

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 report your spend. DfE encourage 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£20,820
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,220
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£21,220

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	70%
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	56%
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?	84% Yes/No

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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:	Date Updated:	Percentage of total allocation:	
<p>Key indicator 1: The engagement of all 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>				
Intent	Implementation	Funding allocated:	Impact	
<p>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:</p> <p>To maintain and further develop culture of sitting less and moving more – children and staff work together to create active learning environments.</p> <p>Establish target groups in need of increased physical activity and nutritional support and provide additional opportunities – children and parents understand importance of PA and healthy eating.</p> <p>Deliver high quality swimming lessons each week, delivered by both fully qualified Villiers and Bert Williams staff – children frequently practise their swimming skills to improve ability, confidence and safety in and around water.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Focus through assemblies, displays and learning walks. Baseline, implement and monitor physical activity through Active School Planner (heat maps) on a termly basis.</p> <p>Implement Active School Planner and Heat Maps. Implement programmes and strategies to increase activity in and out of lessons for targeted groups. Communicate and discuss with parents.</p> <p>Provide children with high quality swimming lessons taught by experienced and qualified staff. Using Greek Alphabet tracker system, children's progress assessed continually. School employ fully qualified ASA level-2 coach to assist CPD for staff and interventions for children.</p>	<p>£</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Participation levels across school within P.E. lessons – enjoyment with new curriculum evident and access for all children.</p> <p>CPD – staff confident to target groups within lessons where applicable to ensure correct amount of support and challenge is provided.</p> <p>Active levels across all year groups tracked and are proving to be maintained or increasing.</p> <p>Encourage physically active tasks within all areas of curriculum and active brain breaks during a lesson where required.</p> <p>Active break times/lunch times – young play leaders trained to lead</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to promote the use of active lesson ideas and ensure an ethos of continuously active within P.E. lessons across school.</p> <p>Continue to develop and review our swimming provision to maintain our success and continue to move forward with our provision and participation levels.</p> <p>Continue use of Active School Planner to produce heat maps to track levels of activity and identify areas for development and provide suggestions to target those areas.</p>

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				different games and activities. GLAMS – Girls leadership squad to raise profile of girls being active and introduce healthy habits that can be sustained.	
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Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Percentage of total allocation: %
Continue to use PE, PA and school sport as a vehicle for whole child development and whole school improvement – children understand WHY they are doing lessons.	Children will be provided with high quality lessons, ensuring maximum participation levels and fully inclusive lessons. Differentiation will be evident throughout and use of Sports Ambassadors to develop leadership skills and abilities to collaborate as a team.	£	Lesson observations ensuring curriculum is being covered across the whole school and maintaining interactive levels with physical education across school.	Continuous review of curriculum delivery and topics covered to keep it fresh and targeted towards cohorts.
Focus on the 5 Me's (Physical, Social, Emotional, Thinking and Creative) evident throughout the curriculum and development of LTPs and MTPs ensure progression of these skills throughout.	Staff delivering lessons will assess children's understanding through their questioning and structured opportunities to demonstrate children's abilities to adapt tasks and challenge themselves –STEP principle.		Development of LTPs, MTPs and STPs have provided opportunity for staff to develop their own knowledge and confidence within the P.E. curriculum.	Continue to take advantage of CPD opportunities for staff across a variety of areas.
	Discussions will take place throughout lessons to develop reflective thinking and consider the benefits of physical activity.		Links with trust-wide schools to participate in sporting and physically active events.	Use of Sports Ambassadors to increase within lessons and begin to develop other young leaders to support with lunchtime provision.
	Continue to encourage an ethos of 'Active Classrooms' across school to		Continuation of Sports Council with representatives from each class combining to have an impact on their curriculum and sports activities throughout school life.	Ensure opportunities for competitive sport are available for all throughout the year.
			GB Athlete visit – inspiring and	

	ensure children are physically active throughout the school day. Children will participate in inter-house and trust-wide competitions within year groups and across phases throughout the year to develop their team work and be exposed to competitive situations.		allowing children to gain an understanding of an active lifestyle and the steps taken to become a successful sports person.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:				
%				
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Improve quality of children's physical education in school to ensure they are competent and confident movers – children receive HQ lessons and make good progress.	Develop a programme of CPD to improve quality of teaching and learning in all PE and sport lessons. Continue to invest and take-up the Connected and YST sport offer alongside CPD opportunities from the PASS team.	£	Staff have attended CPD training in varying aspects of the sporting offer through Connected and implementing the knowledge they have gained through lessons and extra-curricular clubs. Identified staff feeling more confident in dance/gymnastic following their training and able to apply their new knowledge into their lessons.	Maintain strong links with the PASS team and Connected etc. to enable staff CPD to continue and grow from strength to strength.
Increase number and range of staff delivering and supporting PE, PA and School Sport - children receive HQ lessons and make good progress.	Employ level-2ASA swimming teacher to provide experienced CPD for Villiers staff.		STEP training session to reinforce ethos across school to ensure accessibility to PE for all.	Introduce new extra-curricular provision to increase engagement.
Increase number of staff able to deliver and assess Cool Kids programme – children make good progress with fundamental movement skills.				P.E. to be audited at various points throughout the year to ensure lessons can be undertaken with the necessary resources.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Percentage of total allocation:				

<p>All children to have access to competitive sports (competitions) through Trust Wide through Connected scheme. Wolverhampton Association for Sports in Primary Schools (WASPS) through Connected scheme.</p>	<p>Continue to affiliate to WASPS through Connected scheme. School minibus – transport to and from competitions. Has enabled us to participate in an increased amount of events and provide even more children with the opportunities to represent their school.</p>	<p>£</p>	<p>Increased amount of children participating in inter-area competitions through the opportunities provided by virtual competitions within WASPs. Events vary in targeted groups and purpose to enable a broader range of children to access sporting opportunities outside of school environment.</p>	<p>Continue to participate within WASPs competitions as frequently as possible in any format. Develop links with trust schools to provide competitive opportunities for all children. Enquire about an increased number of staff qualifying to drive the minibus to maintain participation levels.</p>
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Signed off by	
Head Teacher:	<i>K Rogers</i>
Date:	<i>25.07.23</i>
Subject Leader:	<i>S. J. Potts</i>
Date:	25.07.23
Governor:	
Date:	