

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	£22,500.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,480.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,365.19

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 practiced 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 2022. Please see note above	48%
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	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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

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: £19,807.95	Date Updated:	
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:
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:
Use of various pieces of equipment to broaden children's minds to find an activity/sport they are truly invested in. In doing so, this should help increase the amount of time spent being active during lunchtimes and PE lessons to help achieve 30 minutes of physical activity in school.	Continuous purchase of new equipment across the year. Varied pieces of equipment have been bought in bulk for PE use such as bean bags, hoops, skipping ropes, footballs and basketballs just to name a few. Purchases such as indoor athletics kit, basketball hoops, and football goals have been some of the bigger purchases.	£3,420.28	Equipment appears to be lasting for a longer period of time, meaning that children are engaging with positive messages of proper use. Increased variety of equipment has seen higher engagement of physical activity at various points during the day, especially at lunchtime.	Purchasing in bulk should allow there to be a large amount of equipment over the coming years. No guarantee that the premium will be available forever, so buying in bulk and sending positive messages in regards to how to appropriately use equipment will allow for long lasting use. The equipment is also of good quality, so they should have a longer lifespan, meaning we do not have to spend out as much as we did this year.
	Lunch time activity zones have been set up to increase the level of time spent being physically active. Active zones have a focus of different	£1436.17	Visually, lunchtimes look busier which indicates more physical activity taking place. Children have expressed interest in a	As said above, continuous positive use of equipment is allowing for longer use. Teachers are also engaging

	sports across the week, providing children with the opportunity to partake in activities that may be completely new to them.		variety of sports by requesting particular activities be repeated or for clubs of the sort to take place. Teacher involvement with activities is encouraging more children to participate, as well as providing a confidence boost to those who often shy away from particular activities.	with games and activities at lunch times can monitor equipment to be used accordingly.
Discover new and novel ways of staying active and enjoying physical activity outside of PE lessons for children in the Marlborough.	Use of one of the three Actival panels purchased. Continued investment in hiring external visitors to run clubs such as dance companies and other enrichment activities. Horse riding subsidizing for pupils to access community-based activities.	£1987.20	Pupils are regularly more active throughout the day using the actival panel. Pupils have engaged more in dance lessons and show enjoyment in engaging in this. Horse riding has offered invaluable experience for our SEN pupils to see purpose in physical movement and apply in different situations.	Actival panel is remaining on site. Dance and horse-riding company contracts for next year agreed to continue.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

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 increase the level of engagement and participation in physical activity for all pupils. The aim is to ensure that all children are achieving at least 30 minutes of physical activity a day in school, to provide them with the best opportunity to achieve their	The school had purchased a new curriculum (Complete PE). With this, it has broadened lesson objectives, provided children with different challenges and also provided teachers with more confidence to deliver high-quality PE lessons.	£1450.00 (Complete PE)	Children have thrived using the new curriculum layout. This is mainly due to the teachers' ability to produce more consistent high-quality lessons. Much of the lesson content has focused on cognitive learning	This is a one-off payment for the curriculum for lifetime use. This wasn't introduced until term 2, but teachers are now fully aware of how to use it and to create enjoyable lessons with the resources provided.

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daily 60 minutes of exercise.			which has increased their overall knowledge and understanding of different concepts in different sports and activities. The increase in cognitive based learning has allowed for the pupils to be more insightful with their movements.	
	The school have bought outright 3 Actival Boards, 2 of which are situated on main school site and one in the Marlborough. These are a great tool for children developing reaction times, agility and are also useful for children who require brain breaks or in need of de-escalation.	£2250.00	The boards could have possibly been utilised a little more this year. When used, children have been able to identify how reactions developed from that can be useful when playing in a variety of different sports and games. Using this further will increase their agility/reactions but will continue to build that cognitive link between the board used and different game-based scenarios.	The boards have been bought outright and are now property of the school. General maintenance on the boards will ensure that they are operating normally and have as long a lifespan as possible.

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

An increased level of understanding has been a key focus for PE this year. A focus on developing teacher's confidence and ability to deliver PE, this is to ensure children are receiving the best possible learning from their lessons.	The purchase of the above curriculum has gone a long way in increasing teacher confidence and quality in the delivery of their lessons. Video examples allow the teachers to grasp a clear understanding of activities, whilst simple worksheets help with explanation of activities.	£1450.00 (Complete PE)	Informal observations of teachers have seen an increase in impactful lessons for the children. Teacher feedback has also shown that the resources used have been helpful in building understanding of lessons and the contents in different sports and activities.	As highlighted above, the purchase of the curriculum is a one off and will be available for use forever. The website is continuously updating its contents and adapting their current lessons.
CPD opportunities have been provided for teachers across the academic year. CPDs have been purchased to increase confidence and competence of teaching staff.	The school has hosted an OAA CPD in which 9 members of school staff, one from each year group, has attended.	£1540.00 (The Howard School Sport Trust)	Offering of the OAA CPD has proved useful, many lessons have implemented the use of demonstrated activities in the CPD. Teachers have demonstrated a wide-range of suggested teaching styles in those lessons which have provided children with high-quality lessons.	The CPD provided the school with a memory stick of activities completed, with resources to use. Teachers who attended the course have been able to share information with cohort, to ensure lesson content remains to a consistent quality level.
	Purchase of an Association for PE (AfPE) account. This has provided useful teaching tips, pointers and lesson ideas. Ideas from the site are shared with members of staff to increase knowledge and understanding.	£118.00	Ideas shared and discussed have been implemented into various lessons around particular activities. On general observations, teachers appear to be using some of the input shared, increasing the quality of the lesson.	This is an annual payment, this will be renewed next year to ensure we are continued to be provided with additional resources.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
The school have heavily focused on broadening the curriculum to the children across the year. This includes various scheduled trips to external venues and an increase in afterschool clubs provided by teachers and external companies.	Children in years 2, 3 and 5 have been provided the opportunity to attend gymnastics sessions at Meapa Gymnastics. The centre has high-quality facilities such as balance beams, bars, trampolines and gymnastic floors which have allowed children to use equipment they wouldn't be able to use in school.	£1400.00	Children have been able to carry across knowledge from sessions at Meapa into school-based sessions. Games and activities completed on the floor have been reintroduced in school PE lessons. Children have demonstrated the use of key vocabulary and names of movements and sequences.	This will be repeated next year with the next crop of Year 2 and Year 5 students. If it proves to be as successful as this year, the children attending should be able to perform particular skills in PE lessons.
To better equip PE resources to allow children to engage in different activities within school.	Purchasing additional equipment suitable for SEN pupils.	£203.20	Pupils accessing resources more easily to engage in sporting activities.	Resources can be re-used next year, consistent demonstrations of positive use of equipment will increase longevity.
	Increased external based businesses coming in to school deliver sports and activities they specialise in. Dance and multi-sport focused clubs have been delivered through external companies to many children across	£4427.90	There has been regular and consistent attendance to these clubs from many children. In PE lessons based around activities provided at extra-curricular clubs, children who have attended have been able to demonstrate	The school may look to spend a little less on external hiring for clubs, with continuous development on teacher knowledge and confidence, more teacher led clubs can occur with higher levels of

	the year, including both Hoo St Werburgh and the Marlborough. Many clubs have been facilitated by teachers, but external providers, often highly skilled in their profession, may be able to provide more insight to particular activities.		increased knowledge and skill in lessons.	content knowledge.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
The aim this year is to increase the number of children attending and participating in various competitive events and activities. Increased attendance at extra-curricular clubs can promote the likelihood of being selected for an upcoming event.	As seen above, the wide offering of afterschool clubs has provided children with many opportunities to demonstrate skills they possess. For competitions, children who attend a club that is related to a competition, is usually one of the first choice of children to be selected. The competitions our children attend have been run by Medway Mini-Youth Games and the Howard School Sports trust.	£1540.00 (The Howard Trust School Sport)	In comparison to prior documents, it has been shown on evidence that a significantly increased number of children have attended competitions and other competitive activities outside of school. Due to the increased number of children who have attended, we have noticed that many more of our children are able to cope easier in competitive environments and activities in PE lessons at school. In addition to this, it has provided opportunities	The school is going to continue to buy into this program as it has provided our pupils with fantastic opportunities to represent the school in something they excel at. In terms of sustainability, this takes out only 10% of the sports premium, only a small chunk for such a fantastic initiative.

To participate in community led competitive events and experience working as a team and individual in a competitive environment both within school and outside of school.	Registration in the Disability Youth Games, running school led competitive events.	£672.44	for children who do not often get to access a competitive environment in or outside of school. Pupils have received trophies for placing in competition as well as participation to be displayed at school and shared with home.	The disability youth games will run again next year and we will register and continue our in-school events too.
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Head Teacher:	
Date:	20/07/2023
Subject Leader:	G. Boxall
Date:	20/07/2023
Governor:	
Date:	