

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 improvement for your pupils.

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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	£3,900
Total amount allocated for 2021/22	£17,700
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3,900
Total amount allocated for 2022/23	£17,700
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 21,600

Swimming Data

Please report on your Swimming Data below.

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	75%
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	72%
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
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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: £21,600	Date Updated: 28th July 2023	
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:
				62%
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:
Engage pupils in lunchtime clubs with various sporting goals. Develop the EYFS/KS1 play equipment in the playground to enable greater gross motor development in the children.	Bristol Sport coaches to offer lunchtime sports clubs, focusing on those children who might shy away from physical activity. Signature Sports coach to offer a multi-sports lunchtime club to pupils, with the idea that they are mentoring some Play Leaders who can then run small games/activities in the playground. Tender process for plans to develop the playground area. Sovereign Play Systems chosen by Governors on recommendation of PE Lead.	£1002 £12,468 (part payment, some to be paid in 23/34 allocation)	Children are engaged in active play during most lunch and breaktimes. Year 6 children are beginning to take a lead in running some games/activities at lunchtimes. Completion of new playground equipment to be carried out before the beginning of the next academic year.	Continue this next year with a focus on the Year 6 Play Leaders running more structured sessions for the younger children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%

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:
Pupils to be aware that participation in sport can raise their attainment in teamwork, honesty, respect, self-belief and their determination.	Membership of the NSSPEA which follows the values of the School Games Mark. Participation in the School Games Mark with the hope of achieving a Gold Award.	£817	Pupils participated in both inter and intra-school competitions and festivals. NSSPEA staff facilitated opportunities at St Joseph's and other local schools. St Joseph's was awarded a Gold Award from the School Games Mark.	Continue the membership next year with the aim of achieving another Gold Award from the School Games Mark.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
Staff to gain confidence in teaching different aspects of the PE curriculum (dance, gymnastics).	Bristol Sport to provide teacher mentoring programme for gymnastics coaching. Dance teacher to lead dance sessions across the school to give high quality instruction that will raise the confidence of teaching staff to deliver sessions in the	£3420	Children greatly enjoyed all sessions and developed confidence and their skills across the disciplines. Teaching staff have increased in confidence in how to teach and run sessions for these sports.	Continue with the dance and athletics session next year. Staff to put their skill into practice teaching gymnastics next academic year.

	<p>future.</p> <p>North Somerset coach and GB athlete to run athletics sessions for Y5/6.</p> <p>PE Lead to participate in LTA tennis coaching course with a view to introducing this as an option for the PE curriculum next academic year.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

9%

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:
<p>Allow children to participate in inclusion sports.</p> <p>Allow children to have a broad experience of sporting opportunities.</p> <p>Additional achievements:</p>	<p>Sports Week to include some inclusion sports and some sports whose profile is being increased due to the Olympics in 2024.</p> <p>Sports equipment to be purchased to allow children to have a wider range of sporting opportunities at St Joseph's.</p>	£1933	Children thoroughly enjoyed participating in a range of sports and developed their confidence in many ways.	Continue to invite coaches/instructors to St Joseph's to introduce the children to a wide range of sports as part of the school's sports week and also as special one-off days during the academic year.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

9%

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:
Children to participate in both inter and intra-school competitive sport through membership with the NSSPEA and School Games as well as local competition and festivals with other schools in the local area.	<p>Participation in intra-school house competitions for cross-country and sports days.</p> <p>Participation in NSSPEA-led festivals giving access to wider level-2 competition.</p> <p>Participation in Level-2 competition within North Somerset.</p> <p>Participation in sporting fixtures against other local primary schools.</p>	£1960	<p>Children felt proud of what they had achieved over the course of the year, with some winning competitions and others representing North Somerset in their events.</p> <p>More children were given the opportunity to participate in festivals than in previous years.</p>	<p>Continue the participation in these festivals and inter-school competitions.</p> <p>Try to include KS1 within the umbrella of competitive sport.</p>

Signed off by	
Head Teacher:	Greg Bath
Date:	30/07/23
Subject Leader:	Ed Broyd
Date:	30/07/23
Governor:	Andy Shiel
Date:	30/07/23