

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.

Total amount carried over from 2021/22	£547.46
Total amount allocated for 2021/22	£19,740
How much (if any) do you intend to carry over from this total fund into 2022/23?	£547.46
Total amount allocated for 2022/23	£19,520
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 20,067.46

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	
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	95%
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	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96.6%
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 – but allocated from 2021/22 so included in last year's reporting document

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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:	
<p>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</p>					Percentage of total allocation: £8707.04 44%
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?:	
For more our pupils to participate in physical activity and sport. This is more likely if pupils use equipment that is suitable sized as they experience success leading to more initiative to be active.	Purchase suitably sized footballs to enhance our offer.		£186.99	More pupils engaged in this activity. Positive comments about 'the new balls' as referred to by the pupils.	
For more pupils to engage in physical activity outside of school hours.	Employ specialist sports coaches to deliver after-school sports clubs that are fully funded.		£3280	As the cost is free to parents/carers, more of our pupils can access opportunities to be active without financial outlay. We also offer a variety of sports including traditional and alternative. E.g. on offer this year has been ultimate frisbee which has encouraged some of our least active pupils to attend. Our coaching company brought in this year have been excellent (positive reports from staff and pupils) and many pupils have gone on to attend their external sports clubs and active holiday camps.	
				Encourage others to get involved through scaled games, adapted games and other ways of using this equipment.	
				Continue to offer after school sports clubs for free as many using the funding as it encourages many of our pupils to attend who do not necessarily have access to such clubs outside of school due to cost. Maintain positive links with the coaching company to promote their active holiday camps and sports clubs. Keep a better record of the demographic of pupils who attend so that certain clubs can be targeted to specific individuals. Continue to seek the opinions of	

<p>For all pupils to feel safe participating in physical activity and sport in school.</p>	<p>Company in to check the safety of our equipment and suggest improvements if necessary.</p>	<p>£30.05</p>	<p>All equipment safe and can be used effectively. Pupils feel safe, staff feel comfortable using equipment. Profile of PE remains high as the equipment is of a high standard and maintained effectively.</p>	<p>the least active pupils regarding clubs they would like on offer to improve take-up for these individuals.</p> <p>Continue to monitor and encourage staff to report health and safety concerns to ensure the highest standard of equipment and therefore an effective PE and sport offer.</p>
<p>For our least active pupils who may be less confident or competent in PE and sport to improve their knowledge, skills and therefore confidence. Improved confidence in PE and Sport is more likely to lead to increased participation in physical activity long term.</p>	<p>Targeted PE interventions delivered by highly qualified coaches for specific pupils. 41 pupils were selected from Reception, Year 1, Year 2 and Year 3 as we believe that plugging these gaps sooner will make a greater impact long term. We had intervention groups for: aerobic fitness (including running), balance, throwing and catching/coordination and mixed gross motor skills.</p>	<p>£1080</p>	<p>Data taken from mini assessments that were taken at the start and end of the intervention to monitor progress. (Green highlight means improvement based on the test that was done)</p> <p>Reception aerobic fitness group: 100% of pupils improved their running time. Average improvement: -10 seconds</p> <p>Reception balance group: 7 out of 8 pupils improved their balance time. 1 out of 8 maintained their time. Average improvement: +4 seconds</p> <p>Year 1 aerobic fitness/running group: 100% of pupils improved their time. Average improvement: -8 seconds</p> <p>Year 1 gross motor skills/jumping: 100% improved their time Average improvement: -4.5 seconds</p> <p>Year 2 throwing and</p>	<p>Remind pupils of successes in their PE lessons. Teachers to observe some of the interventions so that they too can continue this offer. Maintain links with the coaching company to deliver similar interventions next year. Continue to promote physical activity to pupils. Maintain these pupils' confidence by offering opportunities for them to rehearse these skills regularly.</p>

<p>Fore pupils to be active at break and lunchtime, including those who are currently our least active pupils.</p> <p>For pupils to consider life long physical activity through building strength.</p>	<p>Encourage active playtimes by purchasing outdoor gym equipment.</p>	<p>£2999</p> <p>£1131</p>	<p>catching/coordination group: 100% of pupils improved their score Average improvement: +6</p> <p>Year 3 throwing and catching group: 6 out of 8 improved their score 1 out of 8 maintained their score 1 out of 8 reduced their score by 1 Average improvement: +5</p> <p>Installed in summer 2023 so impact not evidenced with the pupils yet. However, initial excitement from pupils who were liaised with when deciding on the key equipment to purchase. Expected impact: Alternative physical activity that doesn't rely on sport-specific movement skills such as coordination may increase the number of pupils who are willing to be active at break/lunchtime. Strength based may appeal to a different group of pupils who may find cardio activity more challenging.</p>	<p>In September 2023, all pupils complete 'gym inductions' before receiving a 'gym membership card' to stick in their homework diaries to understand how to use the equipment safely and which muscle groups they are targeting while using each piece of equipment. Provide pupils with a range of ideas/circuits they may wish to replicate in their own break/lunchtimes. Set high expectations for using the equipment with regard to behaviour and safety. Consider showing pupils various role models from different sports/activities and model how and when and why they would use equipment like this – link to athletes conditioning – to spark motivation (particularly use varied shape and size role models). Create 'gym leaders' who take shared responsibility for modelling how to use the equipment and promoting effective use, as well as for encouraging inactive pupils to</p>
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				take part at break/lunchtime 0 ensure these gym leaders represent a range of pupil groups including the least active.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1498.34 7.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and 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?:
For pupils to be able to recognize how sporting events can be used as a driver to support charities.	DanceFest – a dance festival that all pupils took part in across the school. The event was planned to raise money for the Grace Kelly Childhood Cancer Trust inspired by one of our ex pupils. The event was used to celebrate ‘all things dance’ and work was done with the children to reflect on how this event can help raise money for charity. The event took place on school grounds but we had a huge stage and sound system delivered making it the highlight of the community.		£1,498.34 (share of funds spent for DanceFest)	All pupils had a memorable experience showing how sporting events can be used to raise money for vital charities. Community development opportunity Positive links with staff and parents, as well as external dance schools. The event inspired some lovely writing. Here is a sample of a Reception pupil’s work following DanceFest:
				Sustainability and suggested next steps: Continue this legacy by repeating similar festivals for charity bi-annually. Share details of the dance schools that helped coach the children so pupils can join outside of school. Maintain strong links with these dance schools.

			<p><i>(I love when I went on the big stage. I have always wanted to go on a stage.)</i></p> <p>Quote from pupils: <i>"I loved that. I didn't realise that dancing could raise so much money for charity!"</i></p> <p>Quote from staff: <i>"We should do a staff dance club every week. Learning that dance as a team has really helped my wellbeing and I feel like I've been teaching better as a result."</i></p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1558.34 7.8%
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:

<p>For staff to improve their dance abilities through observing specialist dance coaches choreograph and teach to the pupils and how to form a dance altogether. Develop own dance knowledge and skills through a staff dance.</p>	<p>DanceFest – a dance festival that all pupils took part in across the school. The event was planned to raise money for the Grace Kelly Childhood Cancer Trust inspired by one of our pupils. The event was used to celebrate ‘all things dance’ and work was done with the children to reflect on how this event can help raise money for charity. The event took place on school grounds but we had a huge stage and sound system delivered making it the highlight of the community. Various dance schools in the area choreographed and taught dances to each class with the teachers present. Teachers were then responsible for rehearsing the dance with their class, learning the steps and how to support children in practicing this. 20 of our staff attended the staff dance training sessions developing their own skills, knowledge and confidence and performed on stage in front of pupils, parents and the wider community.</p>	<p>£1,498.34 (share of funds spent for DanceFest)</p>	<p>Staff asking for the club to continue as it enhanced their skills, improve wellbeing and developed sense of community. Teachers reporting that they can see how a dance ‘comes together’ now. Staff reporting that they will replicate some of the moves in future motifs used in PE. Improved confidence of staff in performance which can be modelled to the pupils. Positive role models developed – if the teacher can do it, the pupils are more likely to do it. Quote from staff: <i>“I can’t wait to show the children some of these dance moves in our PE lesson and let them adapt it.”</i> <i>“It was really useful to see from the dance coaches how you put a dance together and make it look professional while still having the children’s ideas.”</i></p>	<p>Encourage pupils to use some of the moves in future motifs in PE dance lessons. Sharing of knowledge – dance routines in a central location on the shared OneDrive area so all can view dances and pick up ideas to use.</p>
<p>For staff to improve their knowledge and skills teaching gymnastics to ensure the highest health and safety standard and good quality teaching and learning.</p>	<p>Our staff induction process highlighted a teacher who was not as confident teaching gymnastics safely. Booked a place on the SSP ran gymnastics course and she attended.</p>	<p>£60</p>	<p>Teacher reports feeling much more confident. Improved planning of gymnastics, safety standards met. Improved teachinn and learning of gymnastics in this year group. Knowledge shared with year partner</p>	<p>Continue to share this knowledge with staff. New year partner for this teacher next year so knowledge and skills can be shared. Teacher to have input into SLT led gymnastics training</p>

			during collaborative planning. Quote from the attending teacher: <i>"It all makes sense now, I know how to 'go with it' and how to teach some of the key gymnastics moves and skills, as well as a structure to a gymnastics lesson."</i>	later next year. Resources shared on shared OneDrive system.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4662.29 23%
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:
For all pupils to have an opportunity to perform in front of others.	DanceFest – a dance festival that all pupils took part in across the school. The event was planned to raise money for the Grace Kelly Childhood Cancer Trust inspired by one of our ex pupils. Every single child, including those who had never danced before, those who previously had stage fright, those with additional needs, all pupils learnt a dance in their class and every child happily got on stage to perform in front of the school, the parents and the wider community. The event was used to celebrate 'all things dance' and work was done with the children to reflect on how this event can help raise money for charity. The event	£1,498.34 (share of funds spent for DanceFest)	Extensive positive comments received from pupils and parents. Many pupils reporting that they had since joined some of the local dance schools who worked with us in the creation of DanceFest. Pupils conquering fears and finding their passion. A unique experience that some may have never experienced before, and some who may never get this opportunity again. During a school vote when the pupils were asked if the event made them want to take up dance as a hobby, approximately 90% of pupils agreed.	Share details of local dance school with parents via Arbor (MIS). Encourage continued participation through offering school dance club – discussions with one local dance school already about this. Remind pupils of their successes and how they conquered fears to encourage them to try other sports or physical activities.

	<p>took place on school grounds but we had a huge stage and sound system delivered making it the highlight of the community. Various dance schools in the area choreographed and taught dances to each class with the teachers present. Teachers were then responsible for rehearsing the dance with their class, learning the steps and how to support children in practicing this. 20 of our staff attended the staff dance training sessions developing their own skills, knowledge and confidence and performed on stage in front of pupils, parents and the wider community.</p>		<p>Quotes from parents: <i>"Since DanceFest, my son has been role-playing and now he definitely wants to join a dance club, I've just signed him up to one. Yesterday's event was a great taster to get him into it."</i></p> <p><i>"Such fantastic spirit and a great opportunity for all."</i></p> <p>Quote from staff: <i>"I can't believe... got on that stage. They were amazing! I've never seen them that confident."</i></p> <p>Quotes from pupils: <i>"I have never done anything like that before ever! I definitely want to do it again."</i></p> <p><i>"I've asked my parents about joining a dance school now."</i></p>	
<p>To ensure the highest standard of equipment to provide a varied experience for all as part of PE lessons.</p>	<p>Improvements and amendments made to the wall bars for gymnastics to enhance our PE offer.</p>	<p>£59.95</p>	<p>All equipment able to be used effectively in PE lessons which increases movement time during lessons and allows all pupils to experience a varied gymnastics curriculum.</p>	<p>Continue to promote the use of this specialist equipment.</p>
<p>For all pupils from Reception to Year 6 to have access to high quality orienteering as part of a broad, balanced PE</p>	<p>Enhance our orienteering provision by purchasing resources including quoits so that the 'cross-curricular orienteering' programme that we</p>	<p>£85</p>	<p>Cross-curricular orienteering programme is being delivered effectively in all year groups, including when there is a 'clash' in</p>	<p>As we become more familiar with the cross-curricular orienteering lessons, enhance our provision to ensure the best possible</p>

<p>curriculum.</p> <p>For all pupils to experience a varied sport and physical activity offer to find something they enjoy that they are more likely to continue lifelong.</p>	<p>purchased last year can be delivered with the right equipment.</p> <p>As above, put purchasing specifically coloured cones for some of the mapping tasks in orienteering.</p> <p>Discussions with past pupils and current inactive pupils revealed that they like the idea of building strength “like people do in the gym”, one pupil reported. Purchase outdoor gym equipment to replicate the experience of a real gym with equipment that helps build strength.</p>	<p>£20</p> <p>£2999</p>	<p>timetables. There is sufficient equipment to meet the demands of this scheme with multiple year groups leading the lessons at the same time. Programme has been followed effectively. Teachers reporting positively about the lessons.</p> <p>Fitted summer holidays 2023 so impact not seen with pupils yet. Expected impact: More pupils being active at break and lunchtime as our offer includes non-cardio based activities.</p>	<p>experience for our pupils.</p> <p>In September 2023, all pupils complete ‘gym inductions’ before receiving a ‘gym membership card’ to stick in their homework diaries to understand how to use the equipment safely and which muscle groups they are targeting while using each piece of equipment. Provide pupils with a range of ideas/circuits they may wish to replicate in their own break/lunchtimes. Set high expectations for using the equipment with regard to behaviour and safety. Consider showing pupils various role models from different sports/activities and model how and when and why they would use equipment like this – link to athletes conditioning – to spark motivation (particularly use varied shape and size role models). Create ‘gym leaders’ who take shared responsibility for</p>
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				modelling how to use the equipment and promoting effective use, as well as for encouraging inactive pupils to take part at break/lunchtime 0 ensure these gym leaders represent a range of pupil groups including the least active.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £174.80 (*see note below) <1%
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:
* Note, the funds used to pay for coaches to run fully funded after school sports clubs (allocated to key priority 1) has also contributed towards improvement in the number of pupils participating in competitive sport. Each half term, 100 pupils take part in the clubs each week, with new clubs and new pupils taken half-termly. Over the year, that provides opportunity to 600 pupils – more that our pupil numbers. Many have commented on how they have since joined the coach’s competitive football club outside of school.				

For children to have opportunities to take part in competitive sport, especially if they don't already do this outside of school.	Subscription to Redditch School Sports Partnership which grants us access to various sporting competitions.	£34.80	Football and cricket tournaments attended by pupils. Pupils selected based on interest but also those who don't get the opportunity outside of school. Positive comments received from pupils regarding the competitions and how they have been inspired to join leagues outside of school.	Maintain and improve attendance at sporting competitions in the area. Consider planning in advance all the events that will be attended across the year to ensure variety in sports, age categories and abilities. Maintain links with local clubs and continue to share information about competitive opportunities with parents via Arbor. Continue to identify talent amongst pupils and direct them towards local opportunities. Train staff in how to spot talent by encouraging use of our assessment key performance indicators and what greater depth may look like in PE/sport.
For more of our pupils to experience a competitive sporting opportunity in the hope that they are inspired to participate more regularly in competitive sport.	Pay for transport to take 30 pupils to a KS1 cricket tournament.	£140	Positive comments, increased opportunities. Links with local clubs.	Shared details of the club with parents across the school to maintain strong local links.

Signed off by	
Head Teacher:	Janine Burton
Date:	20 th July 2023
Subject Leader:	Emma Clifton
Date:	20 th July 2023
Governor:	
Date:	

Created by:



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