

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](#) 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 31st 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](#).



Details with regard to funding

Please complete the table below.

| | |
|--|----------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £0 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £TBC |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 18,130 |

Swimming Data

Please report on your Swimming Data below.

| | |
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| Meeting national curriculum requirements for swimming and water safety. 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. 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 | % |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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: | Date Updated: 18/7/23 | |
|--|---|-----------------------|--|--|
| 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: |
| <ul style="list-style-type: none"> To improve the number of children who can swim 25m confidently and proficiently over at distance of at least 25m by the time they leave primary school. To ensure playtimes are active and engaging for all KS1 children. | <ul style="list-style-type: none"> Liaise with a local school for private hire of their pool. Employ an external swimming coach to lead swimming lessons. Train staff member for maternity cover and lifeguard duties. Purchase equipment and resources to support lessons. Employ a supply teacher to cover PE co-ordinator who will also lead swimming lessons. Identify children who need extra support to reach the identified target and provide intervention in the summer term (extra sessions). | £ | | |
| | -Survey children and KS1 children about new playground equipment to find out new cohorts' likes. | | | |

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| <ul style="list-style-type: none"> To encourage active travel to and from school. To build on the success of the Girls football team and inspiration of the Women's World Cup | <ul style="list-style-type: none"> -Purchase new equipment based on the needs identified by staff and children that promotes active playtime for all children. -Organise a company to deliver age appropriate cycling courses for children in all year groups. - Liaise with volunteers to run a 'footsteps' programme which will educate KS1 children how to walk to school safely. -Year five to conduct a traffic survey and use their findings to help promote active travel for the school (e.g. organise a walk to school week). -Research into different methods to track how children travel to school (e.g. Modeshift Stars System). -Fund Wycombe Wanderers coach to provide girls football after school club. | | | |
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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: |
| <ul style="list-style-type: none"> To ensure children contribute to whole school initiatives for Sport and Wellbeing. To provide children with as many sporting opportunities as possible throughout their school career. To provide children in Year 5 and 6 with leadership opportunities and act as sporting role models for | <ul style="list-style-type: none"> - Elect a new child from each year group (Y1-Y6) to become a member of the Wellbeing and Sport committees. -Arrange half-termly meetings where children can share ideas for whole school projects. -Sport committee to organise an Inter-house Sports Day alongside the support of an external coach. -Wellbeing committee have suggested children take part in additional first aid training. -Work with Mini First Aid to provide additional training Shared sport admin required. • Nominated Year 6s to run playground activities. • To train the current Year Five class in the Sports | £ | | |

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| younger children. | <p>Leaders Playmaker Award.</p> <ul style="list-style-type: none"> The Year Fives to help organise and run the KS1 Sports Day. | | | |
|-------------------|---|--|--|--|

| 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: |
| <ul style="list-style-type: none"> To develop all teachers' confidence, knowledge and skills in teaching PE. | <p>Survey all teachers what areas of PE they would like extra training on this year.</p> <p>-Employ external coaches to teach alongside teachers in the different areas they would like to develop their confidence, knowledge and skills.</p> <p>-Each teacher to work alongside an external coach for at least two half terms across the academic year in different sports they have identified in the staff survey. This should include looking at planning, team teaching and observing.</p> <p>- Try new sports to challenge and inspire more confident teachers of</p> | £ | | |

| | <p>PE and provide children with a broad experience of a range of sports.</p> <p>- When not working with an external coach, teachers will use Complete PE – a comprehensive scheme of work to support their lessons. PE co-ordinator to support all teachers in the delivery of this scheme focusing on using assessment effectively.</p> | | | |
|--|--|--------------------|--|--|
| 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: |
| <ul style="list-style-type: none"> All children to attend whole class festivals with other local primary schools in broad range of sports. Provide children with a broad range of extra-curricular activities. | <p>Renew membership of the Sports Partnership where local secondary schools organise regular events for local primary schools in a broad range of sports including frisbee, handball, gymnastics, yoga and multi-skills.</p> <p>-Ensure each class in Rec/KS1 attends at least three whole class festivals during the school day.</p> <p>-Co-ordinate minibuses to attend the festivals and letters to inform parents.</p> | £ | | |

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| | <p>-Join the new Amersham School Sports Partnership where children can take part in additional whole class events (that take place within the school day) with local schools.</p> <p>-Sign up to extra festivals run by Chiltern Hills Academy (£150 an event)</p> <p>-Employ external specialist coaches to run after-school clubs in a variety of sports.</p> <p>-Clubs to be offered to lots of different year groups to provide fun and inclusive opportunities for all children in the school. These clubs include:</p> <p>Tennis – available to all year groups.</p> <p>Athletics – available to all year groups.</p> <p>Multiskills club -available to Reception and KS1.</p> <p>Basketball – available to KS2.</p> <p>Football – available to LKS2.</p> | | | |
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| | <p>-Teachers to run after-school sport clubs for y5/6 which are inclusive and fun but also focus on preparing for competitive opportunities available in these year groups.</p> <p>These clubs includes:</p> <p>Rugby</p> <p>Netball</p> <p>Football</p> <p>Cricket</p> <p>-Purchase new equipment needed to support the extra-curricular clubs and large number of participants.</p> | | | |
|--|---|--|--|--|

| 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: |

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| <ul style="list-style-type: none"> • Take part in a local Chesham league which offers children in Years 5 and 6 an opportunity for competitive sport in broad range of sports. • Compete in additional local Y5/6 leagues in a broad range of sports. • | <p>Join the Chiltern League which mean the school is involved in a Y5/6 match every week for the entire school year.</p> <ul style="list-style-type: none"> - Rotate squads involved in this competition each week so lots of children are given the opportunity to represent the school in matches. <p>Sports involved include:</p> <ul style="list-style-type: none"> -Football -Netball -Rugby -Girls' Football -Cricket -To also take part in the following leagues: <p>EG KS2 Cross Country league</p> <ul style="list-style-type: none"> -In addition, organise friendly matches in these sports against local schools. -These events offer an opportunity to take part competitively in additional sports such as: <p>Swimming Athletics</p> <p>Tennis Badminton</p> <ul style="list-style-type: none"> - Purchase new equipment and kit needed for all competitive fixtures | £ | | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |

Created by:



Supported by:



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| Governor: | |
| Date: | |