

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 | £3899 |
| Total amount allocated for 2021/22 | £19,460.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £3899 |
| Total amount allocated for 2022/23 | £19,470 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £23,369 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | %TBC |
| <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> | %TBC |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | %TBC |
| <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/ No |

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: | | |
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| 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: 58% | |
| 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>Learners have a good understanding of the purpose of physical activity and how it supports their overall fitness mentally and physically.</p> <p>Learners can talk about opportunities for activities during their learning time.</p> <p>Learners have improved health, fitness and stamina through regular physical activity.</p> <p>Learners have a range of activities learned at school to use at home to stay fit and healthy such as yoga, super movers, dancing and aerobics.</p> <p>Learners have the opportunity to access a range of sports outside of</p> | <p>SWC keep staff updated on most recent research based initiatives, taking into account government guidance around physical activity in schools and EEF research.</p> <p>New Sports and Well-being co-ordinator (SWC) to attend PE briefings, active schools updates and subject co-ordinator training sessions.</p> <p>SWC to continue personalised training for staff as a result of staff audits taking into account ECTs and staff new to the school.</p> <p>Focused learning walks further developed by Curriculum Lead with subject co-ordinators. - Learning</p> | £13,500 | <p>Continually improving opportunities for children to be physically active throughout the school day leading to improved health, fitness, behavior and concentration.</p> <p>SWC has improved knowledge and understanding to lead across the school using up to date research and practice.</p> <p>All staff, including staff new to the school, are confident in knowledge of Active 30 and are able to meet the target of active minutes through a range of strategies introduced through CPD.</p> | <p>Update school games heat map to identify current practise and increase opportunities accordingly.</p> <p>SWC released to attend a wider range of school games and active school training/updates.</p> <p>Monitoring and training schedule to be put in place by curriculum lead to ring fence designated leadership and CPD time.</p> <p>Monitor active 30 and use up to date research to further improve practise.</p> |

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| <p>their usual experience such as zorbing, archery and axe throwing.</p> | <p>walks always include a focus on physical activity during lessons. Areas of inactivity highlighted and staff supported to set goals and implement strategies.</p> <p>Improve opportunities for active wrap around care.</p> <p>Least active children continue to be highlighted and given opportunities to take part in free fitness clubs.</p> <p>Lunch time space and equipment updated to encourage physical activity.</p> <p>Provide before, lunch time and after school sport provision.</p> <p>Continue and extend 'wake up the soul, shake up the soul' dance sessions in the playground after school led by RE co-ordinator.</p> | | <p>Active 30 is embedded practice with staff planning and implementing activities through a range of lessons.</p> <p>Consistent use of resources such as BBC Super Movers and Premier League Primary Stars.</p> <p>Structured lunch time activities with increased percentage of least active taking part.</p> <p>Children have accessed a wider range of physical activities.</p> | <p>Sports and Wellbeing updates to be highlighted on school newsletter at least termly.</p> <p>Increased staffing levels at lunch times.</p> <p>Huts in playground to be demolished to create more space.</p> <p>Playground to have designated areas for a range of sports and physical activities.</p> |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation:</p> |
| | <p>2%</p> |

| Intent | Implementation | | Impact | |
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| <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>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

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| <p>Continue to embed a culture of healthy living through our sports and wellbeing led ethos.</p> <p>Learners have higher fitness levels and are able to talk about the importance of this.</p> <p>Learners understand the link between physical activity, sports and life skills.</p> <p>Learners are able to talk about sporting role models and the qualities that make them good role models.</p> <p>Attainment gaps are further closed in English and Maths through use of physical activity.</p> <p>Learners able to make clear links between being healthy and active and nutrition.</p> | <p>Continue to engage parents/carers through sports day, clubs and workshops. Maths and Phonics workshops to include information linked to active 30.</p> <p>Plan opportunities to make clear links between physical activity, sports, mental health and life skills.</p> <p>Links across the curriculum-</p> <ul style="list-style-type: none"> • Use PSHE curriculum to feed into weekly lessons PE lessons. • Links made clear to children between geography and sport during orienteering. • Continue to highlight sporting role models through other curriculum areas. Specific History focus- 'Can Sport Change Society?' • Science has a focus on healthy bodies. • Movement is encouraged during music lessons <p>Work as a school to achieve School Games Gold award.</p> <p>All classes have the opportunity to work with a sports specialist over</p> | <p>£389.52</p> | <p>Parent voice shows that parents/carers enjoyed workshops and are engaged with the whole school focus on sport and well-being. They are able to share activities with children at home leading to improved fitness.</p> <p>PE lessons are planned with PSHE targets, school games values and 'my personal best' in mind.</p> <p>St Mary's has been awarded Gold School Games mark.</p> <p>Children know about a range of important sporting events and sporting role models that have shown resilience, confidence, hard work and determination both in sport and when fighting for equality.</p> <p>Learners understand the benefits of a healthy lifestyle and enjoy the increased opportunities to participate.</p> <p>Learners are able to talk about sport, mental health and life skills with particular reference to the School Games Values.</p> <p>Pupils are able to talk about the</p> | <p>Additional parent workshops to be timetabled and led by teaching staff and SWC.</p> <p>Sports and wellbeing planning reviewed yearly and further links made with other curriculum areas.</p> <p>Huts to be demolished in playground to create more space for PE lessons.</p> <p>PE timetable supports staff CPD though use of coaches and across year group lessons where a member of staff is new to a year group or to the school.</p> <p>Maintain Gold Schools Game mark for the next to years with a view to applying for Platinum.</p> |
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| | the academic year. | | importance of mental health and well-being. Fitness levels continue to rise. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | See pk1 |

| Intent | Implementation | Impact | |
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| 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?: |
| Learners are able to progress rapidly through the PE curriculum, meeting curriculum targets building on skills, knowledge and understanding in each lesson. | <p>Staff to use the core principles of My Personal Best to feed into planning.</p> <p>Staff use curriculum progression map to inform planning and assessment.</p> <p>Embed the use of assessment grids.</p> <p>Continue staff skills audit cycle. SWC, Sports Coaches, Professional tutors and ECT mentors to support teacher training sessions for SCITT, ETCs and new staff to ensure standards remain high.</p> <p>Sports mentor to continue update cycle on use of apparatus for all</p> | See PK1 | <p>Staff confidently adapt medium term planning and weekly planning to meet the needs of their learners with additional focus on life skills and mental health.</p> <p>Learners progress through the curriculum skills map and gaps are closing in most year groups.</p> <p>Assessment feeds into planning with a much greater impact on teaching and learning. Learners know what they are able to do, what they are working on and what they need to do next.</p> <p>Learners' overall attainment and progress has improved.</p> |
| | | | <p>Sustainability and suggested next steps:</p> <p>Sports and wellbeing planning reviewed yearly and further links made with other curriculum areas.</p> <p>Monitor provision for SEND learners and rapidly adapt where necessary.</p> <p>Updated equipment training-update for all staff and full training for new staff and ECTs.</p> <p>Monitoring and training schedule to be put in place by curriculum lead to ring fence designated leadership and CPD time.</p> <p>Continue to share and monitor</p> |

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| | <p>staff.</p> <p>Sports Mentor timetabled to coach staff in specific areas highlighted by audit.</p> <p>Sports Coaches timetabled to provide CPD to all staff through coaching in PE lessons.</p> <p>A range of strategies to be used by staff when the hall or playground is out of use.</p> | <p>Staff able to confidently use apparatus in the hall. Learners climbing, balance and co-ordination has improved. Learners have the opportunity to take 'safe risks' during their lessons.</p> <p>Lessons are of a high quality leading to good progress by learners.</p> <p>When the hall is out of use, dance or yoga is used in the classroom. Learners continue to learn new skills and fitness levels remain good.</p> <p>Children receive 2 hours allocation of PE regardless of space available or weather. Additional time is allotted through Sports Coaches, Sports Mentors and competitive events.</p> | <p>high quality provision specifically for when the playground is out of use.</p> |
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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Percentage of total allocation: 3%</p> |
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| Intent | Implementation | Impact | |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> | <p>Make sure your actions to achieve are linked to your intentions: Provide additional opportunities</p> | <p>Funding allocated: Evidence of impact: what do pupils now know and what can they now do? What has</p> | <p>Sustainability and suggested next steps:</p> |

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| <p>what they need to learn and to consolidate through practice: Learners skills, knowledge and understanding improved through access to a wider range of sports and activities.</p> <p>All children have the opportunity to partake in competitive sport.</p> | <p>for learners to take part in before school, lunch time and after school clubs.</p> | | <p>changed?:</p> <p>Learners skills and knowledge have improved in Archery, Axe throwing, Dance, dodgeball, football, zorbing and laser tag.</p> <p>Clubs offered free for SEN learners and Looked After Children to ensure high levels of inclusivity.</p> | <p>Continue to offer a wide range of sports and activities.</p> <p>Purchase equipment so that staff that have been trained by coaches can deliver a wider range of sports and activities.</p> <p>Train a new Sports Crew to lead appropriate activities over break time and lunch.</p> <p>Huts in playground to be demolished to create more space.</p> |
| <p>Additional achievements:</p> <p>Continued involvement with Birmingham Royal Ballet.</p> <p>3 pupils from Year 1 were selected for a Ballet scholarship.</p> <p>After being selected in year 1, 2 pupils continued through the programme and became Junior Associate members of the Ballet School.</p> <p>1 pupil achieved a place at Elmhurt</p> | | <p>£600</p> | | |

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| Ballet school to start in September 2023. (Well done, Xavier!) | | | | |
| St Mary's achieved School Games Gold award for two consecutive years. | | | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 1% |
| 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 have the opportunity to take part in a range of competitive sports. Learning the skills and knowledge to compete. | <p>Further increase attendance at School Games. Timetabled shared with staff at the start of each term and displayed on Sports and Well-being board.</p> <p>Whole school PE provision map to take into account School Games competition preparation.</p> <p>Attend a range of inter-school competitions through School Games.</p> <p>All year groups to take part in</p> | £230.65 | <p>All children have taken part in competitive sports events, building upon skills and resilience.</p> <p>Children have the skills and knowledge to participate in a wider range of competitions.</p> | <p>New young leaders trained to have a larger role in the organisation of school competitions so that they can take place more frequently.</p> <p>Continue to make use of School Games opportunities.</p> <p>Plan for a minimum of one topic per year to culminate in intra-school competition within key stages.</p> <p>Increase spending in this area</p> |

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| | intra-school key stage competitions. | | | to provide further opportunities to all groups of learners. |
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| Signed off by | |
| Head Teacher: | Jo Booker |
| Date: | 31/07/2023 |
| Subject Leader: | Nikita Hira |
| Date: | 31/07/2023 |
| Governor: | Richard Paton Devine |
| Date: | TBC at first FGB of 23-24 academic year. |