

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 2022/23	£0
Total amount allocated for 2023/24	£0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18,800
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 18,800

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 as best you can. 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
<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>	%60
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%35
<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: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: %13	
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:
<ul style="list-style-type: none"> Staff audit to be carried out to find where gaps in confidence are and fill these All staff to be using Get Set 4 PE scheme. All class teachers leading 2 lessons a week (except year 3 due to swimming) Staff to be confident teaching PE All class teachers to be confident assessing children in PE Pupil voice to reflect children's growing 	<ul style="list-style-type: none"> Ensure GetSet4PE is available to all teachers Online CPD available for football, dodgeball, general PE, rugby – offer out to all staff to sign up and take part SH to attend, football, rugby and PE online training before July 2024 CD to check that all classes are correct on GetSet4PE SH and CD to lead staff meeting Fund GetSet4PE for three academic years CPD to be sought out and attended by SH or CD Staff meeting to be allocated for reviewing 	<p>£1,375 – GetSet4PE (3 years)</p> <p>£500 – SH or CD extra hours for learning walks and support</p> <p>£550 – Youth Sport Trust membership</p>	<p>PE teaching has been consistent and of a high standard when observed by SH and CD.</p> <p>Staff voice suggests higher confidence in PE.</p> <p>Pupil voice reflects higher engagement and interest in PE</p>	<p>Get Set for PE has been purchased for 3 years.</p> <p>CB has been designated to shadow SH to ensure consistent approach to PE and physical literacy.</p> <p>PE walk thrus to be timetabled at start of academic year to ensure even spread.</p> <p>Assessment of PE to be monitored termly by SH and OL</p>

understanding and confidence in PE	<p>expectations, discussing assessment and sharing skills</p> <ul style="list-style-type: none"> • Regular walk throughs from SH and CD to ensure consistent teaching • GETset4PE CPD accessible to all teachers to increase confidence • Pupil voice to be carried out by SH and CD in terms 2/4/6 			
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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:
%29

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:
<ul style="list-style-type: none"> • To maintain Platinum Opal award • To ensure that Daily mile/Active minutes across school are happening on non PE days • Pupils are active during their break times and lunch times (OPAL) • All children to meet year group expectations • Increase passion for leading active lives • To increase physical activity for all children 	<ul style="list-style-type: none"> • Budget for Opal to be monitored by AH • Create active minutes/daily mile competition across school – who can reach a certain destination first. SH to lead • Term 3/4 – Reception to have fortnightly visits to local gym • Year 3 have PE slot alongside swimming • Reception to have fortnightly indoor PE lessons • Reception have daily PD sessions (guided by 	<p>£2000 – Opal equipment</p> <p>£1050 – Hawks gym</p> <p>Included in £1375 for Getset4PE</p> <p>£2500 – Sports equipment – replace and maintain</p>	<p>Children are active at playtimes/lunch times, behaviour problems have decreased – data shows this.</p> <p>Reception data shows increased gross motor skills and FMS across the cohort.</p> <p>Year 3 demonstrated better understanding of PE rules and routines – Pupil voice reflected that they are more engaged in PE and more physically literate.</p>	Fitness bands to track active minutes to be piloted across the school

<ul style="list-style-type: none"> Increase engagement of PE lessons 	<p>GetSet4PE)</p> <ul style="list-style-type: none"> Teachers to use GetSet4PE lessons 			
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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:
%21

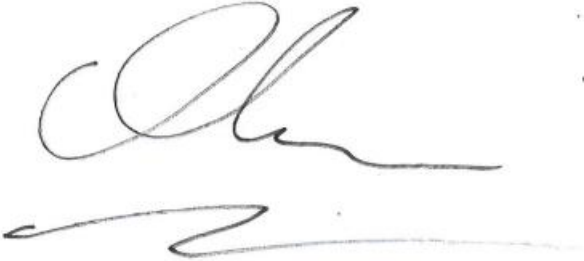
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Raise profile of active lifestyles across school and community. All pupils and staff to engage positively with sport and celebrate the benefits of participation. All children to have the opportunity to engage in lunch time and afterschool clubs Improve school games mark to Silver level All staff and pupils to wear correct attire for PE 	<ul style="list-style-type: none"> Active lifestyles to be shared on PE board – staff and pupil achievements to be recognised. House colours and names introduced – feeling of belonging and membership to be embedded All staff to sign up to lead a club Heat maps to be actioned once termly by SH and acted on New PE kit given to all pupils New PE kit given to all staff 	<p>£2000 – top up staff and pupil PE kit</p> <p>£2000 – visits attend professional sporting fixtures – basketball, football, rugby</p>	<p>Kit and house colour t-shirts have raised PE profile</p> <p>House system is beginning to take shape – teachers utilising this for intra competition and ease of grouping in lessons</p> <p>PE board up to date</p> <p>Links made with professional and grass root clubs have been maintained and built upon</p> <p>Highest level of sports fixtures attended in BRCA recent history</p>	<p>Spotlight on house names and belonging – trophy cabinet and intra competition to become central to ethos</p> <p>Strengthen links with Whitehall rugby club</p> <p>Continue links with Bristol Sport and Gloucestershire cricket</p> <p>Links made with British Fencing – Foraging Futures programme beginning in September 2024</p>

<ul style="list-style-type: none"> • Status of PE lifted through high profile events – eg sports day and athlete visits • Ensure pupils are aware that PE is not just for school 	<ul style="list-style-type: none"> • PE board updated and relevant • Sports Day – KS2 large event off site • Create links with local grassroots clubs • Create links with local professional clubs • Opportunities to be created for pupils to attend professional sporting fixtures 		<p>Active and flourishing partnership has been made with SGO</p> <p>Sports mark expected to be at least silver – waiting for result (17.07.24)</p>	<p>Staff to receive Fencing CPD</p>
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</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>

<ul style="list-style-type: none"> To conduct pupil voice survey to find out what sports pupils would like to access Maintain links with Empire fighting chance, Bristol Rovers, Bristol Sport, Hawks Gym and Gloucestershire County Cricket Organise enrichment days to showcase new sports All children to be offered opportunities to take part in lunch or after school clubs 	<ul style="list-style-type: none"> SH and CD to conduct pupil voice survey Empire Fighting Chance to continue weekly after school club Gloucestershire County Cricket to deliver lessons in term 3 onward Bristol Rovers/Bristol Sport to deliver year 5 lessons in term 5/6 Sports week to be organised for term 5 or 6 – large variety of sports to be offered. 	<p>£1500 – Boxing club</p> <p>£2500 – Extra hours for support staff running extra curricular clubs</p>	<p>Pupil voice reflects enjoyment of broad activities</p> <p>Suggested sports have been introduced after previous pupil voice questionnaires</p> <p>Staff CPD has been offered</p>	<p>Fencing CPD to be delivered</p> <p>Boxing to continue</p> <p>Organise transport to utilise the BMX facilities near by</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %21
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:

<ul style="list-style-type: none"> • To introduce competition through intrasport in school • To create take part in competition with other schools in the trust • Build links with schools in vicinity to create competition • To deliver onsite Sports Day for EYFS and KS1 • To deliver offsite Sports Day for KS2 • To engage with SGO and take part in competitions organised 	<ul style="list-style-type: none"> • Calendar of intrasport contests on school calendar • Intrasport contests to relate to PE lessons that term • Book Packers for KS2 Sports Day • SH to email other trust schools and local schools to arrange sporting fixtures • Monitor SGO situation and engage in local competition through SGO • Take part in Bristol Together Championships 	<p>£1500 – transport and fees for competition</p> <p>£400 – Bristol together championships</p> <p>£1000 – Supply cover for teachers to attend competitions</p> <p>£425 – Sports Day – venue hire and equipment (medals etc)</p>	<p>Pupils are enthused by PE – ask about events and are actively engaged whilst attending an event.</p> <p>Intrasport contests have built some sense of belonging to house teams</p> <p>BTC attended by two teams this year – pupils able to talk about experiences and share their twinning experiences</p> <p>Strong relationship built with SGO</p>	<p>Continue to build relationship with SGO</p> <p>SGO to provide competition timetable at start of academic year</p>
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Signed off by	
Head Teacher:	
Date:	18.07.24

Subject Leader:	Sarah Hackett
Date:	18.07.24
Governor:	
Date:	