

# 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. The funding **should** be spent by 31<sup>st</sup> 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£5450.17
Total amount allocated for 2021/22	£17120.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£17200.00
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£22650.17

**Intent:** We have adopted a curriculum through 'Real PE' that is ambitious and designed to give all pupils the knowledge and cultural capital that the need to succeed in life.

**Implementation:** Our teachers create an environment that allows pupils to focus on learning through the 'cogs' and the 'learning nutrition framework'. The Real PE programme - that does not create unnecessary workload for staff - reflects the schools 'following the rainbow' ethos and our school's ambitious intentions that clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

**Impact:** Our children will develop a love of PE and Sport that will extend into their lives outside of school and into their futures. We will have introduced the key physical and emotional well-being skills through the cogs that can be transferred into more general life, specific games and activities in their later educational and adult lives. They will be **motivated** and **engaged** who can enjoy **challenge** and show **resilience** and **persistence** in their physically active lives.

**Strengths:** A fully inclusive curriculum, including forest school, which allows all children to access all challenges and progress at their level with control over their own learning.

## 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:		
<b>Key indicator 1:</b> 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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To promote walking/running track during playtime and lunchtime	<ul style="list-style-type: none"> <li>- Lunchtime supervisors to take children twice around the track before allowing children to go off and choose play</li> <li>- Repair and maintain the track</li> </ul>	£400	<p>More children access the track during playtimes and lunchtime</p> <p>Children ask to do a 'lap' of the track</p>	<p>Continue to maintain the track</p> <p>Golden mile introduced</p>
Sensory Circuits in the morning for children with these needs	<ul style="list-style-type: none"> <li>- Train staff to deliver sensory circuits</li> <li>- Ensure the 3 part sessions for sensory circuits are in place</li> </ul>	£350	Children are ready to learn in class after sensory circuits	Train further members of staff so sensory circuits can be delivered in each class

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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To ensure children continue to engages in physical activity during playtimes/lunchtime	<ul style="list-style-type: none"> <li>- Lunchtime supervisors to engage with children's activities at lunchtime</li> <li>- Training provided for lunchtime supervisors</li> </ul>	£450	Children are more active at playtimes when lunchtime supervisors engage in activity with them	Further training and investment in playground equipment needed
After school sports clubs to return in the Spring term – workshops by companies to show children what they offer them at Theatre Art dance and Brighton and Hove Albion club	<ul style="list-style-type: none"> <li>- To increase participation in active after school clubs</li> </ul>		Greater numbers of children attend afterschool active sports clubs in school during the summer term.	Further opportunities for active clubs after school. Forest School club
Sustrans big walk and wheel themed week	<ul style="list-style-type: none"> <li>- Promote walking and biking/scootering to school</li> </ul>	£100	Participation was good during this week.	Termly big walk and wheel to school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Embed the PE curriculum	<ul style="list-style-type: none"> <li>- All teachers teaching high quality PE sessions to increase children's enjoyment of lessons</li> <li>- Renewed subscription to real PE</li> </ul>	£695 Real PE subscription	<p>Teachers have had another year of following our PE scheme – lessons have improved</p> <p>Teachers demonstrate greater confidence in teaching PE, children talk about PE lessons positively and engage well.</p>	PE leaders to monitor PE lessons
Subject leader supply cover	<ul style="list-style-type: none"> <li>- Subject leader time to monitor PE lessons and give feedback to teachers</li> <li>- Subject leader to write progression map if PE skills to ensure clear progression between year groups is in place</li> </ul>	£1000	Teachers show greater knowledge of PE scheme and are more confident to deliver lessons	Continue to release subject leader to monitor provisions and teaching across school. Subject leader to look into training/CPD opportunities
Albion in the community to provide CPD opportunities for staff through lesson observations	<ul style="list-style-type: none"> <li>- To ensure high quality lessons for PE</li> <li>- Provide teachers and subject leader with supply cover to attend CPD sessions</li> </ul>	£2340 (Allocated in key indicator 5 also)	Increased confidence and knowledge from teachers	Further CPD opportunities

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Healthy sports week - Yoga - Drumercise	- Yoga sessions during healthy week - Drumercise sessions during healthy week	£1000	Children enjoyed yoga and drumercise sessions. Positive responses to a potential yoga club	Yoga club after school Investigate additional sports experience options locally
Forest school/Wild explorer sessions	- Offering children an outdoor active experience they may not have through homelife. - Forest school to focus on physical activities such as den building, team activities	£9642.84	Children and parents are positive about forest school sessions. New skills are learnt and practiced regularly.	Investigate a more sustainable model for Forest school. Look into other training options so all staff are trained to deliver quality outdoor learning sessions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Albion in the community	- Opportunities within lessons for competitive activities	£2340 (allocated in key indicator 3 also)	Most children enjoy competing, some children need support to understand effort is as important as winning. Discussions about being good sports and cheering each other on have supported children.	To investigate intra school sports events Buy into West Sussex West School Sports Partnership (WSWSSP)

Signed off by	
Head Teacher:	Lucy Whiffin
Date:	20 <sup>th</sup> July 2023
Subject Leader:	Cathy McErlean
Date:	20 <sup>th</sup> July 2023
Governor:	Briley Pappas
Date:	20 <sup>th</sup> July 2023