular physical activity. | |
| | | | | Evaluate the range of sports clubs on offer, using pupil parliament and parent voice, to update our after-school offer for next academic year. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | 5% |
| 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: |
| Quality equipment/resources to be purchased/updated to facilitate positive engagement of all children in physical education and activity. | 'Stock check' to be carried out to assess which (if any) equipment needs updating/replacing or replenishing, and purchases of equipment made. 'Break time-only' equipment to be made available to facilitate positive physical activity during play times. | £772 | Staff are positive about the equipment available to facilitate positive outcomes in PE. Staff report a greater sense of pride and care taken during PE lessons. | Re-assess the quality of PE equipment at the beginning of next academic year, ensuring that resources are in a suitable condition to provide high-quality PE sessions and active play times. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 29% |
| 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: |
| School teaching staff to be supported in the delivery of high-quality PE lessons, particularly with the first year of delivery of new PE scheme of learning. | TGS staff to be contracted to support teaching staff in the delivery of high-quality PE lessons, using our new 'Cambridgeshire' scheme of learning. Coaches will help staff to improve their subject knowledge. | £4,916 | Staff confidence improved in delivering the new scheme of work for PE, and report an improvement in practical subject knowledge. | Assess feasibility of utilising TGS coaches to further support in units/topics where attainment of pupils or confidence of staff is notably lower. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| After-school club offer to broaden the range of sports/activities on offer to all pupils. | Sports coaches will offer a range of after-school sports clubs. Sports clubs will be chosen based on pupil/student voice and expertise of coaches. | £1,340 | Positive numbers of children participating in after-school sports clubs, strong pupil voice about the offer, enthusiasm about the sports clubs that will be offered next academic year. | Evaluate the range of sports clubs on offer, using pupil parliament and parent voice, to update our after-school offer for next academic year. |
| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| Links made with local schools to arrange friendly competitive sports matches/competitions. | Utilise our existing links with local primary school to arrange competitive football matches for those attending/training in our after-school football clubs. Utilise the connections and expertise of our sports coaches to improve our competitive performance and team spirit. | £0 | Very positive student voice from those who have competed in the football matches, and real purposeful engagement and application seen. | Continue to build on existing links, and explore new contacts to arrange competition with other schools, perhaps utilising the PSSP to broaden our competitive offer further. |

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| Signed off by | |
| Head Teacher: | Steph Macdonald |
| Date: | 19.07.2023 |
| Subject Leader: | Adam Green |
| Date: | 19.07.2023 |