

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

St Mary's CE Primary School
2022/2023

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](https://www.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. **All funding must be spent by 31st July 2023.**

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	£9,200.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£9,384.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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 2022.</p> <p>Please see note above</p>	89%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>93%</p> <p>93% of children received pool water safety and one land based water safety</p>

	<p>instruction. 7% accounted for children that came to the school from abroad, they received the land based water safety instruction.</p>
<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>	<p>No Not in the Year 6 cohort 2022/23 but this class received boosters in Year 5.</p>

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: July 2023	
<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:
					%
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 positive active break times.	<p>All staff to promote games and positive activity with a rota system for team games (football/basketball/cricket). Challenges/new games introduced by Bronze Ambassadors bi-monthly.</p> <p>Creativity and movement inspired by children's interests in STEM activities and being mobile and active.</p>		<p>Staff time</p> <p>£1366.00</p>	<p>The children are more active and playing more collaboratively. They are encouraging each other to become more positive in their play and mixing with other year groups is showing more positive interactions. The children are learning more playground games.</p> <p>The STEM activities were introduced late in the school year but show that the children enjoy being physically mobile and activates when engaging in the activities.</p>	<p>Develop the STEM activities further to enable the children to learn that being mobile and movement are being physically active, team activities have more focus and introduce a challenge focus to these games to develop better team skills and social activity skills.</p> <p>KS1 to have more guidance/support from play leaders/Bronze Ambassadors to develop and improve fundamental skills alongside side challenge and physical social skills.</p> <p>Share games and challenges with parents via website.</p>

<p>To encourage all pupils to participate in being regularly active throughout the school day.</p>	<p>Movement and brain breaks within the school day using Go Noodle, Class dojo, BBC Supermovers, active participation through the lesson and sensory breaks when needed. Year 3 / 4 trailing well-being breathing/movement and music breaks.</p>	<p>Staff time</p>	<p>Children enjoy the movement breaks and need them regularly to ensure that they are aware of needing to be active regularly.</p> <p>Year 3/ 4 really responded well to the well-being breaks and regularly asked for them if they felt they needed more.</p>	<p>Looking at using Storm break activities that are focused on mental health and well-being alongside movement. Monitor and make sure that all new staff are aware of logins and points of reference.</p> <p>Develop a way of the children creating their own sort movement and well-being videos for the school to share.</p>
<p>New Bronze Ambassadors to attend West Dorset training day</p>	<p>Identify children to undertake the training with UPKS2 teacher.</p>	<p>Staff time £150 for travel and fees.</p>	<p>Regular meetings and rotas with BA to assist in KS1 playtimes and KS2 introduce and initiate the playground game. BA confidence in presenting, leading playtime games and delivering warm-ups in lessons.</p>	<p>New game to be introduced by Sports lead (spikeball) and the BA/play leaders will take on the club. BA to undertake the responsibility, supported by staff and sports lead, to devise and run the challenges and playtime equipment rota. They will also throughout the year lead a half termly fundamental skills competition to the school.</p>
<p>Identify those children in not taking part in any physical activity outside of school.</p>	<p>Year 3, 4, 5 children who have SEND and their friends have forest school provision aimed at increasing their interest and willingness to participate in activities that are active.</p>	<p>£722</p>	<p>Discussion with the children identified that they liked gardening and Forest school activities. They were enthusiastic about being outside and being active in a non-threatening way.</p>	<p>Continue to develop being active in a non-sport related subject and discuss how functional skills and being active help the children's physically and mentally. Develop further links with outside agencies to promote active activities outside of school hours.</p>

<p>Children’s sporting achievements will continue to be celebrated in whole school assemblies and the visibility of PE in the school environment to be maintained.</p>	<p>Keep St Mary’s Sports Page updated and inform parents regularly of the update. Sports achievements in assembly.</p>	<p>Staff time</p>	<p>Medals, certificates and accolade given to PE and sporting achievements improves children’s confidence and engagement in being active.</p>	<p>BA to take a lead and continue to be an active part of the assemblies, communicate with teachers and classes for any sporting successes on a weekly basis. Continue to upload competitions, sports events, class competitions to website, school games blog and mention in the newsletter.</p>
<p>Audit of current sports equipment to update any broken/old equipment and identify equipment that can be used for a wider offer of sports activities for children around the school (ASC, Play times).</p>	<p>Sports lead to audit equipment and communicate with teachers and children about needs. Pupil interviews to identify sports/activities that the children would like to try. Storage for organization and clear use for staff and children to zone equipment and promote a sense of responsibility of maintaining the equipment in the best possible condition.</p>	<p>Staff time £2855 equipment £330 storage</p>	<p>Well-resourced PE lessons, wide range of equipment for playtime use and children given pupil voice for equipment to encourage being active for arrange of skills and sports. Teachers finding the organization easier for their delivery of lessons and limiting wasted time. Children understanding the worth of equipment and taking ownership of maintaining and looking after the resources.</p>	<p>Continual monitoring of equipment and communication with teachers and children regarding resources. Older equipment reallocated to other areas of the school to provide an active environment. Continuing to raise the bar in maintaining equipment and looking after resources.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>			<p>Percentage of total allocation:</p>
<p>Intent</p>			<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>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:	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>Qualified coach to work alongside teachers in lessons to increase subject knowledge.</p> <p>Sports lead to assess the effectiveness and use of the progression document in relation to the pupil's physical skill knowledge.</p> <p>Sports lead to assess the effectiveness of the assessment for PE and that it is being used at the end of each skill unit.</p>	<p>CPD in OAA for KS1</p> <p>Sports lead to hold pupil and staff interviews related to the subject progression structure – three I's and discuss with teachers any further support they need. Sports lead to have time in staff meeting to give an overview of outcomes for the subject progression so far.</p> <p>Teachers to assess children at the end of a skills unit and children to understand how and why they have made progress in their physical skills by self-assessment at the beginning and end of a unit.</p>	<p>£450</p> <p>Staff time.</p> <p>Staff and pupil time</p>	<p>Teaching staff are feeling more confident to teach OAA and develop lessons in line with the progression document/skills. Developing staff confidence will also develop the children's confidence and ability to improve their skills.</p> <p>Teacher's having a clear insight and overview of the skills being taught throughout the school and a clear progression of skills across the year groups. Collaboration with some year groups as to how to best implement the skills/progression document has enabled staff increased confidence.</p> <p>Teachers to use the powerpoint assessment document and the visual/picture slide for the children's self-assessment to encourage the children to engage in their active journey and discuss how and where they need to improve their skills so they are</p>	<p>Staff discussion about CPD required or support needed and sports lead to arrange.</p> <p>Sports lead to continue to offer support and collaboration and work alongside teachers so that the progression document, teacher's confidence and skills best enable the children to show progression and understand the skills they are using and how they link across their life as active individuals.</p> <p>Continue to monitor and review assessment process with teachers to make sure it is still an effective tool.</p>

			motivated to enjoy being active.	
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:
Healthy active activities offered to all children during after school club.	Work with ASC to help with resourcing and activities to make sure the children have access to active activities.	Staff time	Children are more active, and are learning team skills and collaboration.	Monitor and develop the activities and work alongside ASC.
ASC clubs that offer active activities and well-being skills.	Sports lead to liaise with office staff to ensure a wide range of active after school clubs are available to KS1 and KS2 children throughout the year.	Staff time	Office staff and sports lead ensure there is communication with parents and ASC are maintained.	Sports lead to continue to liaise with office staff and ASC providers and staff offering active clubs to provide a wide variety of clubs for pupils.
Year 5 and 6 children have the opportunity to learn bike safety.	Year 6 teacher to organise bike ability for year 5 and 6 pupils.	Staff time	Children more confident riding their bikes in a variety of situations with many having the opportunity to learn bike/road safety.	Sports lead/Year 5/ 6 teacher to continue this provision. EYFS to Continue to assess

<p>Children from Years 5 undertook the Bronze Ambassador training. The eight BA children teach the children games and then implement these during break and lunchtimes for KS1 and KS2 children.</p> <p>To promote a healthy attitude to movement and know the benefits to well-being.</p>	<p>Sports lead to work with KS1 and KS2 staff to make sure the children are supported. Half termly meetings with BA to discuss effectiveness of the playtimes.</p> <p>Liaise with music subject lead to combine movement and music. Rope flow, drumba, hula hooping, and chi gong.</p>	<p>Staff time and pupil time</p> <p>Staff time</p>	<p>The BA feel more confident and enthusiastic to encourage the KS1 children with activities and motivated to offer guidance and help to KS2.</p> <p>All children participated and had a fun and enthusiastic engagement with both music and movement.</p>	<p>the skills and abilities for cycling and assess if pedal bikes are needed to enable the children to progress these skills.</p> <p>Continuing involvement of Bronze Ambassador training and coordination with staff and BA to make their time effective during playtimes and with warm-ups for KS1 PE lessons. Development of the BA to organise and lead intra school functional skills competitions.</p> <p>Develop the music and movement festival to encourage well-being, music and activity to diversify the children's experience of what being active is.</p>
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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	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:

consolidate through practice:				
Pupils involved in competitive sports with local schools. Use local PE coordinator to participate in sporting events and festivals.	Sports lead to liaise with West Dorset SSCO and School Games coordinator to participate in games and sporting events.	£2649.51 Contribution to SSCO	The children that attended the events were enthusiastic and motivated. They were able to share their experiences and triumphs with the school and this increased motivation and team spirit for the rest of the school.	Sports lead to ensure these competitions take place and children are given the opportunity to continue to compete in the new academic year.
Sports lead to arrange intra-school competitions. Aimed at encouraging children to enjoy taking part competitively.	Coordination with BA, JLT and sports lead to develop intra school competitions and challenges.	Staff and pupil time.	Children enjoy friendly competitive games and are motivated to join in.	Develop intra games further and use pupil interviews as well as discussions with BA and JLT to continue a healthy mind set around being active.

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