

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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 2022/23	£21900
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for sport	£61,943.59

Achievements to date July 2022	Areas for further development and baseline evidence of need
Platinum School Games Mark Sponsorship secured for more sports kit tops. Engagement in National Sports week All ECTS had a day or half day PE training Getset4PE in place Clearer progression in the skills teaching of PE	<ul style="list-style-type: none">• Invest in cricket whites• Tracking of successes in competitions.• Encouraging more parents to support their children with learning them to swim.• Investigate opportunities for more children to experience watching professional matches.

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 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 2023.</p> <p>Please see note above</p>	51%
<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>	51%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	51%
<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

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:		
<p>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</p>			Percentage of total allocation: 79 % (and more funds taken from school account)	
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:
Two hours of quality PE taught every week with clear progression in the skills that the children are learning. With opportunities for all to access short mindful lessons	Timetable for all classes to incorporate at least 2 hours of active lessons Children continue to come to school in PE kit to ensure no time wastage Real PE lessons followed, and training given when needed Val Sabin Dance and Gym taught 5 a day used to break up the day and encourage active learning	£300 five a day	All classes timetabled for 2 hours taught PE sessions with additional activities planned on top.	Link assessment of PE to insights – school online assessment tool to ensure progression Develop the road map to ensure a broad and balance subject coverage from EYFS to year 6
To invest in more outdoor adventurous activities (OAA) for lessons and playtimes and lunchtimes	Develop the outdoor area with activities that the children can use independently in playtimes, with sports leaders and middays at lunch and as part of the wider curriculum. To install orienteering plates. Training to be delivered to staff	£2,210. 00	Support staff training Children using the cards in lessons and playtimes	Train the sports leaders in activities Get activity cards laminated for sports leaders and middays

Use of sports coaches on each site at lunch time to supervise activities and teach skills based activities in MUGAs		£18,700.00	Less playtime issues over footballs in the muga due to purposeful and well led activities	Look at the year 5 and 6 lunchtime rotas to focus more on purposeful activities
Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	To use some of the pupil premium money to have top up sessions	Total cost £21,815.00	September year 6 2 week swimming February year 2 1 week swimming May year 5 swimming 2 weeks	Promote local swimming pools to parents
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8%
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:
Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.(linked to EEF research)	Complete audit of the PE curriculum and ensure that we have the resources to deliver it across two sites.	£1,710.32	Teachers are confident to know that they have the correct equipment to deliver lessons successfully. The PE SoW can be delivered	Look at storage of equipment – especially on south to prevent equipment being taken for lunch times and other events

Continue to raise the profile of sports and health & well being of the school. Active body and healthy mind	Assemblies Up to date website Events on the app and newsletter Notice boards for Sports leaders Sports leaders having own lanyards	£25.00 School funds	Children in year 5 & 6 feel proud of being sports leaders	Organise meetings better and more frequently and have someone other than the HT running meetings.
Opening of the playgrounds from end of the day for an hour on North and south, Mondays and Fridays.	Due to limited areas around the school for children to play safely after school we offered the children an parents the opportunity to stay and play in the school grounds		Families appreciate having the space to play.	Look into invest in equipment for these events Look to working with local agencies about parklet opportunities
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 7%
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:
The PE lead is on the sports LOC for Waltham Forest and a Headteacher ambassador for YST The school to continue to liaise with outside providers with sports speciality to demo and model for staff and pupils (Leyton Orient, Viking Rugby, PTC sports)	More staff skilled in delivering PE	£500.00	All teachers feel supported in the delivery of PE, quality of lessons improved.	Maintain the platinum sports mark Build the network of specialist teachers that we have in school. Support ECTs in training of delivering PE

Training with WFSSN for all ECTS - To continue to develop staff confidence and skills in teaching PE		£1,120.00		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 0 due to using school funds

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?
<p>The aim is to provide a wide variety of sports and physical activities at MG.</p> <p>Including none traditional activities including ice skating and roller skating.</p> <p>As part of the enrichment provision have sporting and physical events from mindfulness to fencing.</p>	<p>Enrichment activities include</p> <p>Quidditch Rugby Fencing Mindfulness Fitness Boxercise Street dance Cheerleading gardening</p> <p>Whole school events</p> <p>Run a mile Ice skating Roller skating</p> <p>After school clubs include</p> <p>Hockey Football Dance</p>	<p>Used school funds for the ice rink and</p> <p>Outside providers for enrichment are paid from main account and not against sports premium</p>	<p>The children have experienced non-conventional PE activities that are more friend/social/ recreational based. Hopefully, this will encourage the children to continue these activities outside of school. Year 6 have added them to their pupil passports.</p> <p>Identify children with a talent for the skill and encourage provide more opportunities inside and outside of school.</p>

	Street dance Fencing Gardening rugby			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 buy into the full package with WFSSN Raise the profile of National Sports week across the school building on the success of the previous year.	Need to plan the bought in and school games activities and ensure that open for a range of children. Ensure information is circulated in a timely manner.	£1,300	More children entering competitive games. Boys year 2/3 football won summer 21.	Track the competitions we enter, who attends and where we come more rigourously.
Lunch time coaches as already mentioned in section 1 to promote more activities during lunch time.				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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