

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£15,835
Total amount allocated for 2022/23	£31,000
How much (if any) do you intend to carry over from this total fund into 2023/24?	£3,577
Total amount allocated for 2023/24	£20,087
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£20,087

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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 2023. Please see note above	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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/ 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:	Date Updated: 19/07/23	
Key indicator 1: Increase confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
CSE to provide good/outstanding coaching lessons for all children from across the school, following the NC - all to staff to observe and partake, providing high-quality PE.	PE lead meetings with CSE coordinator, Chris Palmer and coach Joe Clegg to discuss lesson, actions and upcoming events. Weekly sessions every Friday with Sports Coach.	£8700	Resilience has been improved and children have developed their competitiveness. Basic skills (catching, throwing, striking) have improved for children in EYFS.	Coaches and PE lead to develop CPD with teachers to improve teaching of different PE units.
Teach Active has been signed as part of whole-school outdoor learning opportunities.	Teacher to have training in how to use Teach Active resources outside with cross links to PE, maths and English	£1100	Outdoor learning has developed children's confidence when completing outdoor activities. They can now work more collaboratively as a team.	Monitor outdoor activities and complete staff CPD when necessary.
Key indicator 2: 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:
				20%
Intent	Implementation		Impact	

Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
CSE to provide good/outstanding coaching lessons for all children from across the school, following the statutory NC as well as lunch time clubs for access to all.	All lessons assessed by CSE coaches and PE lead to monitor and track progress. Challenge Sports Enrichment days for cycling and tennis.	See Indicator 1	Resilience has been improved and children have developed their competitiveness. Basic skills (catching, throwing, striking) have improved for children in EYFS.	Coaches and PE lead to develop CPD with teachers to improve teaching of different PE units.
Engaging resources on the school playground to develop children's active learning and play	Playground equipment has been upgraded to engage pupils at break, lunchtime and during mid-afternoon break. This has resulted in children being more active for 30 minutes a day.	£3300	Children are using more equipment to exercise, keeping more active daily and have developed a love for staying fit and active.	Review the equipment purchased and check for what further equipment can be purchased to develop children's upper-body strength.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 audit of PE equipment completed, and new equipment purchased to upgrade.	Participating in new skills and physical activities promote fitness and coordination. New equipment motivates children of all ages and abilities to participate in PE lessons.	£2500	Sports coaches and teachers can access all equipment to ensure all the NC in PE is covered. Children's skills in track and field have improved.	Children have become more confident when using different resources. Next steps is to ensure a robust assessment system is in place to track and monitor PE progress.
Termly PE 'Inter-House' competitions to promote resilience and competitiveness.	Competing against peers in physical activities promotes well-being and fitness. School Values 'Teamwork, and aspiration'	£500	Pupil voice is very positive after events and children's skills in a range of physical and theory activities are developed.	Change the termly theme of PE enrichment days to suit national days of sport and annual events.
Deliver high-quality after-school clubs to develop children's sporting skills.	Wrap-around care gives children the opportunity to take part in extra-curricular sport. Well-Being of children is high when exercising.	£4100	Over 60% of children attend one, if not two sporting clubs after school.	Link after-school clubs to annual events in sporting calendar, where possible and applicable.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate	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:

through practice:				
Raise the aspirations of children's sporting experiences and participation.	<p>Children to take part and experience different sporting activities outside of 'comfort zone.'</p> <p>Boxing Enrichment</p> <p>Tennis Enrichment linked to Wimbledon.</p> <p>BMX Workshop with Mike Mullen - Olympic Medalist</p>	£3000	<p>Children's skills in these sporting areas have developed.</p> <p>Disadvantaged children have had aspirations raised through sport and role models coming to school to deliver high-quality PE.</p>	<p>Look at the next level workshop for boxing and tennis.</p> <p>Look at lacrosse and Gaelic Games for next year to develop sport further in different areas.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 develop children's resilience and competitiveness.	Inter-Village Sports Event. Sports Day	£300	Children have become more confident when competing against each other. Pupil voice is very strong when talking about PE.	Enquire about Great Gaddesden Village School taking part in 1/2 termly sporting events.
---	---	------	---	---

Signed off by	
Head Teacher:	David Merriman
Date:	19/07/23
Subject Leader:	David Merriman
Date:	19/07/23
Governor:	Hannah Smith
Date:	19/07/23