

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’**.

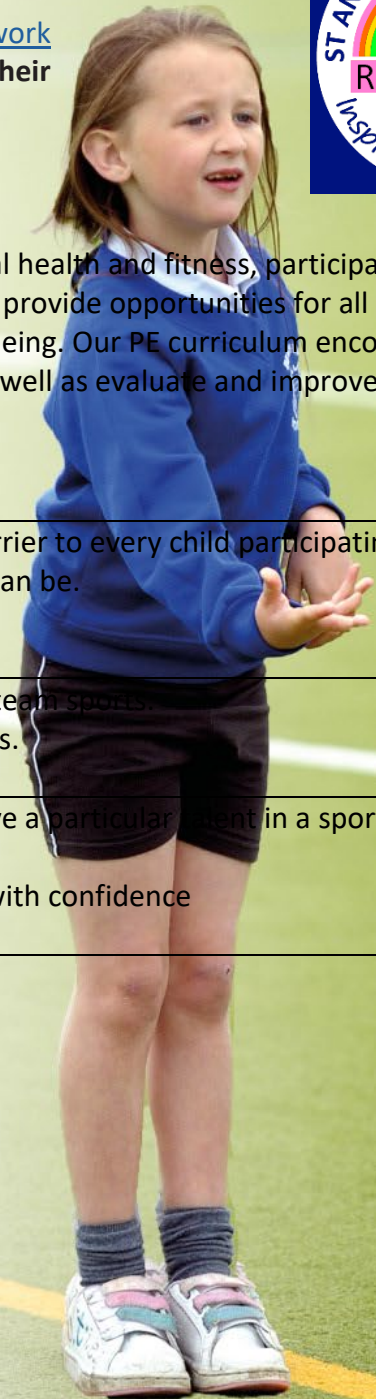
Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

At St Ann’s Primary we recognise the importance of an inspiring PE curriculum which promotes physical health and fitness, participation and a healthy lifestyle. The intent of our PE curriculum adheres to the aims of the National Curriculum ensuring that we provide opportunities for all our pupils to become physically confident and supporting them to succeed in developing their own health, fitness and well-being. Our PE curriculum encourages children to succeed in physical activities, cooperate and collaborate with others and embed fairness and respect as well as evaluate and improve their own personal performance.

What are your whole school drivers? How are they represented in your subject?

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|---------------------------|---|
| <p>Every Child</p> | <p>Representation – Every child can participate in PE. No individual need will be a barrier to every child participating. Equity – Every child’s talent and abilities is nurtured for them to be the best they can be. Protection – Healthy eating and exercise</p> |
| <p>Every Voice</p> | <p>Communication – Every child can communicate their ideas in both individual and team sports. Teamwork – Children can take part in team sports in both lessons and competitions.</p> |
| <p>Every Dream</p> | <p>Success – Every child’s talents and achievements are celebrated. Children who have a particular talent in a sport is encouraged to develop it further in the community e.g. local football clubs, judo Empowerment – Every child feels empowered to participate in any chosen sport with confidence</p> |



Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

| Lesson Design | Environment / Resources | Wider Entitlement |
|---|--|---|
| <p>Pupils at St Ann’s Primary participate in weekly high quality PE and sporting activities, building upon their prior knowledge and skills. All our lessons allow the children to develop a range of abilities that will not only help them succeed in sport but in life too.</p> <p>Teachers have high expectations of pupils and offer appropriate levels of support and challenge to ensure that every pupil is able to succeed and that every pupil is stretched in each PE lesson.</p> <p>Each PE lesson follows this structure: Warm – up, stretch, learn skills apply</p> <p>Key Vocabulary is shared with children in context and if appropriate with a practical example.</p> <p>PEplanning.co.uk</p> <p>Head, Hands, Heart</p> <p>Live and Learn</p> | <p>High quality resources</p> <p>Y5 children trained to be playground leaders</p> <p>Y5 children to have roles to be PE helpers to keep equipment organised.</p> | <p>Equity – breakfast club, after school clubs, competition</p> <p>Intra and inter competitions</p> |

Impact - Attainment and progress

Our curriculum aims to motivate children to participate in a variety of sporting activities through quality teaching that is engaging and fun. Pupils are taught to be physically successful and how to take responsibility for their own health, fitness and well-being. Our impact is to continue to provide children with the tools needed to succeed in physical activity in order to live happy and healthy lives.

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 | £18940 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £18800 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £18800 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2022.</p> <p>Please see note above</p> | 21% |
| <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> | 21% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 89% |
| <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> | 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: | | |
|--|--|--|---|---|
| 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: |
| To continue to educate the children in the value and benefits of a healthy active lifestyle. | Various physical activities to be used (Joe Wicks, Cosmic Yoga, Just Dance) in ALL year groups throughout the week. Provide examples of opportunities for staff to lead these for children | | Teachers have noticed the difference in lessons e.g. attention span and readiness to learn. | Next year begin use of initiatives such as 'Fit For Five'. |
| Regular after-school clubs to run half termly. | Phase leaders to organise a variety of after-school clubs to run half-termly. To be led by members of staff. These are to be timetabled around external organization of after-school clubs (JMAT and Live & Learn) | | JMAT PE specialist ran a girl's football club as a result of this there have been more opportunity for them to play inter school fixtures. Live & Learn delivered a variety of sports after school clubs for all key stages. | Continue half termly after school clubs planned by phase leaders and delivered by members of staff, JMAT PE specialist and Live & Learn to give the opportunity to play different sports. |
| Develop Sports Leaders to support active breaks and lunchtimes. | Year 5/6 children to receive leadership training to become sports/playground leaders. Keep a register of children involved | (see funding figure below for total Live & Learn figure) | Year 5/6 children received leadership training to be playground leaders by both JMAT PE specialists & Live and Learn. | Next year Live & Learn will continue to train Y5 children on a Thurs & Fri lunchtime. |

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| Increase opportunities for physical activity during the school day. | in; Breakfast club physical activities (average daily, so do a few drop ins of how many are in the brown hall or ask Kaniz) After school physical clubs Dinner time Sport Coach to work with children at lunchtime on a rotational basis | | They led games on the playground at playtime and lunchtime. Opportunities provided for all pupils to attend breakfast club and participate in various physical activities. We have had an increase in children choosing to participate approx. 30 chn a day. | Revisit breakfast club physical activities – reevaluate which activities have been the most successful and which need developing further. |
|---|--|--|---|---|

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|---|--------------------------------------|
| 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: |
| Ensure PE and school sport is visible in the school (assemblies, notice boards, school website etc) | Monthly updates in the newsletter, website updated regularly – names sent to LR based on who has represented the school | | The newsletters have allowed us to share with parents and celebrate our sporting achievements School was included on the JMAT digital newsletter for PESSPA | Continue regular newsletters and set up a a digital system to help share wider and more easily e.g. Twitter, Facebook, Parent Hub Develop better us of PE noticeboard to share key events and celebrate achievements. |
| To deliver Sports Leadership Programme to Y5, engaging and facilitating pupils ability to take responsibility for their learning and delivering of physical activities to the rest of the school. | Sports Leaders Y5 to help run and host events including lunch time clubs for younger pupils | (see funding figure below for total Live & Learn figure) | Year 5/6 children received leadership training to be playground leaders by both JMAT PE specialists & Live and Learn. They led games on the playground at playtime and | Next year Live & Learn will continue to train Y5 children on a Thurs & Fri lunchtime. |

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| | | | lunchtime. This has had an impact on engagement, behaviour, values e.g. teamwork and problem solvin | |
|--|--|--|---|--|

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: |
| Raise the quality of learning and teaching in PE and sport by providing support to deliver broad, balanced and inclusive high quality PE. | Provide opportunities for staff to access CPD opportunities through working with specialist coaches. School to employ Louise Wells, a specialist Dance teacher | £15,604 £4940 | JMAT PE specialist supported ECTs in teaching all areas of the PE curriculum this has impacted on their confidence to teach all areas independently. Live & Learn have supported PE lessons across school this has improved staff confidence to teach PE independently. Children through school were provided with the opportunity to learn and perform a variety of genres of dance and staff are provided with further CPD opportunities. | Timetable use of Live & Learn and JMAT PE specialist using staff confidence questionnaire to pick out teacher's areas to develop Louise has proved to be a truly inspirational dance teacher delivering excellent lessons and invaluable CPD for our staff. We have booked her again for next year. |

| 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: |
| Provide opportunities to take part in a diverse range of school sport through festivals and events held through Live & Learn. Offer a wider range of sport through after school clubs run by staff and coaches. | From feedback, continuously update our curriculum to broaden experiences. Keep the website up to date with a range of events currently on offer (time table throughout the year). Children to attend the extra curricular clubs – review activities through pupil voice. Links made with outside agencies. | (see funding figure above for total Live & Learn figure) £2,000 | The curriculum was mapped out to enable progression through sports across key stages and from FS to Y6. This has enabled children to develop their skills in a particular area and will build on them next year. JMAT PE specialist carried out Pupil voice with target children. This showed which extra-curricular clubs the children would like to see on offer. | Introduce other sports such as Tchoukball as an inclusive new sport as an after school club or through active lunch time – JW (Work with DB to plan National School Sports Week) In September work with SW and School Council to audit which extra-curricular activities the children would like to see on offer. |

| 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: |
| Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition – focus is on the process rather than the outcome. | Prepare children for competition emotionally and physically to ensure their enjoyment. Keep up to date registers of pupils representing the school. | (see funding figure above for total Live & Learn figure) | Competitions in each year group Mondays and Thursday – dates and numbers in each event. Intra competitions were used at the end of a unit of work to combine all the skills that they have been taught. Live & Learn have supported school to be involved in inter competitions. | Ensure different children are targeted for intra and inter competitions. Follow Live & Learn calendar to plan the events that school will attend. Raise the profile of intra competitions across school by adding an award to the last special mentions assembly of each half term. |
| Pupils to develop their sporting attitude, focusing on (respect, resilience, responsibility, kindness, aspiration and courage) and our learning behaviours (collaboration, independence, engagement and perseverance). | Engage more staff/parents and children to support attendance at events such as Sports Day. Live and Learn to support Sports Day. | (see funding figure above for total Live & Learn figure) | Sports Days are a hugely popular school event where our children are provided with the opportunity to showcase their sporting abilities in a range of events in front of parents, staff | Live & Learn to support planning and delivering Sports Day reflecting on what has worked well this year and what could be developed. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | H Edwardson |
| Date: | 17.7.23 |
| Governor: | |
| Date: | |